



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**EFL TEACHERS' BELIEFS AND INSTRUCTIONAL ROLE IN APPLYING
READING STRATEGIES: A CASE STUDY OF EDGET CHORA SECONDARY
SCHOOL, ADDIS ABABA, ETHIOPIA**

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ADDIS ABABA**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY (PhD) IN ENGLISH LANGUAGE TEACHING**

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
LANGUAGE STUDIES DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE**

This is to certify that the thesis prepared by Solomon Woldetensay Shifaw, entitled “*EFL teachers’ beliefs and instructional role in applying reading strategies: A case study of Edget Chora Secondary School Addis Ababa, Ethiopia*” submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in English language teaching (ELT) complies with the regulations of the university and meets the accepted standards with respect to originality and quality. We, the examining committee, approve that this thesis has passed through the defense and review processes.

APPROVED BY THE EXAMINING COMMITTEE:

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DECLARATION

I certify that, except for the duly acknowledged citations and references, this dissertation is based on my original work. I, the undersigned, declare that this thesis has not been previously submitted for a degree at Addis Ababa University or any other institution.

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Submission Date March 2025

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ABSTRACT

This qualitative case study explores the beliefs held by secondary school EFL teachers regarding reading strategies and their instructional role in implementing these strategies across the pre-, while-, and post-reading phases of reading comprehension lessons. The research was carried out at Edget Chora Secondary School in Addis Ababa, Ethiopia, using a case study design. Six experienced EFL teachers were chosen through a convenience sampling technique. Data were gathered using multiple tools, including classroom observations (field notes and reflective journals), individual interviews, and focus group discussions. The reading comprehension lesson observation framework was also served as an evaluation rubric. The data were thematically analyzed using NVivo 10 software. The results indicate that although teachers generally have positive beliefs about the instructional importance of reading strategies, their implementation in the classroom is inconsistent. Teachers perceive pre- and post-reading strategies as time-consuming and instructionally demanding, resulting in a greater focus on while-reading strategies. Furthermore, a notable disparity was found between teachers' stated beliefs and their practical application of reading strategies. Even though they acknowledged the benefits of research-based reading comprehension strategies, the majority of teachers did not consistently incorporate them across all three reading phases, thereby limiting their potential effectiveness in enhancing students' reading comprehension skills. The study concludes that aligning the target secondary school EFL teachers' beliefs with their instructional practices requires structured training. The study suggests focused teacher training initiatives, revisions to the curriculum, and further research into the instructional role of EFL teachers in improving students' reading comprehension abilities. These recommendations aim to close the gap between teachers' beliefs and practices, ultimately helping students develop into strategic and independent readers.

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LIST OF ABBREVIATIONS

B.Ed.	Bachelor of Education
EFL	English as a Foreign Language
ESL	English as a Second Language
FGD	Focus Group Discussion
IQ	Interview Questions
MA	Master of Arts
MACs	Mixed-ability Classes
RC	Reading Comprehension
RCLOF	Reading Comprehension Lesson Observation Framework
RQ	Research Question
RS	Reading Strategies

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Globally, the demand for English language learning has dramatically increased (Alsagoff et al., 2012). The primary cause is that English is the foreign or second language (L2) that is used internationally. English is also the language of science, technology, worldwide trade, and education, with speakers of other languages utilizing it for communication. Moreover, English is a priority to compete in the workforce and serves as a communication tool for a variety of international relations. Ethiopia hosts a number of international conferences addressing political, economic, and social concerns. In this sense, it is undeniable that proficiency in English that fosters RC abilities is necessary to keep a distinguished position in the sociopolitical sphere, which is recognized for issue discussions, decision-making, and upholding diplomatic relations. The English language is the means by which nations can enhance their cultural and economic ties.

Besides, knowledge of English is compulsory to work in several sectors where English is an official language, such as international organizations, NGOs, business firms, banks, hotels and tourism, and international travel. Nevertheless, using RC skills rather than merely language proficiency is helpful in today's sophisticated and fast-paced workplaces where a wealth of information and intricate responsibilities are required to maintain a leading position.

The necessity for a common language of communication arose from the escalation of political and economic ties between nations, and English is the language of choice. For a variety of reasons, English has emerged as the preferred language for worldwide communication. Regarding education, there is a vast collection of English-language instructional resources available for use in every subject. These are a great help with teaching, especially when it comes to increasing industrial diversification and technology (FDRE, MoE, 2009).

Furthermore, the English language plays a crucial part in Ethiopian education. The main objective of language instruction in Ethiopia is to produce students who can effectively adapt to the fast-paced, complicated world (MoE, 2009, 2013, cited in Yemeserach,

2024). Put another way, it takes proficient English speakers to examine, synthesize, and assess data and scientific facts, offer well-considered solutions, and reach the right conclusions. Therefore, from elementary school through tertiary education, English is taught to students as a required subject in an effort to achieve this goal.

The four language skills should be mastered in order to learn this important and globally recognized language. Thus, effective teaching methods are necessary for the mastery of these skills. Since RC is one of the four language skills, teaching it requires deliberate use of exercises, approaches, and strategies. With RC skills, students can fully engage in social and economic events as well as gain from educational activities. According to Beatrice (2008), RC skills are the mental processes a reader employs to interpret a text. The majority of RC skills are used instinctively by fluent readers. Fluent readers use these techniques deliberately and automatically to understand difficult texts. According to Zakir (2019), RC means looking for the roots of the tree of meaning. Skilled readers concentrate on the main ideas of the text. The essential information can be understood without reading every word. They understand how to omit superfluous words and gather the essential information. Because of this, when teaching RC, teachers must remember that the best way to enhance RC is to give students the opportunity to read a variety of texts and to teach them a variety of reading strategies so they become independent and strategic readers.

Brown (2001) states that fifty years ago, reading specialists contended that the most effective approach to teaching reading comprehension (RC) is through a bottom-up methodology: initially instructing symbols, grapheme-phoneme correspondences, syllables, and lexical identification, with comprehension emerging from the aggregation of these components. On the other hand, research has shown that a combination of top-down and bottom-up processing, or what has come to be called “interactive reading”, is almost always a primary ingredient in successful teaching methodology because both processes are important. Anderson (2003) agrees that the interactive model combines the elements of both bottom-up (emphasising basic skills like letters, syllables, words etc) and top-down models (activating prior knowledge or schemata of students). In line with this, Christine Nuttall (2005) observes reading instruction has evolved significantly, particularly with shifts in pedagogical approaches and the integration of new research findings. The debate between methods like phonics-based and whole-language instruction

has persisted, reflecting broader tensions in literacy education. Recent years have seen a growing emphasis on evidence-based practices, though disagreements persist over what constitutes effective teaching strategies. Nuttall highlights the importance of adapting classroom techniques to align with both theoretical advancements and practical classroom needs. In fact, the public has revised their own requirements, talents, and reading strategies in both their own tongues and foreign languages because of computers.

Ethiopia has made progresses toward expanding access to elementary and secondary school education (USAID (2017). Regrettably, increasing enrollment has put a strain on the system's capacity, which has negatively affected students' learning. Furthermore, the majority of teachers lack expertise in research-based reading instruction and contemporary pedagogy. Primary and secondary school students' reading levels develop when teachers provide guidance and modeling of numerous strategies, as well as guided and independent practice with feedback until the students start using the strategy independently (Biancarosa & Snow, 2004). The development of autonomous learners is the ultimate aim of instruction, according to Ganske and Douglas (2010). It is therefore anticipated that instructional strategies created to impart reading skills will eventually translate to independent reading. Teaching reading strategies such as predicting, summarizing, and questioning equip students with the skills to decode and comprehend texts on their own. By practicing these techniques, learners gradually internalize them, becoming more confident and self-reliant in navigating different texts. Over time, this fosters independence, as students no longer rely heavily on teacher guidance and can engage with reading materials autonomously.

On the other hand, many secondary school students have poor English language reading comprehension (Atkins et al., 1996). Their academic performance and studies are impacted by this impairment. Ineffective reading instruction is one of the main elements influencing students' reading (ibid). The way that EFL teachers teach RC has a significant impact on how well students improve their language abilities and, ultimately, how successful they are as learners. Therefore, it is critical to enhance RC instruction in Ethiopian secondary schools in order to benefit the next generation. An overwhelming majority of children appear to have weak comprehension skills when it comes to reading texts, according to studies from scholars, secondary school teachers, and the greater educational community. Additionally, local studies have consistently demonstrated that

Ethiopian secondary school students' RC proficiency is declining from time to time (Jha, 2014). This could be partly attributed to the EFL teachers' lack of awareness and commitment to apply appropriate reading strategies while teaching RC.

RC strategies have been the focus of research in ESL and EFL reading. According to Singhal (2001), the majority of these researches have discovered that strategy training enhances reading comprehension and performance. EFL teachers need to foster knowledge of the use of reading skills in order to assist students in becoming proficient readers. Additionally, it is recommended that students employ an array of techniques to aid in the gathering, storing, and retrieval of information (Singhal, 2001). In order to comprehend a text, proficient readers intentionally employ a variety of reading strategies, and teachers should be prepared to support students in this area. Lehr and Osborn (2005) explain that individuals with low reading proficiency possess a limited range of reading strategies and frequently decide to keep reading even when they do not understand.

Unlike the old materials, contemporary reading activities have three stages: pre-, while, and post-reading. According to Zhang (1993), "pre-reading activities that explicitly introduce schemata facilitated comprehension." Pre-reading thus aids in triggering the pertinent schema. Because they believe there is not enough time, most teachers tend to ignore the pre-reading process (p. 5). Pre-reading activities really inspire students before they even begin reading. Teachers could, for instance, preview the passage with their students and ask questions that initiate their interest. According to Drucker (2003), teachers should do the following before assigning a text: have the students relate the chapter they would be reading to a previous experience. After posing a quick question to get the students talking, give them a synopsis of the portion they will be reading next. Finally, instruct the students to read the narrative and search for specific details. Abraham (2002) asserts "by assisting students recognize the knowledge that they already have about the topic of a text an interactive approach demands that the teachers should activate the students' schema during the pre-reading phase" (p.6). Examples of this include discussing titles, subheadings, photographs, identifying text structure, previewing, etc. These kinds of exercises are referred to as "pre-reading strategies."

For this reason, in order to include pre-, while, and post-reading strategies into their actual RC classroom, EFL teachers need to develop positive beliefs and put them into

practice. Students would therefore benefit from being familiar with and practicing these crucial RC strategies to address any comprehension difficulties they might have when reading the text. As a result, over time, the students can improve their RC abilities and become independent and strategic readers. Thus, this study gives due attention to the exploration of the secondary school EFL teachers' beliefs, and their instructional role in the application of reading strategies in each phase of RC lessons.

1.2. Statement of the Problem

Critical attention should be paid to the beliefs of EFL teachers and their instructional role in teaching RC skills in Ethiopian secondary schools. In order to improve students' RC, secondary school EFL teachers play a crucial role by helping students learn reading strategies and use them before, during, and after reading. Encouraging students to become independent and strategic readers in both academic and non-academic contexts is the ultimate goal of teaching RC. In this regard, Paris (1992) clarifies that "readers who are not strategic encounter difficulties in their reading". EFL teachers have a responsibility to completely participate in the RC process, teach reading skills, and motivate their students. Teachers must devote the necessary time to adequately instructing their students on the application of reading strategies before they can expect them to do so (Okasha, 2009). Anderson (2016) asserts that RC is essential for success in school and the workplace. It is a cognitively multifaceted process that needs cooperation and engagement. It exhibits the critical need of an involved student who devotes cognitive resources to text comprehension. The most basic purpose for reading is to gain understanding (Grabe & Stoller, 2002). Therefore, to assist students in comprehending the given text, secondary school EFL teachers need to apply the required reading strategies while teaching RC using three-phase approach.

I have many years of experience teaching English to students at Ethiopian colleges, secondary schools, and higher education institutions. Based on my experience, observing EFL classes and conducting RC assessment as part of my work, I have recognized that most students' RC abilities are below the expected level. Additionally, I learned from both formal and informal departmental discussions with my colleagues in each level of education that many students struggle with RC. Furthermore, these conversations show that students struggled to respond to even the most basic comprehension questions. Furthermore, university students frequently complain about their EFL teachers in

elementary and secondary schools were not adequately teaching them the RC. These phenomena motivated me to carry out this study in the sense that there is a need to investigate in depth the instructional role of EFL teachers in teaching RC.

In addition, as an experienced EFL teacher, I felt that teaching RC is a complex instructional activity by which teachers and students need to collaborate to achieve the objectives set to enhance the students' RC skills. Since RC is a highly complex cognitive activity, teachers need to be sensitive to addressing students' RC difficulties by applying research-based RC strategies. I also believe that teachers should be familiar with the reading strategies and how to apply them in the actual RC classes to assist students to better comprehend the reading passages. Unless teachers implement the reading strategies through pre-, while, and post-reading stages, it seems difficult for both the students and EFL teachers to fully achieve the objectives of teaching RC. These and other instructional reasons triggered my interest to conduct this qualitative study. Such a qualitative approach could help to deeply understand the phenomena regarding the beliefs and instructional role of EFL teachers in teaching RC by integrating those strategies into the pre-, while-, and post-reading stages. This would in turn pave the way to assist students in enhancing their RC skills and to become independent and strategic readers over time.

Numerous studies on teaching RC in Ethiopian secondary schools setting have been carried out. For example, studies examined secondary school teachers' practices in teaching RC and RC strategies using a descriptive study design (e.g., Dereje, 2013; Dawit & Simachew 2020). Besides, using a descriptive interpretative case study design, Nurie (2017) investigated how instructors currently handle and organize RC as well as how they teach reading. Furthermore, Zenbaba (2020) examined the reading strategies used by EFL teachers in secondary schools using the descriptive survey approach. Similarly, Ermias & Taye (2022) looked into how RC is taught in secondary schools. In order to evaluate how teachers implement while-reading activities in EFL classes, Tsega (2021) carried out a descriptive research. Tarekegn (2021) examined teachers' strategies and difficulties in teaching reading, with minor variations with the aforementioned studies. In an experimental study, Geleta et al. (2021) examined how students' performance in RC was affected by explicit reading strategy teaching. This strategy teaching involves direct systematic teaching of reading strategies like summarizing, questioning and prediction. Generally, the above local studies used a descriptive an experimental and a mixed

methods approach.

In the local studies mentioned earlier, questionnaires were employed to gather survey data within a descriptive framework. The experimental research investigated whether Teaching RC strategies enhances students' RC skills. The subject of teaching RC was inadequately explored in these local studies. While there have been some studies conducted on the instructional role of EFL teachers in teaching RC at the secondary school level, they remain relatively few. For example, Mekonnen (2020) undertook an exploratory case study that focused on the various pedagogical strategies employed by three secondary school EFL teachers during different stages of reading instruction. Similarly, Nurie (2017) utilized a descriptive interpretative case study design to investigate current teaching practices and the ways in which teachers manage RC. However, there has been inadequate exploration into the beliefs and instructional role of secondary EFL teachers regarding the use of pre-, while, and post- reading strategies. As to my best knowledge, it seems there are few numbers of qualitative case studies utilizing RC lesson observation as the main method for gathering data. This study intends to address both methodological and empirical gaps in the existing literature at local level regarding the instructional role of EFL teachers in teaching RC.

To this end, this qualitative case study is designed to provide a detailed exploration of the beliefs held by EFL teachers at the target secondary school regarding the use of reading strategies. Additionally, the study examines the EFL teachers' instructional role in the application and integration of RC strategies throughout the pre-, while-, and post-reading phases.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was to explore secondary school EFL teachers' beliefs and their instructional role in applying the pre-, while, and post-reading strategies while teaching reading comprehension.

1.3.2. Specific Objectives

The specific objectives of the study were:

1. To describe EFL teachers' beliefs regarding the reading comprehension

strategies employed across the pre-, while, and post-reading phases

2. To investigate the pre-, while, and post-reading strategies that EFL teachers use in their reading comprehension instruction
3. To find out the relationship between EFL teachers' stated beliefs and their practices of pre-, while, and post-reading strategies.
4. To scrutinize whether EFL teachers integrate research-based (proven) reading comprehension strategies to enhance the student's reading comprehension strategy use

1.4. Research Questions

The following major and sub-research questions guided the study:

1. What are EFL teachers' beliefs regarding the strategies employed across the pre-, while, and post-reading phases to assist students improve their reading comprehension skills?
2. What pre, while and post-reading strategies do EFL teachers use in their actual reading comprehension classes to assist students improve their reading comprehension skills?
 - a. What pre-reading strategies do EFL teachers use to assist students in getting ready for reading?
 - b. Which while-reading strategies do EFL teachers use to facilitate the students' reading comprehension?
 - c. What post-reading strategies do EFL teachers apply to help students extend their initial understanding of the text?
3. Do EFL teachers' stated beliefs match/mismatch their actual practices of strategies employed across the pre-, while, and post-reading phases?
4. Which research-based or proven reading comprehension strategies do EFL teachers integrate into their instruction to enhance the students' reading comprehension strategy use?

1.5. Significance of the Study

I am optimistic that the insights gained from this study will contribute to the enhancement of teaching RC. It is crucial to encourage further research that

benefits not only teachers and students but also all relevant stakeholders. This case study aims to provide a deeper understanding of the beliefs and instructional role of EFL teachers as they assist students in developing their RC skills.

The study might clarify how crucial it is to raise EFL teachers' knowledge and preparedness to work in an EFL setting where the majority of students have poor RC levels. The study's findings may suggest professional development paths for secondary school teachers that center on helping them successfully teach RC by applying the reading strategies in each reading phase. Since the study mainly concentrated on the role of EFL teachers in applying the reading strategies, it may help provide crucial feedback to teacher education institutions. It may initiate ideas that can be used by teachers training institutions to prepare EFL teachers for the challenges of teaching students with low RC skills. This may help such institutions reconsider their training modes by incorporating contemporary theories of RC strategy instruction and related practical aspects. Hence, institutions can produce efficient EFL teachers who are equipped with effective instructional strategies for teaching RC to work well in EFL classrooms where students differ greatly in terms of their RC levels.

English language curriculum developers may also get important practical implications to design language syllabi that give due attention to addressing RC strategies and research-based RC strategies to be applied during the three-phase approach of teaching RC. Such RC strategies would in turn enable teachers in the actual RC classes to respond to the needs of students with low RC skills. Based on the findings of this study, other researchers who wish can conduct related mixed-methods, longitudinal, and experimental studies to gain further insights.

Generally, the findings of this study might help EFL teachers in secondary schools implement more effective RC strategies before, during, and after reading phases to help students develop their RC abilities. It might also indicate current theories and useful elements of teaching RC. Hence, EFL teachers may update their knowledge and skills, which would enable them to assist their students to learn how to read and become independent and strategic readers. Hence, the students can develop their language competence in the long run.

1.6. Limitation of the Study

There were a number of limitations on this PhD project. One key limitation of this qualitative study was the relatively small sample size, which may affect the transferability of the findings. While qualitative research prioritizes depth over breadth, the insights gathered from a limited number of participants (six participants) may not fully capture the diversity of perspectives within the broader population. Additionally, purposive sampling technique, though useful for targeting specific groups, may introduce selection bias, limiting the transferability of results to other contexts or demographics.

As a qualitative study, this research is inherently influenced by the researcher's perspectives, interpretations, and potential biases. Despite efforts to maintain reflexivity through journaling, the analysis of themes and participant responses may still be shaped by the researcher's preconceptions. Furthermore, the dynamic nature of qualitative data collection such as in interviews or observations means that researcher-participant interactions could unintentionally influence responses, affecting the authenticity of the data.

The findings of this study are bound by the specific secondary school context in which the research was conducted, which may limit their applicability to other similar settings. Additionally, qualitative research often captures a snapshot in time, meaning that evolving teachers' attitudes or behaviors beyond the study period are not reflected. Lastly, logistical challenges, such as access to participants for reading lesson observation or time constraints, may have restricted the depth of data collection, potentially omitting valuable insights that could emerge from longer-term ethnographic engagement.

1.7. Scope of the Study

Six EFL teachers, who teach ninth graders at the selected secondary school, took part in the study. This qualitative case study aimed to investigate the beliefs of EFL teachers and their instructional role related to the application of reading strategies across the pre, while, and post-reading phases of RC lessons. The research also examined whether the teachers' statements in interviews about the use of reading strategies were reflected in their actual RC classes. Furthermore, it evaluated the efforts of teachers to integrate research-based reading comprehension strategies into the pre-, while, and post-reading phases to

enhance the reading strategy usage among students.

Efficient management of the qualitative data collecting, analysis, and interpretation process was made possible by restricting the study to Edget Chora Secondary School located in Lemi Kura Sub City, Addis Ababa, Ethiopia. This government secondary school was purposefully chosen to conduct this study. I think using a small sample size allowed for a more thorough examination of the patterns of beliefs and application of reading strategies in RC classes.

1.8. Operational Definition of Key Terms

It is anticipated to briefly define the following vital terms, which were used in the study.

Application of Reading Strategies... means EFL teachers' endeavors in implementing strategies within the framework of the pre-, while, and post-reading phases during the actual RC lessons to assist students in improving their RC skills.

Beliefs about the Application of Reading Strategies... mean EFL teachers' impetus to integrate reading strategies into regular reading activities and to instruct students on such strategies. The assumption is that the more EFL teachers believe in the necessity of using the reading strategies, the more likely they get motivated to use them while teaching RC lessons to assist students in improving their RC skills.

Instructional role in this study mean the role of EFL teachers in applying the reading strategies within the framework of pre-, while, and post-reading phases of the RC lessons to enhance the students' RC skills. In addition, it emphasizes the teachers' role in instructing students to use research-based RC strategies to fix the comprehension difficulties the students may encounter while reading texts. Hence, through time, the students become strategic and independent readers.

Metacognitive Awareness and the use of RC strategies... show the awareness of whether or not comprehension is happening and the conscious application of one or more strategies to monitor the RC process.

Pre-reading Strategies... refer to activities as the first approach that teachers can use in teaching reading. Pre-reading strategies consist of some techniques that the teachers can do with their students to aid the students' comprehension of the text. The teachers can use some strategies such as motivating and setting up purpose, activating background knowledge, building text-specific knowledge, pre-teaching vocabulary and concepts, pre-questioning and predicting, previewing the text, and suggesting strategies. Pedagogically, pre-reading strategies are used by EFL teachers to stimulate students' interest for reading, to activate their background knowledge to minimize linguistic barriers etc. Consequently, students can comprehend the passage better.

Post-reading Strategies... refer to comprehension activities that the teachers engage the students after they read a text. The students will be involved in various kinds of synthesizing, analyzing, evaluating, applying, or simply sharing information from the text that they have read. So, in this stage, teachers may include strategies like questioning, discussion, writing, and various kinds of outreach activities. This phase allows students to articulate and process their understanding of what they have read and to think critically about the validity of the text (Williams, 1984).

Reading Comprehension (RC) in this study is seen in terms of the process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it (Block & Parris, 2008).

Reading Comprehension Strategies (RCS) in this study are defined as deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of the texts or comprehend ultimately.

Research-based RC Strategies... mean the strategies already approved by the research studies for their effectiveness in aiding the students' RC skills. Those strategies include: activating the background knowledge of students, determining the purpose of reading, asking questions about the text, predicting, making inferences, generating questions and answering, using graphic organizers, retelling, visualizing, monitoring comprehension,

and summarizing the text, etc. Hence, it is expected that EFL teachers can incorporate such strategies in their RC instruction to assist students in using such strategies so as to fix comprehension difficulties and become strategic readers in the long run.

While-reading Strategies in this study show that the strategies that allow students to integrate the knowledge and information they bring to the text with new information in the text. Students read silently and try to understand the main points. They also answer several questions designed to understand the ideas in the text. There is no need to understand every word, but they guess the meaning of new words from context. Skimming and scanning the text is part of the activities in this stage of reading.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This study was aimed at revealing the beliefs and instructional role of EFL teachers in applying and integrating the RC strategies throughout the pre, while, and post-reading phases of secondary school RC classes. Therefore, the literature review primarily focuses on the following interrelated themes pertaining to the study. The first literature review section defines reading, RC, and associated concepts. Next, the chapter gives due attention to the review of studies on the relationship between teachers' beliefs and application of reading strategies. It then goes on to discuss the theoretical concerns about reading strategies and the three-phase approach of teaching RC. Then, the instructional role of EFL teachers in applying and integrating the research-based RC strategies have been examined consecutively. The literature review also considers Vigotsky's socio historical theory of cognitive development, and Zimmerman's applied social cognitive model of self-regulated learning as a theoretical basis for the study. Finally, this chapter presents the review of previous studies. This was done to identify the gap in the research on EFL teachers' beliefs and their instructional role in applying the RC strategies employed under the three phases of RC lessons.

2.1. The Definitions of Reading

Let us look at the perspectives of reading as an umbrella term before discussing the essence of RC. Reading is defined as a complex interaction between a reader and a text that is impacted by the reader's prior knowledge, attitudes, and experiences. Many scholars define Reading differently. Hedge (2000) asserts that reading is a dialogue between the reader and the text as well as between the reader and the author. But according to Ur (1991), reading is the capacity to understand, decode, and translate written symbols into equivalent sounds. Johnson (2008) defines reading as, "a complex process of constructing meaning using several coordinated skills. This includes vocabulary, prior knowledge, word reading, decoding, and related abilities." On the other hand, Nuttal (1996) defines reading as the process by which a writer conveys the message to a reader or as the transfer of meaning from one mind to another. Reading is a cognitive activity since the reader engages in the conversation with the author through the text.

For students learning English as a foreign language (EFL), reading is one of the most crucial language skills since it allows them to be exposed to the target language and acquire useful linguistic information that improves their language competency (Erten & Razi, 2003). Again, Grabe and Stoller (2002) stated that:

For English as second language (ESL) learners reading is one of the most difficult language skills to develop to the highest level of proficiency. Many students struggle to understand what they read, especially academic texts. Therefore, reading needs special attention in foreign language teaching.

Reading is a constructive, meaningful, and active activity. Metacognition, or the awareness and control of one's own cognitive processes, is a crucial element of effective reading (Alvermann & Phelps, 2002). Parry (1996) asserts that the goal of reading strategies and the cultures of readers are related. Similarly, O'Malley and Chamot (1990) found a strong correlation between L2 reading aptitude and metacognitive and cognitive methods. In order to regulate cognitive activity and be assured about cognitive goals, like understanding a book, learners are also supposed to use metacognitive strategies like sequential processes. RC is the term used to describe the cognitive process that students use to comprehend what they read. This RC process connects thinking, textual content, and a reader's expectations, reading goals, and readiness.

However, reading has been identified as a significant problem for EFL (English as a Foreign Language) learners because they hardly ever read English outside of the classroom. EFL students in reading classes generally learn passively and avoid interacting with their teachers or peers, which results in receiving less RC, according to Nuttal (1996). Muna (2018) stated that learners may struggle with RC due to a lack of prior knowledge of the subject or inappropriate RC instruction, which includes repeating reading without carefully planned teaching and learning activities. Additionally, it is thought that ineffective use of reading strategies is linked to low RC among students (Buli, Basizew & Abdisa, 2017). In actuality, a prevalent problem in the context of EFL is that students who struggle to understand English texts may delay the development of their RC.

In general, the related literature cited above demonstrates that there is no agreed-upon description of what reading is. It can have a wide range of meanings. Furthermore, since its meaning depends mostly on the context in which it appears, we should not expect to find a single definition for reading. The definitions of reading that different scholars have provided generally vary from relating reading to word identification and decoding to viewing reading as a creative and cognitive process. According to the above definitions, reading in this study is understood as an activity in which the students attempt to identify, comprehend, evaluate, and analyze the ideas and points of view that the authors have put forward in the given text.

2.2. The Essence of Reading Comprehension

Understanding the notion of reading in a broader sense and one of its components, the RC, in a particular way aids in conceptualizing RC instruction. Subsequently, the definitions of RC provided by different scholars have been examined.

Many scholars have provided definitions for RC. It is described by Goodman (1988) as a decoding process where readers piece together the author's intended meaning by building meaning from the smallest textual units (words and letters) at the bottom to increasingly larger units (phrases and clauses) and intersectional linkages. Nutall (1996) offered academicians a novel perspective on RC, which he views as a process of engaging with the text in order to understand the written word. The definition given by Pardo (2004), which is currently commonly accepted, is the perspective that I believe best suits this study. According to Pardo (2004), RC is the process through which readers engage with the text and use their existing information and knowledge to derive meaning. RC is sometimes described as a process that integrates vocabulary knowledge, decoding skills, prior knowledge of the subject under consideration, and pertinent strategies to comprehend and make sense of a text (Duke & Pearson, 2008). Furthermore, RC refers to an interactive process that takes place between a reader and a text (Nutall, 2005).

According to Pang (2003), RC is an active process where a reader creates meaning from a text. Grabe (2009) emphasizes further that RC is a process of meaning-making that involves the interaction of the text, the reader's preexisting knowledge, and their cognitive processes. All things considered, it is a dynamic and active process of

comprehending a specific text that calls on students to use a variety of reading techniques. Pang (2003) defines reading comprehension as:

The process of understanding words, phrases, and related texts. According to him, the process of determining the meaning of one word from another in a text is known as comprehension. In order to comprehend written materials, readers usually employ a variety of skills, including prior knowledge, vocabulary, grammatical expertise, and familiarity with the text. (p.14)

Making sense of the text is another aspect of RC. Therefore, other than trying to deduce meaning from individual words or sentences, the objective is to acquire a general comprehension of what is conveyed in the text.

Anderson (2016) asserts that RC is essential for success in school and the workplace. The cognitively challenging process of RC necessitates cooperation and participation. It illustrates the vital need for a motivated learner who invests mental energy in text comprehension. Understanding is the primary goal of reading (Grabe & Stoller, 2002). Moreover, RC can be interpreted as the capacity to identify the writer's idea, whether expressed explicitly or implicitly, inside the text. In addition, RC is the act of creating meaning by coordinating intricate processes such as fluency, word and world knowledge, word reading and interpretation, and comprehension of the connections between concepts presented in the text. According to constructivism, RC is an active learning process where students combine new and existing knowledge to create meaning. As a result, RC enables students to become engaged and self-sufficient readers. Many definitions and intriguing concepts that many authors appear to agree upon have been produced by the growth of RC research. Authors from the past and present have defined RC according to their opinions of the reading process.

The idea of comprehension or understanding is frequently included in definitions of reading. Without comprehension, reading is useless. According to Grabe (2009:14), "reading is fundamentally a comprehension process." The purpose of reading is to comprehend the written word. Ahmadi et al. (2013:238) defined RC as "the ability of readers to understand the surface and the hidden meanings of the text using meta-

cognitive reading strategies". According to Zoghi et al. (2010), RC is "the process of unlocking meaning from connected text. The process of RC provides a link between thinking, textual content, and the reader's level of readiness, expectations, and objectives of reading (Yogurtcu, 2013). As to Russell, (2013) and Rivers (2000) RC is:

A problem-solving behavior actively involves the reader in the process of deriving and assigning meaning drawing on contextual information from a psychological perspective. Readers both decode the text syntactically and semantically. According to this concept, it requires the reader to develop an efficient system for solving problems during reading (p.70).

From the above definitions, we can understand that reflections and deliberate thoughts are necessary for the reading process. In other words, a reader must be critical and thoughtful in order to comprehend a material effectively. Reading comprehension is an engaging, creative process where readers engage with the text, utilizing their existing knowledge and language skills to create understanding, making deductions and forecasts based on the details given in the text.

Since RC seeks to extract all of the information or meanings, feelings, and intentions that the writer conveys, it is generally recognized by many scholars to be fundamental. Therefore, rather than trying to deduce meaning from individual words or sentences, RC aims to provide a comprehensive grasp of what is being described in the text. Readers should employ their prior knowledge, vocabulary, grammatical understanding, familiarity with a text, and other pertinent reading skills to assist them comprehend written texts in order for the RC to take place. Put otherwise, students must possess the RC abilities required to deduce meaning from the provided material. These abilities include interpreting words fluently, comprehending grammar, drawing conclusions, using prior information, and effectively managing working memory. This study adopted the most recent and widely recognized definitions of the RC provided by Pang (2003) and Grabe (2009) as a conceptual foundation to investigate the beliefs about and application of RC strategies by EFL teachers before, during, and after reading.

2.3. The Relationship between Teachers' Beliefs and Application of Reading Strategies

The following part of the literature review is devoted to discussing in detail the beliefs that EFL teachers hold regarding the use of reading strategies and how their beliefs align with the pre-, while-, and post-reading reading strategies they apply in the actual RC classes. First, let us look at the interplay between teachers' beliefs and practices in a broader sense.

It is generally recognized within the field of language instruction that teachers play a crucial role in encouraging their students to utilize reading strategies. Consequently, they should feel motivated to incorporate these strategies into everyday reading tasks and teach students how to apply them. The stronger the teachers' conviction about the importance of using reading strategies, the more imperative it becomes for them to implement these strategies in their teaching. In essence, teachers' beliefs profoundly affect their awareness, teaching attitudes, approaches, and techniques, which in turn influence students' growth (Kunt and Özdemir, 2010). Likewise, when teachers hold positive beliefs about teaching strategies or techniques, it enhances their effectiveness in the classroom. Peacock (2001, p. 178) characterizes belief as "psychologically held understandings, premises, or propositions about the world that are perceived to be true." It is important, therefore, to understand teachers' belief system towards reading strategies. In this study, the main aim is to investigate EFL teachers' beliefs about using reading strategies in EFL RC classrooms.

Many scholars have shown how teachers' beliefs and practices are intertwined (e.g., Borg, 2003; Gabillon, 2012; Alzaanin, 2014). Despite disagreements among academicians, a large body of research suggests that teachers' views influence their strategies. Thus, according to Pajares (1992), "beliefs are the best indicators of the decisions individuals make throughout their lives" (p. 307). With regard to this point, Borg (2003) argues that:

Classroom strategies are influenced by instructional concerns or considerations teachers have, principles or maxims they are trying to implement, their thinking about different levels of context, and the pedagogical knowledge they possess. Pedagogical knowledge of teachers is one element that affects their practice. (P.91)

Classroom practice is influenced by teachers' ideas, which are shaped by their earlier

learning experiences, educational programs, and teaching experiences. Teachers' ideas are influenced by their prior learning experiences, and this in turn affects how they teach. People use their prior experiences to analyze and understand new information. As to Borg (2003), teachers' views about teaching and learning are influenced by their prior experiences as students. Depending on their past educational experiences, teachers may choose to employ a specific teaching strategy or refrain from utilizing it (Tsui, 2011). This means teachers are guided either to use or refrain from using a certain instructional strategy in their classroom practice based on their positive or negative experiences with it. Based on the above assumptions, it might be useful to stress those teachers' preconceptions about their actions and judgments in EFL classrooms which have a direct impact on students' progress in RC abilities. Therefore, it's critical to comprehend the beliefs that teachers have regarding reading strategies. Thus, an attempt was made in this study to investigate the participants' beliefs about and application of reading strategies. This was done by incorporating few interview questions which would help to probe whether the prior teachers' instructional practices influence the beliefs and reading strategy uses of the participants of this study.

Khonamri and Salimi (2010) also looked at the connection between teachers' beliefs about reading strategies and their actual practices. In their study, 75 high school EFL teachers responded to Choy & Cheah (2009) Teaching Reading Strategy Questionnaire. They conducted an interview as well. Teachers viewed reading strategies as a critical component of reading comprehension. They discovered, meanwhile, that there was a complicated link between teachers' beliefs and actual practices of reading strategies. That is to say, there was a positive association between teachers' application of reading strategies and their perceptions about how important they are to teaching RC. However, no significant correlation was found between teachers' perceptions regarding the importance of reading strategies and their actual classroom practices. The authors observed that there was a gap between teachers' beliefs and their stated practices regarding reading strategies. They contended that this disparity could be caused by contextual variables such as time constraints, class size, various degrees of motivation and proficiency among learners, and teacher motivation.

Kuzborska (2011) investigated the relationship between secondary school EFL teachers' views and practices. The findings revealed that the attitudes that were identified as being

consistent with the actions of the majority of the teachers indicated a skills-based approach to reading instruction, emphasizing vocabulary, reading aloud, translation, and whole-class discussion of texts.

Furthermore, Bamanger and Gashan (2014) investigated secondary school in-service EFL teachers' beliefs toward teaching reading strategies. The findings, based on questionnaire data, shown that in-service EFL teachers placed a strong focus on teaching reading strategies. Teachers believe that the most important teaching reading strategies are guessing the meaning of ambiguous vocabulary, explaining vocabulary items, scanning the text, and asking questions to check comprehension, with translating words into Arabic being the least important. Similarly, Al-husban (2019) investigated secondary school EFL teachers' strategies in teaching RC. Accordingly, the findings indicated teachers have holistically taught reading comprehension. The majority of the observed and interviewed teachers were familiar with the titles of reading comprehension strategies as well as the stages of reading comprehension instruction. However, they were unsure about how to apply and practice them. Similarly, Çak (2016) investigated secondary school EFL teachers' beliefs towards reading strategies. According to the findings of the study, teachers believe in the importance of reading strategies and prefer to employ them at all stages practically. Furthermore, the findings of the study indicated that post-reading strategies are the least preferred.

In Ethiopia, very few studies have quantitatively looked into the relationship between secondary school EFL teachers' beliefs and practices of reading strategies in RC classes. Atinafu (2018) investigated the relationship between beliefs and practice in reading strategy uses among Bahir Dar town secondary school EFL teachers. The study shows that reading strategy training is critical to empowering students to become efficient readers, but they do not train their students to use the strategies correctly. Teachers attempt to employ a few pre-reading strategies; nevertheless, the majority of while-reading and the post-reading strategies were given less attention. Similarly, Regassa and Teshome (2015) investigated Jimma and East Wollega Zone high school EFL teachers' beliefs toward teaching reading and classroom behaviors. The study demonstrates that EFL teachers have their own belief system for teaching reading, but these beliefs are not consistently implemented in the classroom.

However, to the best of my knowledge, there have been few qualitative studies in Ethiopia that investigated the relationship between EFL teachers' beliefs and the implementation of reading comprehension strategies at the secondary school level. For example, Mekonnen (2020) conducted an exploratory case study of three secondary school EFL teachers' pedagogical strategies for teaching RC at various stages of reading. Similarly, Nurie (2017) used a descriptive, interpretative case study design to investigate teachers' current teaching strategies in reading, as well as how they handle and arrange RC. As a result, there appears to be a scarcity of qualitative case studies examining secondary school EFL teachers' beliefs and application of reading strategies in RC classes. In this study therefore a qualitative approach was adopted to thoroughly investigate the connection between EFL teachers' beliefs and application of reading strategies.

2.4. Reading Strategies

Before looking at the details of reading strategies, the following portion of the literature review presents the essence of strategic reading in RC instruction. This will conceptually contribute to a better understanding of the instructional purpose, and classifications of the reading strategies. Additionally, it will pave the way to distinguish the role of EFL teachers both in assisting students in becoming aware of the reading strategies and being independent and strategic readers. This is the second thematic area of the study.

As research indicates, proficient readers are strategic. They have goals while they read, and they modify these goals for every reading task. Strategic readers build meaning using a range of strategies and abilities (Okasha, 2009). A strategy is an intentional plan chosen by the reader to achieve a specific objective or finish a task (Paris, 1992). Teaching reading aims to develop students into proficient readers so they can become independent and use literacy for enjoyment and learning throughout their lives. To construct meaning, one must learn how to apply strategies successfully. Reading becomes challenging for non-strategic readers (Paris, 1992). These early reading challenges may have an impact on how readers learn for the rest of their lives. To create meaning, strategic readers employ a range of strategies, including inquiry and prediction. There are several approaches for students to learn strategies. Reading and writing exercises are used to teach some strategies. According to Harris and Sipay (1990), strategic readers possess

methods for handling a wide range of learning tasks. Thus, one of the most important aspects of becoming a strategic reader is mastering the usage of strategic reading. Continuous reading practice is necessary to assist students develop their ability to employ these skills and become self-sufficient learners (Yurika, 2008).

Even though the author is not physically present in the reader's immediate surroundings, reading is regarded as a participatory process in which the readers converse with the authors. In order to guarantee that students engage with the texts in an effective manner, teachers should be cognizant of that specific process and take care to incorporate relevant reading activities that have been adopted or modified to fit their own teaching methods. Numerous reading strategies are available to assist teachers in creating these activities in an appropriate manner. Reading strategies are deliberate, mental processes that help create and preserve meaning. They show how the readers engage with the text to understand it (Singhal, 2001). In order to reconstruct the text's meaning, readers engage with it using a variety of strategies. For example, the reader makes comparisons between the content of the text and what they already know or have experienced.

Choosing the correct resources and using the right reading skills at the right times are two ways that teachers can encourage their students to read. Reading strategies are thus summarized as follows: skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, drawing conclusions, following references, and distinguishing main ideas from supporting ideas. This is how "strategies make the often invisible work of reading actionable and visible" (Serravallo, 2015; Brantmeier, 2002).

Teachers must use strategies to teach RC. It is well known that some strategies are frequently employed in reading pedagogy. Activating past information, developing vocabulary, teaching for comprehension, increasing reading rate, verifying reading strategies, and assessing progress are the six strategies that Anderson (1999) identifies for teaching reading. As to Duffy (2009), several strategies are used repeatedly by readers in different ways. These include: formulating predictions, keeping an eye on and challenging events, revising predictions along the way, forming mental images, clearing meaning-blocking obstacles, and considering the main points of what has been read. Additionally, according to Duffy (2009), RC strategies can be divided into three fundamental stages: before, during, and after reading. Two broad categories are used by

Barnett (1988) to classify reading strategies. Text-level techniques take a comprehensive approach to the reading materials. Text-level strategies include using prior knowledge reading for specific information or broad ideas, reading for purpose, or using titles or images to help understand the texts. Word-level strategies relate to word meanings through the use of context, word grammatical categories, reference word following, and word formation or family recognition (ibid).

Language learners must use their prior knowledge, a sufficient awareness of vocabulary items, a solid grasp of the target language's grammar, prior exposure to written texts, and additional reading strategies to better understand the text in order to have a successful reading process (Pang, 2003). Teachers have a responsibility to demonstrate to language learners the different reading strategies they might employ to create meaning. This can be applied by explicitly modeling, scaffolding, and reinforcing reading strategies; teachers equip students with the tools to actively construct meaning. Over time, students internalize these approaches, becoming independent, critical readers. Consistent practice across genres and subjects ensures flexibility in applying strategies to diverse texts. Teachers must take the necessary time to adequately teach their students how to use reading strategies before they can expect them to do so (Okasha, 2009). Research supports and recommends the following six-step process to implement a reading strategy, regardless of the strategy we are about to acquire. These are preparation, description, demonstration, interactive practice, guided practice and independent use (Jeanette and Sharon, 1999; Okasha, 2009).

More specifically, to effectively implement reading strategies, teachers should begin by selecting an appropriate text and target strategy while explaining its purpose (Preparation), then clearly defines how and when to use it (Description). Next, they should model the strategy through think-alouds to demonstrate cognitive processes (Demonstration), followed by collaborative activities where students practice together (Interactive practice). Teachers then provide structured support with feedback as students apply the strategy (Guided practice), before finally transitioning to independent tasks where students use the strategy autonomously (Independent Use). This scaffolded approach ensures students gradually internalize the strategy for meaningful comprehension. (ibid).

Following the mushrooms of learning strategy research in the 1990s, scholars started to take an interest in reading strategy research. According to Block & Paris (2008), reading strategies are the ways in which readers think through an assignment, pay attention to textual cues, interpret what they read, and act when they don't understand. Additionally, Anastasiou and Griva (2009) defined reading strategies as:

Specific, deliberate, goal-directed mental processes or behaviors, which control and modify the reader's efforts to decode a text, understand words, and construct the meaning of a text. As a result, the strategies may be both visible and invisible. The visible ones can be applied by the readers explicitly during reading, whereas the counter parts can be utilized by the readers implicitly (P. 283-284).

Actually, there are three categories into which reading strategy research can be divided. The studies in the first category use a descriptive approach and aim to pinpoint the reading strategies that students use. According to Janzen (1996), reading strategies can range from straightforward fix-up strategies like simply rereading challenging passages and figuring out the meaning of an unknown word based on context to more involved strategies like summarizing and connecting what is being read to the reader's prior knowledge. Cognitive, metacognitive, and support strategies are the three categories into which Sheorey and Mokhtari (2001) divided reading strategies. While metacognitive strategies involve advanced planning and comprehension monitoring, such as setting a reading goal and previewing text, cognitive strategies involve readers taking intentional steps to improve text comprehension while reading, such as using prior knowledge and modifying reading speed. Support strategies, on the other hand, are techniques that readers use to help with understanding, like making notes and consulting sources while reading (ibid).

We can infer from the literature analysis above that there are activities to be used when reading. These tasks include reading and summarizing, writing down the text's key points, reading for specific details, speculating about word meanings, and deriving the reading text's moral lesson. Therefore, in order to improve comprehension, EFL teachers should help their students practice these kinds of exercises both while and after reading the passage. It is impossible to dispute the importance of teachers at every level of

language acquisition. Teachers must also guide students in applying and customizing reading strategies. For students to get the most out of reading, teachers must understand how to implement reading strategies in the classroom. Additionally, strategies assist students in managing their reading and gaining self-assurance when reading in the target language. Additionally, the strategies might provide students with a goal to work for and make them conscious of their actions, allowing them to keep an eye on their reading habits. In order to frame individual interviews and FGD guides, this study used (Duffy, 2009) reading strategies as a theoretical foundation.

In summary, reading strategies are deliberate activities taken to accomplish a certain reading task or goal. Depending on the learners and the context, these strategies can be applied in a variety of ways. As will become clear when talking about the specific reading strategies, it is crucial to remember that these strategies might occur before reading, during the reading process, or after a reading phase. Based on the aforementioned literature reviews, this study attempted to explore the nature of EFL teachers' instructional role in applying the reading strategies before reading, during reading and after reading phases of secondary school RC.

2.4.1. The Pre, While and Post-reading Strategies

Readers must use a variety of reading strategies while deciding which literary genres to read. Effective reading strategies include anticipating, predicting, inferring, summarizing, examining, and evaluating. When teaching reading, the teachers may use a range of strategies. Students' comprehension of what they read may be impacted by the strategies the teachers use. Hammerberg (2004) notified a strategy is an activity a teacher does to accomplish one or more of his/her teaching-learning goals. Effective teaching strategies for RC help both the students' RC and the learning process. Brown (2004) states that teaching strategies can facilitate the adoption of a variety of teaching approaches and techniques for reading lessons.

As emphasized by Cekiso and Madikiza (2014), proficient teachers who concentrate on teaching RC are aware that there are various approaches to teaching reading. Dividing reading strategies into three groups, pre-, during-, and post-reading is instructionally significant. Through anticipating, enhancing interest, and predicting what will be read, pre-reading strategies help readers connect their schema with the new information.

Reading strategies assist readers in navigating unfamiliar language and situations and in creating connections between the new content and their prior knowledge. While drawing generalizations and analogies to their own experiences, post-reading strategies assist readers in interpreting, validating predictions, and assessing their comprehension of the material.

Reading strategies have been the primary focus of ESL and EFL reading research. According to Singhal (2001), the majority of these studies have shown that strategy training improves reading comprehension and performance. EFL teachers must raise awareness of the use of reading strategies in order to assist students in becoming proficient readers. Additionally, students should employ a range of strategies to help them gather, store, and retrieve information (ibid). On the one hand, proficient readers intentionally and occasionally employ a variety of reading strategies to comprehend a text. Teachers ought to be able to assist students in this area. On the other hand, weak readers have a very limited repertoire of reading strategies and may frequently decide to continue reading even if they do not understand (Armbruster et.al, 2001). Currently, the RC instruction applies three-phase approach. Here under the discussion of these three phases are presented.

2.4.1.1. Pre-reading Phase (Setting the Stage for Understanding and Response)

As stated by Williams (1984), Wallace (1992), and Nuttall (2005), the pre-reading stage aims to introduce the reading text and develop a framework for reading. It also aims to build and activate students' prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read. Before students start reading the text, teachers are expected to do a number of things to make their task more explicit and their approach to tackling it more effective. Teachers should take into consideration the following points in order to get their students to start reading any text. In contrast to traditional materials, modern reading activities include three-phase procedures: pre-, while-, and post-reading stages. According to Zhang (1993), "pre-reading activities that explicitly introduce schemata facilitate comprehension"(p. 5). Consequently, the pre-reading phase aids in the activation of the pertinent schema. Due to a lack of time, the majority of teachers tend to ignore the pre-reading process. Actually, before the reading it self occurs, students are

motivated by pre-reading exercises. For instance, when students are previewing the passage, teachers can pose questions that can spark the interest of students.

Before reading a material, teachers can follow these steps. Make a connection between the passage the students will read and something they already know. Give the students a quick discussion question to get them interested, and then give them a synopsis of the portion they will be reading next. Finally, instruct them to read the details and search for specific details Drucker (2003).

The interactive approach, according to Abraham (2002), "demands that the teachers activate the students' schema" during the pre-reading phase by assisting students in recognizing the knowledge that they already have about the topic of a text" (p. 6). This includes discussing titles, subheadings, photographs, identifying text structure, previewing, and other related topics. We refer to these activities as "pre-reading strategies." After introducing the topic of the passage, the teacher should probe the students' prior understanding of it with a few questions. By building anticipation and motivating their interest in the reading material, this gets them ready for what they are about to read. Teachers can pique students' interest by giving them engaging activities and predicting tasks. If teachers engage students in the process, they are more likely to read with commitment and focus (Harmer, 2002). Teachers can engage students by discussing the topic, providing a picture for prediction, asking them to predict what they will see based on a few words or phrases from the text, or having them glance at the headlines or captions before reading the text. In addition, teachers can use the strategies like introducing the text, providing reason for reading, dealing with a new language, breaking up the reading text in the pre-reading phase (ibid.).

2.4.1.2. While-Reading Phase (Engaging in Text)

According to Wallace (1992), the primary goal of the while-reading phase is to teach students to be adaptable, active, and thoughtful readers. This phase, too, requires teacher leadership to ensure that students take an active, questioning approach to the content. A variety of reading-related exercises can provide this type of instruction. For example, students can be asked to identify characters in a story, coherent devices in the text, adjectives that describe the feelings of people in the story, and so on. The most important activities of the while-reading phase are the following: extracting the main ideas and

supporting details, identifying the specific information, inferring information contained in the text, transferring information from the text into tables, and graphs, filling in the blank space with the required information, guessing new words from context and, paraphrasing and interpreting texts, etc.(Ibid).

In conclusion, while-reading strategies refer to reading activities that help students while they read, as well as things that teachers do to help students read effectively. Teachers typically instruct students by reading a text from one or more chapters while they are reading. Students, on the other hand, will study a text and learn about the topics covered. In this phase of reading comprehension, teachers might utilize strategies such as silent and oral reading, giving students hints while they read, altering the medium, and wrapping up during reading.

2.4.1.3. The Post-reading Phase (Making Connections and Extending Understanding)

The post-reading step is primarily designed to engage students in text evaluation, reconstruction of the writer's opinion, summarizing the text, and connecting the message to their own knowledge, experience, and feelings (Williams, 1994). According to Vaez (2006), students should reflect on what they have read in order to broaden their thinking. Students get more involved in reading and gain a greater grasp and appreciation for various texts when they talk and write about what they have read. According to Grellet (1981) and Williams (1984), post-reading can take the form of the following activities: expressing personal opinion, relating the text with the background knowledge or experience, summarizing the text, evaluating the idea of the text, writing as a follow-up to reading, encouraging students to do any writing activity related to the reading passage, speaking as a follow-up to reading, getting students to do speaking activities such as group discussions, debates or arguments, expression of opinions, and oral summary, appreciating, reacting to, and stating feelings of interest or any other emotional responses to the author's ideas or feelings.

In general, post-reading strategies refer to comprehension exercises in which teachers engage their students after they have read a material. Students will engage in a variety of activities such as synthesis, analysis, evaluation, application, or simply savoring or sharing knowledge from the material they have read. So, at this level, teachers may use

strategies such as questioning, discussion, writing, and various types of outreach activities.

In line with the aforementioned theoretical issues, or using the theoretical aspects of the three reading phases as a frame of reference, this qualitative case study attempted to investigate EFL teachers' application of reading strategies during the pre, while, and post-reading phases in the actual secondary school RC classes.

2.5. The Instructional Role of EFL Teachers in Applying Reading Strategies

The previous literature review section addressed the definition of reading strategies and their application in each phases of RC lessons. The following section of the literature review focuses on the role of EFL teachers in adopting reading strategies to help students become familiar with and apply those strategies to comprehend the texts with relative ease.

In Ethiopia, as in many other nations around the globe, English is taught as a foreign language within the educational framework (MoE, 2002). For students to succeed in this essential global language, they need to develop four key language skills: listening, speaking, reading, and writing. Among these skills, reading comprehension is especially crucial, as it enhances overall language growth and academic achievement. Therefore, for the effective teaching and learning of English, EFL teachers must employ well-organized instructional strategies along with thoughtfully chosen activities, methods, and techniques. The instructional role of EFL teachers particularly in the area of RC significantly influences the development of students' language abilities (Taye et al. 2018).

To assist students in understanding and engaging with texts, EFL teachers play a vital role in reading comprehension sessions. To fulfill this role, they must implement a range of reading strategies that are appropriate for different reading stages. These strategies can be categorized into three primary phases, as noted by Duffy (2009): pre-reading, while-reading, and post-reading. Each phase has a unique function in improving students' comprehension.

In the pre-reading phase, teachers should incorporate activities such as brainstorming, questioning, and making predictions to set expectations for the content, spark students'

curiosity, and engage their existing knowledge. This phase helps to connect students' prior knowledge with the new text they are about to read. During the while-reading phase, teachers assist students in navigating the text by teaching them strategies like scanning for specific information, skimming for key concepts, and inferring the meaning of vocabulary from context. These strategies help enhance students' understanding and maintain their engagement with the text as they read.

Ultimately, the post-reading phase includes strategies designed to strengthen and enhance students' understanding. This stage gives students the opportunity to think back on the text, verify or adjust their predictions, and assess their comprehension. As noted by Cekiso (2012), post-reading strategies further motivate students to relate the material to their own experiences, condense main concepts, and analyze the text critically, fostering higher-order thinking skills.

EFL teachers have an important instructional role in teaching students reading strategies that can be employed before, during, and after the reading process. Teachers should scaffold their students until they are able to employ reading skills independently. These strategies are widely employed to address understanding obstacles. They may also enable students to immediately solve understanding difficulties while reading the passage. This would prepare the students to be strategic and independent readers in the future.

There is a significant amount of evidence indicating that RC training is highly beneficial for students across various levels. When teachers demonstrate and clarify one or more comprehension strategies, and also offer guided and independent practice with feedback until students can apply the strategy on their own, the levels of reading comprehension among students rise. Due to such persuasive data, the most commonly recommended approach for improving reading comprehension is to enhance explicit instruction in comprehension skills.

In its report, the National Reading Panel (NRP, 2000) emphasizes the importance of comprehension strategy instruction, explaining, "The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension while reading" (p. 439). Furthermore, research indicates that reading instruction in specific disciplines, such as science and social studies, can enhance student

comprehension and learning. (Barton, Heidema, & Jordan, 2002).Despite this evidence, teachers are typically hesitant to deliver explicit RC training in their classrooms. Teachers mention a lack of instructional time and the need to cover topic as impediments to RC instruction.

According to Paris et al. (1983), “ learning to be a strategic reader can promote RC and failure to be strategic in reading may result from either developmental inability or poor learning” (p. 293). Brown and Palincsar (1989) suggest that strategic reading helps students, especially low-achieving learners, avoid comprehension failure. Similarly, Koda (2007) argues that strategic reading can not only compensate for learners' comprehension deficiencies, but also help them build critical thinking skills. In this regard, Pressley (2006) stated that:

Language learners should be taught strategic reading using explicit instruction. Strategic reading instruction benefits both second or foreign language learners and their teachers. It promotes learners' autonomy and self-awareness of the meaning-making process while simultaneously preparing pre-university students for academic reading performance.

Reading strategy instruction is an effective way for teachers to engage students to participate in their learning while also teaching them how to read well. In numerous research studies comprehension strategy training, which includes multiple reading strategies, has been shown to be useful in helping students become strategic readers and enhance their RC (Koda, 2004; Klingner et al., 2012). As a result, comprehension strategy instruction, which focuses on teaching students reading skills to help them become strategic readers and self-regulated learners, appears to be both promising and necessary. Teachers' strategies frequently anticipate students to build their reading skills through osmosis (absorption) and without assistance. According to the osmosis approach, if a teacher teaches RC in the target language all day, students' reading comprehension will improve. To achieve the desired results, the teacher must employ the reading comprehension strategies. There are numerous strategies that teachers can employ when teaching RC.

Accordingly, one of the most essential functions of language teachers is to assist students in using strategies such as skimming, scanning, and anticipating. Effective language

educators assist their students in developing a set of reading strategies that are suited for each reading scenario. Furthermore, the NGA (2007) states that "Besides developing reading proficiency for students, teachers who train students to use reading strategies can also help them become autonomous language learners". RC strategies are methods that improve comprehension and overcome comprehension problems (Brown and Palincsar, 1984). These strategies have been identified as part of the procedural knowledge (knowledge of how to grasp text) that readers employ as instruments for deep, long-term comprehension and learning (McNamara et.al. 2007). Afflerbach et.al (2017) described strategies as:

Deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text. Thus, intentionality is important. The reader must intentionally use particular cognitive methods before, during, and/or after reading, while keeping the intended aim in mind (p.38).

Conditional knowledge (knowing why and when to adopt distinct strategies) is important for strategy application (Paris, Lipson, & Wixson, 1983). Both intentionality and conditional knowledge necessitate metacognitive awareness, which requires students to monitor their own reading processes (Baker, 2002).

Pearson et.al. (2011) contended that "students must acquire 'insider' knowledge about why and how we use strategies" (p. 251), necessitating metacognitive awareness. This is consistent with research that indicate the necessity for metacognitive awareness when adopting reading strategies (e.g., Baker, 2002); students must be consciously aware of what to do in various reading settings, how to do it, and when to do it.

According to the literature review section above, a strategy is a tool that students use to understand texts; it is not an instructional technique, even if a method includes how to apply a comprehension strategy. These contrasts are especially relevant in studies of naturally occurring RC strategy instruction, because past research has shown that teaching students actual strategies, rather than simply assigning exercises and activities, is a difficult endeavor. Several experimental investigations have shown the usefulness of a variety of strategies. This necessitates an explicit educational approach to strategies. Otherwise, strategies will be, at best, tools used by teachers to steer student reading, a

method of instruction based on the notion that continuous exposure to a specific methodology will drive students to become strategic. Teachers can improve students' RC ability by consistently teaching those RC strategies and skills. Teachers who not only provide students with resources but also educate them how to use those tools are setting them up for success. There is an old saying that "if you give a guy a fish, he will eat for a day, but if you teach him how to fish, he will feed for a lifetime". This saying, when applied to language instruction, might be interpreted as providing students with solutions solve the current difficulty. However, if they are taught how to get the answers for themselves, they will be able to manage their own learning. Direct guidance on how to interact with a text is extremely beneficial for all readers, regardless of their skill level.

Overall, teaching the RC is fairly difficult. It isn't as simple as it may appear. EFL teachers are expected to help their students become better readers by teaching them how to employ strategies before, during, and after reading. Reading is done solely for comprehension. Reading without comprehension is tedious and unproductive. The publications reviewed above provided strong recommendations to EFL teachers about the importance of explicitly teaching research-based RC strategies in regular classroom contexts. It is not an exaggeration to claim that students' ability to grasp what they read will have a long-term impact on their life. A teacher may utilize a variety of strategies when teaching reading comprehension. To properly employ any instructional style, anyone who teaches must first comprehend the concepts and assumptions that underpin each strategy.

To this end, this study attempted to explore the instructional role of participants in applying reading strategies across the pre-, while-, and post-reading stages in the actual RC classes. This would in turn help the students become familiar with appropriate reading strategies in each phase of RC and become strategic and independent readers over time.

2.6. Integrating the Research-based Reading Comprehension Strategies into the Pre, while and Post-reading Phases

EFL teachers need to integrate the research-based RC strategies in their RC instruction since these strategies have a paramount instructional advantage for the students to read and comprehend the passage with relative ease. There are lots of research-based reading

strategies for improving reading comprehension. These strategies are explained in detail in this literature review sub-section.

Teachers should purposefully plan the research-based reading strategies to help students comprehend the passage in RC classes. Students who receive instruction in comprehension strategies become intentional, engaged readers who manage their own reading comprehension. In addition, teachers can use other strategies like expanding students' vocabulary, stopping reading before understanding, understanding the main idea, employing contextual cues, teaching reading strategies, visualizing what is written, offering a range of reading objectives, identifying texts and assignments, and so on. In light of this issue, Adler (2001) put out seven methods for improving text comprehension that seem to have solid scientific support. They are keeping an eye on comprehension, meta-cognition, narrative structure recognition, graphic and semantic organizers, question answering, question creation, and summary. These strategies offered a conceptual framework that helped this study better comprehend the research-based reading comprehension strategies used by the sample EFL teachers in each of the three phases of RC lessons.

Even though RC is fundamental, many English language learners lack the necessary reading strategies to fully understand what they read (Pressley 2006; Ghuma 2011). Therefore, teaching students explicit and flexible comprehension strategies may be a Useful way to improve their ability to comprehend texts, especially for those who are learning a language (Yang, 2006). In relation to this issue, the National Reading Panel (2000) states that:

The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter obstacle to comprehension when reading" (P,3-4).

Therefore, RC strategies sometimes referred to as conscious processes, tactics, and procedures that readers employ to comprehend what they read are influenced by cognitive, meta-cognitive, and occasionally language aspects (McNamara et.al, 2007). As a result, offering a methodical and adaptable framework for instruction may assist English language teachers in developing successful and captivating RC lessons that

satisfy the needs of their students. The three stages of the suggested RC strategies are pre-, during-, and post-reading. The comprehension function of reading is completed by these phases, which are structured methodically, work independently, and follow one another. The majority of the strategies employed in these stages are widely accepted, regularly applied, and have been shown to be effective in teaching comprehension to a variety of learners and under a range of learning circumstances (Yang, 2006).

In order to explicitly teach RC strategies, the following strategies can be used as an instructional framework model: utilizing graphic organizers, comparing and contrasting, figuring out cause and effect, classifying, summarizing, synthesizing, retelling, identifying big ideas, visualizing, questioning, predicting, connecting, inferring, activating prior knowledge, and determining the purpose. In teaching RC, these strategies are supported by numerous models and techniques (Pressley 1992; Afflerbach et.al., 2008). Thus, it is expected of EFL teachers to incorporate the research-based RC strategies into the pre-, while-, and post-reading phases in order to help students become familiar with the RC strategies and apply them as needed during the RC. This study therefore attempted to apply the aforementioned research-based reading comprehension strategies as a theoretical framework to explore whether the participants integrate these strategies during the three phases of RC instruction.

2.7. Theoretical Framework of the Study

The discussion of teaching RC is underpinned by the theories of Vygotsky's socio-historical theory of cognitive development, and Zimmerman's applied social cognitive model. These theories are relevant to this study because EFL teachers have to integrate theory into practice and develop appropriate balanced coping strategies for improving the teaching of RC. This study subscribes to the view that RC can be taught and learnt and that it cannot just happen (NRP, 2000). This implies that teachers must have theoretical awareness and practice to be able to motivate learners to read and comprehend the text, sustain their RC abilities and become strategic and independent readers through time. The following theories are discussed sequentially since I believed they have relevance to specify the conceptual framework for this study.

2.7.1. Vygotsky's Socio-historical Theory of Cognitive Development

Lev Vygotsky (1978) attributed cognitive development to the social environment of the

child. He notes that children begin learning from the behaviors, attitudes, values and skills of the people around them. The social world and one's culture determine which stimuli occur and are attended to. Vygotsky emphasizes the role of adults in influencing the cognitive development of children. Development is enhanced when children work cooperatively or collaboratively with adults and other children. Cognitive development proceeds from behaviors regulated by others to self-regulated behavior (Zimmerman, 1998). To help children move from a social to a personal psychological form of knowledge, adults should determine the child's actual development level by learning about his capacity to solve problems when working with or without adult help.

According to Vygotsky, when a child is working independently, we see the actual development level of the child. When the child is working with an adult, we see the potential development of the child, under optimal circumstances, while learning with a competent nurturing mediator. The difference between these two levels of functioning is referred to as the zone of proximal development (ZPD). With regard to the importance of the ZPD, Vygotsky (1998:137-138) emphasizes:

Everything that the child cannot do independently, but which he can be taught or which he can do with direction or cooperation or with the help of leading questions, we will include in the sphere of imitation. Thus, in studying what the child is capable of doing independently, we study yesterday's development. Studying what the child is capable of doing cooperatively, we ascertain tomorrow's development.

Practically, based on this proposition, through pair and small group arrangements, EFL teachers can pave the way for students to seek help from their classmates while they face difficulties during RC classes. Furthermore, students can resolve their RC challenges by borrowing the relevant reading strategies and definition of key terminologies from peers. They can also learn skimming and scanning techniques from peers to dig out specific as well as main ideas of each paragraph in the given text.

The area of immature, but maturing processes makes up the child's ZPD. When children are faced with challenging situations, they can seek help from their teachers and peers, which is termed 'scaffolding' (Woolfolk, 1995). Vygotsky believed that language is an important tool because it is internalized by the child to affect thinking and problem-

solving (Shaffer, 1996; Bukatko & Daehner, 2001). Vygotsky's theory has implications for teaching RC because in facilitating learning, the teacher must take the cultural context of the learners into consideration as it influences their thinking and actions. Learners can be given problem-solving activities related to RC. Thereafter the learner should work independently using his or her own knowledge and skills with the guidance received from the teacher.

Scaffolding involves the provision of support that is focused on a learner's particular capacities within Vygotsky's ZPD. When teaching RC to secondary school learners, teachers need to shift the responsibility to the learners at some time, gradually releasing responsibility to learners so that they learn to master their own learning. Specifically, teachers take all the responsibility for applying reading strategies through modeling.

Learners in turn must observe, imitate practice and then self-regulate themselves and create meaning from the written text by applying the strategies appropriately. As time goes on and learners get more exposure and practice using the strategies, teachers slowly withdraw their responsibility. This is to enable learners to manage their own RC by making use of the reading strategies. Teachers work collaboratively with the learners and the strategies, giving and taking as much as necessary to create meaning. Eventually, learners take more and more responsibility as they become confident, knowledgeable and capable. Finally, they are able to work independently (Pardo, 2004; McMahon & Oliver, 2003). Shanahan (2006) refers to the gradual release of responsibility as the 'i do it—we do it—you do it' approach to teaching RC.

According to Shanahan (2006), this can benefit the learners if the teacher provides guidance beforehand. What is important is the support given to learners, the available resources and appropriate activities for engaging them. Scaffolding has a crucial instructional implication for teaching RC in relation to the instructional role of EFL teachers in applying the reading strategies. Secondary school EFL teachers can apply the theory of scaffolding in RC classes. For instance, they can model how to apply pre, while and post-reading strategies during RC classes. Under the teachers' supervision, the students can obtain support to use reading strategies in the actual RC classes. Then, after some time, the teachers give more freedom to students to apply these reading strategies independently. Finally, students will be able to determine the purpose of reading, choose appropriate reading strategies, and apply them properly. Ultimately, this situation leads to

ensuring that students become strategic and independent readers through time.

2.7.2. Zimmerman Applied Social-Cognitive Model of Self-regulated Learning

According to Zimmerman (1990), self-regulated learning involves the regulation of three general aspects of academic learning. Firstly, self-regulation of behavior involves the active control of the various resources learners have available to them (Garcia & Pintrich, 1994; Garcia & McKenzie, 1993). Secondly, self-regulation of motivation and effect involves controlling and changing motivational beliefs such as self-efficacy and goal orientation, so that learners can adapt to the demands of a course. Thirdly, self-regulation of cognition involves the control of various cognitive strategies for learning and these strategies result in better learning and performance than learners showed previously (Palincsar & Brown, 1989; Garcia & Pintrich, 1994; Smith, 2021).

Therefore, the aforementioned proposition explains the concern of this study in the way that EFL teachers must motivate learners to be actively involved in RC with understanding instead of memorizing words on the page. It is important for teachers to encourage students to think positively about RC and believe that they can read and understand the text. Thus, poor motivation can impede acquisition of self-regulatory competence (Zimmerman, 2000). In addition, learners can learn how to control their emotions and apply positive ways to improve their learning. Literature suggest that self-regulation of cognition involves the control of various cognitive strategies for learning, such as the use of deep processing strategies that result in an improved learning performance (Garcia & Pintrich, 1994; Pintrich et al., 1993).

The teacher must teach learners to acquire self-regulatory competence in order to become independent readers and learn to read and use the appropriate reading strategies needed for the text comprehension. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Zimmerman (1998) proposed the idea of learners themselves being the source of plans, intentions, strategies and the emotions that are necessary to create meaning from the written text. Teaching multiple strategies is important, since the self-regulatory strategy will not work for all learners and using a few strategies will not work on all reading tasks. Zimmerman (1990) and Zimmerman and Hutchins (2003) suggest multiple self-regulatory strategies rather

than a single strategies and states that learners can be taught to become more self-regulated. This view is linked to the constructivist theory where learners should be able to construct meaning from the written text. By learning to self-regulate a skill from peers, parents or teachers, each new generation of learners can build on the achievement of prior generations and avoid the mistakes of the past (Zimmerman, 1998).

Drawing on Zimmerman's applied model of self-regulated learning, learners can be engaged in cognition and metacognitive activities, and they alternate between prompting, using a strategy, applying the selected strategy, and monitoring its accurate implementation (Sporer et al., 2009:273). Zimmerman's social-cognitive model of self-regulated learning provides a theoretical basis for suggesting the effects of strategy instruction and reciprocal teaching, namely, strategies are taught and how they are taught and practiced effectively. Thus, we can deduce that in the context of this study teachers can be exposed to Zimmerman's applied social-cognitive model of self-regulated learning. Consequently, they can teach their students how to select and apply appropriate reading strategies and assess the changes made in the RC abilities of their students.

The review of local studies on the instructional role that EFL teachers in applying the reading strategies across the pre-, while-, and post-reading phases while teaching RC has been discussed in the next section.

2.8. Local Studies on the Instructional Role of EFL Teachers in the Application of Reading Strategies

Reviewing the local studies would help to understand the context of teaching RC in secondary schools through application of reading strategies. This could in turn enable to pinpoint the research gap that this study addressed.

Few researches on teaching RC have been carried out in Ethiopian secondary schools contexts. The reviews of local studies are shown here in chronological order. I therefore made an effort to explain the methodological and contextual distinctions between my study and the local studies in order to clearly show the position of my study.

Dereje (2013) examined secondary school teachers' use of RC strategies through a mixed-methods study. Sixteen English language teachers who were chosen by availability sampling served as the study's respondents. Questionnaires for teachers and students, classroom observations, teacher interviews, and content analysis were all

utilized to gather data. The findings indicate that teachers favor a relatively small number of strategies. The study concludes that other than a few strategies, teachers rarely involve their students in practicing RC procedures. Similarly, using a descriptive interpretative case study design, Yenuse (2017) investigated how teachers currently handle and arrange RC and how they teach reading. The information was gathered through interviews with the most experienced EFL teachers at Fasilo Secondary School in Ethiopia as well as observations of their best representative comprehension lessons. According to this study, all of the teachers used comparable methods while instructing students in RC, such as assigning homework and anticipating accurate answers along with a succinct explanation of the subject. Additionally, the results demonstrated that the teachers did not pay attention to the text's content or to creating meaning from it.

Dawit & Simachew (2019) assessed the strategies used by teachers to teach RC in secondary schools of Debre Markos administrative town using a mixed method research methodology and a descriptive survey study design. A questionnaire, an interview, document analysis, and classroom observation were used to gather information from 254 students and 33 teachers. The results showed that teachers appropriately embrace the practice. Students, on the other hand, responded that the teachers' practice was inadequate. The qualitative data also demonstrated improper application of the three RC phases. Again, the practice is mostly hindered by the context, teachers, and students. On the other hand, using the descriptive survey method, Zenbaba (2020) assessed the reading strategies used by the EFL teachers at Abeto Negase Kiristos WeredaKal secondary school. A thorough sampling method was used to choose these participants. Data was gathered through questionnaires, interviews, and classroom observations. The results indicated that employing traditional teaching methods, paying less attention to the reading lesson, and having very few reading strategies were revealed.

An exploratory case study of the pedagogical approaches used by three EFL teachers in secondary schools to teach RC at various reading levels was carried out by Wubante (2020). To gather information, the researcher conducted interviews and observations. According to evidence gathered from the extensive themes of observation and interviews, EFL teachers employ typical reading strategies such as questioning, silent reading, read-aloud, prediction, and summary while teaching RC. In order to help students read and understand the material in their actual classrooms, all EFL teachers found it difficult to

teach RC using the strategies they had suggested. To assess teachers' use of while-reading activities in ELT classes at Bule Hora School, Tsega (2021) carried out a descriptive study. In this study, two hundred and eight students and eight teachers participated. Interviews, questionnaires, and observation were used to gather data. The vast majority of respondents, according to the findings, said that their teachers did not require students to practice while-reading exercises during RC.

Teachers' methods and difficulties in teaching reading were examined by Tarekegn (2021). 64 grade 9 students from Teppi Secondary and Preparatory School were chosen at random for the study, and a sample of four teachers was specifically chosen. The case study design employed a qualitative method to gain a thorough understanding of the phenomenon. To gather information, the researcher employed questionnaires, interviews, and classroom observations. According to the findings, the participants employed integrated reading techniques, reading aloud, and provided RC exercises in order to teach reading skills. They also used scanning, skimming, and intensive reading depending on the aim of the reading.

Conversely, Geleta et al. (2021) looked into how students' RC performance was affected by explicit reading strategy teaching. Since quantitative data-gathering tools were used to collect data through RC tests both before and after the intervention, the study used an embedded design. The randomly chosen members of the treatment group were also interviewed to collect information regarding the treatment. First and foremost, classroom reading teachers must provide opportunities for the readers to understand RC questions that require higher order thinking skills by presenting activities that correspond with the pre-, while-, and post-reading instructions.

In a descriptive survey quantitative study, Amare et al. (2021) came to the conclusion that students would benefit from being familiar with reading strategies and the use of a variety of such strategies. Additionally, it helps the students succeed in academic settings where a foreign language serves as a medium of instruction and in language learning. It has been determined that EFL teachers' classroom actions did not adequately reflect their instruction of reading skills. Although most of the teachers did not put it into practice, they are aware of the theoretical component of reading strategies and their significance in RC instructions. This suggests that theoretical knowledge does not equate to practical application.

Furthermore, the methods of teaching reading strategies in grade nine at Dil-Ber Secondary School in Addis Ababa, Ethiopia, were examined by Ermias & Taye (2022). To achieve the study's goals, they used a descriptive case study approach. Semi-structured interviews, questionnaires, and classroom observations were used to gather the data. Pre-, while and post-reading are the three phases of teaching reading. However, the results showed that teachers did not teach and adhere to the recommended teaching methods and procedures.

There are contextual variances in the findings obtained by the majority of the aforementioned local studies. However, aside from the two qualitative studies, Wubante (2020) and Yenuse (2017), the other local studies are descriptive, and some of them adopted an experimental design and mixed-methods approach. The topic of teaching RC was examined holistically in the majority of local researches reviewed above. Qualitative case studies that addressed secondary school EFL teachers' beliefs and application of reading strategies in RC lessons appear to be few in number. Therefore, this study hopes to fill this gap. This study differs from the previous local studies in both scope and depth. Meaning, in contrast to the aforementioned local investigations, this study attempted to investigate the participants' beliefs and application of reading strategies across the pre-, while-, and post-reading phases in the actual RC classes. The study also looked into whether the beliefs expressed by EFL teachers aligned with the reading strategies they apply in RC classes.

2.9. Summary

Attempts have been made mainly to review literature in connection to the beliefs of EFL teachers and application of the pre, while and post-reading strategies while delivering RC lessons. It has been indicated that one of the main aims of teaching RC is to help students become efficient and good readers. In order to attain this aim, teachers should assist the students how to employ or utilize reading strategies efficiently to make greater progress in RC. In the literature review section above, it is claimed that there is a close relationship between teachers' beliefs about application of reading strategies and students' RC achievements. In that sense, this exploratory case study attempted to investigate secondary school EFL teachers' beliefs regarding the types of reading strategies they preferred to apply in their actual RC classes. The study also focused on teachers' endeavors in integrating the research-based RC strategies throughout the pre-, while, and

post-reading phases.

To this end, a recent research-validated instructional practice, i.e., the RC strategy instruction was specifically reviewed as a benchmark of RC lesson observation data analysis. This was helpful to explore the instructional role of EFL teachers in applying the pre-, while, and post reading strategies with the goal of assisting students in becoming aware of and using reading strategies to fix comprehension difficulties while reading the text in the classroom and in any non-academic reading contexts.

Besides, several core issues that provide a firm theoretical foundation for the overall structure of this study have been discussed. Specifically, the discussion involved the notion of reading and RC proposed by various scholars. Controversies regarding the approaches to teaching the RC and application of the reading strategies across the pre, while, and post-reading phases have been briefly explained. The relationship between teachers' beliefs and application of reading strategies were argued in detail. Again, the literature review chapter dedicates sufficient emphasis to RC strategies. In-depth elaborations were included concerning the RC strategy instruction, and integration of the reading strategies into the three phases of RC instruction. Additionally, concerning the theoretical framework of the study, Vygotsky's social- historical theory of cognitive development and Zimmerman's theory of applied social cognitive model of self-regulated learning were discussed respectively. The chapter, moreover, presented discussions about Vygotsky's (1978) ZPD theory that partly underpinned the conceptual framework of this study. These theories laid foundation for developing the theoretical basis to understand and contextualize the core variables in the study. Finally, the summary of previous local studies focused on the instructional role of EFL teachers in teaching RC was presented with the support of empirical findings. This signifies the gaps in studies that have been conducted related to application of the pre-, while-, and post-reading strategies.

In the next section of the study report, the research methodology and the related sub components have been described.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter outlines the research methods used to investigate the beliefs of EFL teachers and their instructional role in applying the pre-, while, and post-reading strategies. The research design and general methodological approach are covered in this chapter. Also, the study setting, participants, data-generating tools, data processing and interpretation processes, and standards for improving the validity and reliability of results are available.

3.1. Methodological Approach

Creswell (2009:2) describes qualitative research as "An inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting." Stated differently, qualitative research focuses on the significance of human experiences and behavior as well as their societal roles. Merriam (2002:12) further advances this viewpoint by defining qualitative research as "an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible." Thus, I used a qualitative research methodology with an interpretive case study approach to gather data so that I could fully comprehend the phenomenon I was studying.

Numerous techniques and data collection strategies are employed in qualitative research. In this study, I conducted focus groups with study participants, interviewed individual teachers, and observed RC classes (supported by field notes and reflective journals).

The qualitative research approach is attributed to numerous characteristics. The naturalistic nature of qualitative approaches was one of the characteristics I took into account. The participants are observed in their "natural setting," complete with all of its details and uncertainties. By watching it in the natural environment (the classroom), I hoped to learn more about the beliefs and implementation of RC strategies used by EFL teachers across the pre-, while, and post-reading phases. In addition, the qualitative method may reveal how and why people act in certain ways. Because I wanted to investigate situations in their natural environments and try to understand occurrences in

terms of the meanings that EFL teachers assign to them, I decided to apply a qualitative approach to this study.

The nature of the research questions of this study were another factors in my decision to do qualitative research. One of the research questions considered appropriate for qualitative research is that calls for comprehensive, in-depth data on a particular topic (Mertens, 1998). A qualitative research approach was used for this study since detailed information was needed to address the "what," "which," and "how" research questions.

3.1.1. Interpretive Paradigm

In order to thoroughly examine the phenomenon being studied, this study used the Social Constructivist Worldview (Paradigm), which is frequently coupled with interpretivism (Mertens, 1998). This paradigm states that research should rely as much as possible on participants' perceptions of the situation under study. "The researcher intends to make sense of (or interpret) the meanings others have about the world," as Creswell (2009:26) makes explicit. In contrast to post positivism, which begins with a theory, inquirers create or inductively establish a theory or pattern of meaning.

Because of this, this study is exploratory and interpretative, which enables me to comprehend and provide context for the research issues. Through their interactions, teachers give their actions purpose and motivation. When teaching RC to ninth-grade students, the paradigm made it easier for me to comprehend and analyze the activities of the teachers. My perspective of teachers' beliefs and their role in applying the RC during the pre-, while-, and post-reading stages was also shaped by the interpretative paradigm.

In my case, I paid attention to what the participants were saying, observed how they were teaching RC, and made an effort to figure out how they were doing it. I was able to observe and comprehend how they apply the RC strategies in their classrooms. By examining what I had seen in the classroom and what the participants told me in response to individual interviews and FGD questions, I attempted to investigate the congruence between the beliefs that EFL teachers hold and their actual application of RC strategies.

The data have been interpreted specifically regarding the beliefs and instructional role of EFL teachers in using RC strategies during teaching RC. Beside, incorporating research-

based RC strategies into the pre-, while, and post-reading phases were part of the interpretations. Finally, the interpretation was made by digging out the interrelationship among teachers' beliefs about the advantage of reading strategies and their efforts exerted to help students improve the use of reading strategies to become independent and strategic readers over time.

3.1.2. Case Study

Stake (1995) defines a case study as "The study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p.3). In other words, a case study is a method of examining an empirical subject by following a set of predetermined guidelines. Therefore, I conducted the study using the case study design. Because I was working with a single case, examining a specific grade (Grade 9) and a specified number of participants (six EFL teachers) in a specific secondary school (Edget Chora Secondary School) in Addis Ababa, Ethiopia.

To address the research issues, I concentrated on a real situation (teaching), with real individuals (EFL teachers and students), in a setting that I was accustomed to (classrooms). The distinct case of my study was the beliefs and experiences of EFL teachers regarding application of pre- and post-reading strategies while teaching ninth-grade students the RC. I collected information using a variety of techniques including observations (field notes and descriptive journals), individual interviews, and FGD. This allowed me to provide a detailed account of the issue under investigation.

3.2. The Research Setting, Participants and Sampling

3.2.1. The Research Setting

The target school chosen for the study was Edget Chora Secondary School. It is one of the government secondary schools in Lemi Kura Sub City, Addis Ababa, Ethiopia. The school was founded in 2015. It had 3,200 students enrolled for the 2023/2024 school year. 24 EFL teachers, among others, were on duty in the English department when the data was being collected. For practical reasons; the study was carried out in Addis Ababa, where I currently reside, as well as in the nearby secondary school. Selecting a research location where I could easily stay in regular contact with the participants became feasible

given the type of data to be gathered and the data-gathering procedures planned to be used.

Limited individual interviews and FGD were required due to the time-consuming nature of qualitative research. In addition, I had selected this school because, in comparison to the other two secondary schools in the sub-city, it was comparatively the oldest and had a higher proportion of EFL teachers. I thought that EFL teachers had more experience, and the target secondary school had a comparatively better knowledge and experience in teaching RC. As a result, I was convinced the participants could deliver well-grounded data. In addition, the target school is a few kilometers from where I live. Purposeful case selection is described by McMillan and Schumacher (1997:434) as "a strategy to choose individuals likely to be knowledgeable and informative about the phenomenon of interest." This suggests that choosing a geographical location that is easily accessible is referred to be a manageable choice of cases. Since the school was closer to my home, I was able to reduce the study expenses and completed data collection tasks on time.

Each classroom was too small to accommodate 60 or more students. When students move around to create groups and pairs during RC lessons, they experience discomfort. There is little ventilation in the classrooms. The combined desks were uncomfortable for both teachers and students to conduct RC instruction. Teachers write memos and notes on the whiteboard. It was therefore safe for health. Ten out of the twelve RC lesson observations were carried out within these unfavorable situations. Incomparably, two of the lesson observations were carried out in the classrooms located in the new building. The classrooms were neat and relatively better though the combined desks were still there. However, the size of the classrooms was not enough compared to the number of students.

3.2.2. Participants and Sampling

Purposive sampling was used as a guiding sampling technique to choose the target school. I deliberately selected one secondary school because the study used a case study design. Therefore, six of the ten grade nine EFL teachers in the English department were chosen using the convenience sample technique. Their willingness to engage in the study led them to do so. In this regard, Saumure & Given (2008) argues that it is essential to choose participants based on their availability, willingness to join in the study, suitability

as candidates, and presumed capacity to offer rich and diverse perspectives on the topic being studied. Convenience sampling was not only economical and time-efficient, but it also gave me a useful means of reaching teachers in a specific area and proximity to my residence. They all had 14 to 32 years of teaching experience, and they told me that they have taught in a variety of Ethiopian educational settings. As a result, they could describe their beliefs and experiences about how to apply and integrate the reading strategies across the pre-, while-, and post-reading phases.

Given the short time I had to complete the study and the time-consuming nature of qualitative research, I only selected six cases of (EFL teachers) to make sure the data produced by limited participants would be manageable. Since grade nine is a transitional stage from primary to secondary school, the selection of grade nine EFL teachers seems reasonable. In addition, based on my experience of teaching in secondary school, ninth graders are significantly less proficient in RC than students in the next grade levels. In contrast to other EFL teachers, this grade level's teachers are meant to help students improve RC abilities. I was therefore persuaded and inspired to investigate the belief systems and instructional role of EFL teachers in applying the reading strategies while teaching RC.

3.2.3. Profile of Participants

I was able to obtain crucial information about RC teaching taking in to account the demographic data of the participating EFL teachers. Their professional and academic backgrounds showed that they were capable of providing valid data. It also gave me an idea of how well these teachers would probably comprehend the strategies of teaching RC. This was pertinent because I needed to know this when gathering and interpreting the data. Because of my teaching experience, I was also able to assess if the respondents' viewpoints were appropriate and consistent with their knowledge and experience of teaching RC.

I assumed that the participating EFL teachers were information-rich and would offer reliable and significant data that would help me understand EFL teachers' beliefs and how they incorporate RC strategies into pre-, while and post-reading phases. I therefore

gathered information on the participants' gender, age, qualification, and teaching experience.

Table 1: *Demographic Information of the Participants*

No	Pseudonyms	Gender	Age	Qualification	Teaching experience
1	Tulu	Male	40	B.Ed.	16 years
2	Orany	Male	51	MA in TEFL	32 years
3	Osman	Male	36	MA in TEFL	14 years
4	Getu	Male	52	MA in TEFL	29 years
5	Frezer	Male	40	MA in TEFL	17 years
6	Samuel	Male	39	MA in TEFL	18 years

To ensure confidentiality, the real names of the participating EFL teachers were replaced with a pseudonym, as shown in Table 1. The participants have 14–32 years of teaching experience. This characteristic thus became an enabling factor in terms of responding to the research questions of this study because the longer the teaching experience of an individual in a particular class, the better he/she is likely to understand the strategies of teaching RC and its related issues. They range in age from 36 to 51 years. This data may imply that the EFL teachers who took part in the study were quite mature, which may have affected their opinions about teaching RC and using reading strategies. As a result, they were expected to provide pertinent information. Additionally, five of the teachers, with the exception of one, had MA degrees in TEFL, meaning they had taken relevant courses on teaching RC. It was anticipated that the participants would provide insightful information regarding the RC instruction.

3.3. Data Generating Instruments

Several data-gathering methods, including interviews, observations (field notes, reflective journals), participant diaries, letters, autobiographies, etc., are used in qualitative investigations. Among these tools, this study used FGD, individual interviews, and

observations (field notes and reflective journals) to gather data. These instruments are discussed in more details in the following section.

3.3.1. Observation

According to Cohen et al. (2007), observation entails the direct collection of data that characterizes "live" occurrences of the phenomena in the real setting in which the key actors are involved. Thus, the observation encourages the collection of plentiful data that contribute to adequately answering the study questions. The goal of the RC lesson observation in this study was to gather information about the pre-, while, and post-reading strategies used by the participants. The application of these strategies help the students effectively comprehend the passage by implementing appropriate reading strategies and by reducing comprehension barriers.

I used a non-participant observation technique to carry out the RC lesson observations. Using this strategy, I either stayed out of the actual classroom activities or pretended to be an observer who wasn't part of the student and teachers group. Rather, I collected field notes while seated in the back seat, documenting specific incidents and the ways in which the teacher and students worked together to apply the pre-, while, and post-reading strategies in RC lessons.

Table 2: *Description of the Reading Comprehension Lesson Observations*

No.	Participants	Date and Time		
			1 st Observation	2 nd Observation
1	Tulu	Date	Dec. 6,2023	Dec. 11,2023
		Time	1:30-2:10 pm	1:30-2:10 pm
2	Orany	Date	Dec.9,2023	Dec.12,2023
		Time	9:30 am-10:10 am	9:30am-10:10am
3	Osman	Date	Dec.19,2023	Dec.20,2013
		Time	11:45am-12:25 pm	1:30pm-2:10pm
4	Getu	Date	Dec.23,2023	Dec.25,2023
		Time	9:30am-10:10am	9:30 am-10:10 am
5	Frezer	Date	Dec.27,2023	Dec.30,2023
		Time	11:45am-12:25am	11:15am - 11:55am
6	Samuel	Date	Jan.1,2024	Jan.3,2024
		Time	9:30am-10:10 am	9:30 am-10:10 am

Each participant was observed twice. Conducting two rounds of observations for each participant was considered adequate, taking in to account their willingness and time constraints. Then, twelve RC lesson observations were carried out. The observation time taken for each RC lesson was 40 minutes. Therefore, the total time needed to complete all rounds of the observation was 480 minutes. The observation started on December 6, 2023, and ended on January 3, 2024.

3.3.2. Field Notes

Bogdan and Biklen (2007) defined field notes as "The written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study" (p. 119). Furthermore, Bogdan & Biklen (2016) clarified that the accuracy and detail in fieldnotes are crucial to the success of any study,

especially one that depends on observations. Hence, I took field notes that focused on the role of the participants in implementing the reading strategies and integrating research-based pre-, while-, and post-reading strategies to help students read and comprehend the passage in the actual RC classes. The brief notes were then meticulously taken and later elaborated to understand the activities, interactions, and dialogues that took place between the teachers and students during the RC instruction. In order to collect observation data, attention was given to the RC instructional activities and strategies implemented under the three phases of reading by the students and the participating EFL teachers, respectively. Since the study aimed to examine the instructional role of EFL teachers, the primary focus was on the teachers (See Appendix: G).

Descriptive notes on how teachers use reading strategies to engage students' prior knowledge, connect it to the passage, and encourage the students to read were gathered throughout the pre-reading phase. Additionally, I made detailed notes on how teachers use reading strategies to help students read and understand the passage, complete comprehension exercises, and share thoughts during the reading phase. Notes were also taken about how teachers used post-reading strategies to help students deepen their comprehension of the passage and connect the passage's theme to their own experiences. RC lessons were frequently observed by me using all of these approaches. In this regard Yin (2014), clarified that regular observation of a specific instance helps to obtain detailed information and closely examine pertinent events related to classroom practice.

Therefore, through observation, it was possible to examine how the participants' reported practices during interviews were reflected in their real classroom behavior while instructing RC lessons. I observed two RC lessons per participant to find out the strategies they employed before, during, and after reading for helping students read and comprehend the text.

During RC lesson observations, taking descriptive notes was a suitable way to record data. Taking notes necessitates free mind, being involved, and having experience. I was convinced that sitting at the back of the classroom and taking notes was preferable to video recording. Taking notes was better to record the observation data without disturbing anyone in the classroom. Also, through experience, I know that the pace of RC

lesson delivery is slow and manageable to take notes. Hence, I could focus my attention and take notes in a relaxed manner while the teachers were leading RC instructions and the students were reading the passage and doing comprehension questions.

3.3.3. Reflective Journals

Creswell and Miller (2000) in this regard assert that maintaining reflective notes improves the correctness of the investigation. Hence, the descriptive notes taken about the activities, interactions, and dialogues between teachers and students in the RC classrooms served as the basis for the later organization of the reflective notes. Following the completion of each observation, the reflective journal was prepared with fresh memories. The reflective notes witnessed my thoughts and perceptions of the events, interactions, and activities understood during the RC lesson observations. The descriptive notes taken during the actual RC lesson observations were expanded upon and given context by the reflective notes, which also helped to identify topics for subsequent reporting of findings (see Appendix: K).

3.3.4. Individual Interview

Interviews facilitate access to participants' thoughts in order to comprehend their preferences, values, viewpoints, and beliefs. In contrast to other approaches (such as observation or questionnaires), the interview enables participants to provide a broad elaboration of concepts, interpretations, and meanings pertaining to real-world classroom scenarios (Cohen et al., 2007). Accordingly, the goal of the individual interview in this study was to gather pertinent information regarding the beliefs of participating EFL teachers and their roles in applying the RC strategies to help students enhance their RC abilities.

More precisely, the purpose of the individual interviews was to: I) gather information to investigate the opinions that EFL teachers have on the RC strategies used during the pre-, while, and post-reading stages. II. collecting information on how pre-, while-, and post-reading strategies were applied during the RC instructions. III. Gaining more comprehensive understanding by gathering information on the research-based RC strategies that EFL teacher can apply in their reading lessons across the pre-, while-, and post-reading phases. A structured interview guide was used to conduct the interview. For

the interview, items with certain themes that attempted to answer the study questions were employed. Based on insights gained from the pertinent literature review, the items were designed and improved. Before moving on to the RC strategies, the interview guide began with questions about the participants' personal profiles. (Refer to Appendix: D).

Table 3: *Themes and Number of Questions Incorporated in the Interview Guide*

RQ.	Main issues	Sub-issues	No. of interview questions
RQ.1	Beliefs of the participants vis-a-vis application of RC strategies	–	9
RQ.2	Application of RC strategies	Pre-reading	6
		While-reading	3
		Post-reading	4
RQ.3	Integrating the research-based RC strategies in RC lessons	Pre-reading	4
		While-reading	7
		Post-reading	4

The research questions guided the construction of the structured interview questions. The questions adhered to the theme of FGD guide. In one way or another, every qualitative research uses structured interview. Both the questions and the manner in which they are presented are predetermined. During an interview, interviewers never change the language of a question or explain its meaning in their own words (Denzin and Lincoln, 2005). The aspect of "interviewer judgment" is eliminated from interviews because the questions and their precise wording are predetermined. This results in uniformity in approach and the range of information obtained from each participant (see Appendix: E). In a structured interview, all participants answer the same questions, making it simpler to locate and compare results during data analysis. In the meantime, there are drawbacks to the structured interview. Every respondent may have a different vocabulary and, depending on their own opinions, may understand structured interview questions differently (Merriam & Tisdell, 2015). This could lead to different kinds of responses.

The responses to the structured questions, in my opinion, cannot significantly differ because the respondent EFL teachers had similar teacher training courses, more than ten years of teaching experience, and taught at the same grade level. One of the primary benefits of structured interview is that it ensures data comparability by providing uniformity for the information gathered. I was therefore persuaded to use structured interview questions in order to collect data. Thus, it was possible to validate the interview data using the FGD and observation data. It took an average of fifty minutes to conduct each individual interview.

3.3.5. Focus Group Discussion (FGD)

Focus Group Discussions (FGDs) are an effective and captivating qualitative research technique that is used to observe and document the opinions, attitudes, perceptions, and responses of research study participants (Shabina et.al., 2024). In light of this, the third phase of the data collection for this study involved the FGD with four EFL teachers who participated in the study.

The purpose of conducting the FGD was to gather supplementary data from participating EFL teachers. The FGD guide was framed in line with the fourth research question of the study. Therefore, the FGD questions emphasized EFL teachers' endeavors to integrate research-based RC strategies in their RC instruction to enhance the students' RC strategy use. Six questions constitute the FGD guide. They were thematically aligned with the individual interview. This situation was helpful to substantiate the interview data with the FGD data to arrive at sound conclusions (See Appendix: E). Usually, clear criteria, including expertise, life experience, certain characteristics, or position within a group or society, are used to choose participants for qualitative research (Khan & Manderson, 1992). Hence, six EFL teachers were selected and invited to take part in the FGD. The participant teachers share some particular characteristics. All of them were well experienced. They were teaching the same grade level (ninth grade). In addition, except for one participant all of them received an MA degree in TEFL recently. More or less, they have similar backgrounds in terms of educational status, teaching experience, and teacher training mode. Therefore, I believe that they can deliver relevant and valid data

regarding the research-based or proven reading strategies they may employ in their respective RC lessons.

3.4. Data Collection and Recording Procedures

3.4.1. Procedures for Conducting Observation

To minimize data contamination, the RC lesson observations were conducted before the individual interviews and FGD. First, I gained permission from the target secondary school principal to collect data. Second, I maintained a good rapport with all EFL teachers of ninth graders at Edget Chora Secondary School to get approval for participation in the lesson observations. Following this, I made the participants aware of the purpose of the study through an information letter presented to them.

There were five units to be covered during the first semester according to the grade nine English annual lesson plans. Under each unit, there was one RC lesson. In sum, five RC lessons were expected to be covered within the first semester of the 2023/24 academic year. To conduct the lesson observation smoothly, with the consent of the participants, I selected two representative RC lessons. (Unit 4: Reading Skills: National Parks in Ethiopia and Unit 5: Reading Skills: Horticulture). Accordingly, the RC lessons under units four and five were purposefully selected as they contain the strategies teachers should follow under pre, while, and post-reading phases while teaching RC.

Hence, this situation enabled me to gather observation data regarding EFL teachers' practices of reading strategies across the pre, while, and post-reading phases. Furthermore, the observation was helpful in gathering data based on similar RC lessons and nearly similar classroom contexts. This situation was useful for me to portray clear pictures of the classroom practices of the pre, while and post-reading strategies. It was also important to avoid unnecessary data collection bias and to minimize data analysis complexities.

The observation protocol gave due attention to i) Observing behaviors related to how the participants apply the pre, while, and post-reading strategies to assist students in reading and comprehending the passage successfully and ii). The participant EFL teachers'

practices in integrating the research-based reading strategies into the pre, while, and post-reading phases to enhance the reading strategy use of the students.

The observation schedule was set ahead of time through discussions and agreements with participants. The schedule was convenient for carrying out the lesson observations since the participants were teaching the same RC lessons under units four and five within the same week. The lessons were not video recorded to prevent any artificial behavior from the teachers and to reduce anxiety among the students. I chose to collect observation data through audio recording using unobtrusive tool, i.e., cellphone. The audio recordings were transcribed right after each observation to prevent any unintentional loss of data. Furthermore, I took field notes to complement the transcribed observation data. Taking field notes was applied since the RC lesson was going on at a manageable pace; meaning that I used a single page with a dividing line down the middle to separate the accounts of teachers' and students' activities, interactions, and dialogues during the RC lessons. (See appendix-G). To support the analysis and interpretation of the data, I organized reflective notes based on the descriptive notes immediately after each observation. This approach was crucial for providing context to the field notes collected during the lesson observations. The short notes were elaborated later to get better insights.

3.4.2. Procedures for Conducting Interview

Following the completion of the observation sessions, I conducted interviews with the participants. Interviews were limited to the second phase of gathering data. This was done intentionally to reduce artificial behaviors that the participants might display during observation as a result of previous data contamination that could alert them to the issue under study. This also helped to minimize the impact of data contamination on the caliber of information that participants were required to provide.

The participants were six EFL teachers working in the target secondary school. After a smooth relationship was maintained with the respondents, the interview schedule was set with the respondents' full consent. Sometimes, the fixed schedule was not convenient to carry out the interview. I was forced to reschedule the interview session since some respondents were absent due to personal cases.

Amharic (Ethiopian native language) was used for the interviews. The data were subsequently translated into English. This circumstance assisted me in avoiding the language barrier, which could have influenced the quantity and quality of the data expected from the participants. The participants were provided with an orientation of the purpose of interviews. I clarified that the information will be kept private and utilized exclusively for this study. The interview was conducted with each participant in the target school's meeting hall, which was convenient and noise-free. After I gained the respondents' consent, the interviewees were audio-recorded using a TECNO DP10A tablet. To conduct a single individual interview, it took an average of 50 minutes. The individual interview sessions started on December 8, 2023, and ended on January 03, 2023.

3.4.3. Procedures for Conducting the FGD

Following classroom observations and interviews, the FGD participants were previously invited to participate. The participants were then scheduled to participate in a focus group discussion (FGD) on Wednesday, January 3, 2024, in the meeting hall of the target school. The FGD was conducted at 3:45 p.m after the participants' normal class ended. That was convenient because the school follows a full-day schedule. Six EFL teachers who participated in the interview and RC lesson observations were scheduled for FGD. Nevertheless, during the FGD, two individuals were not present. As a result, four teachers volunteered and participated in the FGD. Although six to twelve people is the usual size for a focus group discussion (FGD), smaller groups are equally acceptable and enlightening, providing ample time and opportunity for all members to share. A "mini-group" is a group of just three or four people (Khan & Manderson, 1992). As a result, I was certain that the FGD could be conducted because four of the six participants were sufficient to conduct the FGD. First, I gave an information letter outlining the FGD's goal to the participants. I then gave them a brief overview of the FGD's focal area in order to raise participants' awareness of the discussion's theme and prepare them conceptually for it. All of the participants told me their names and their teaching experiences. I also explained to the participants my responsibilities as the FGD facilitator. I ask every question in turn during the FGD. Every participant was given the opportunity to answer each question turn by turn. Amharic was used for the FGD. This circumstance allowed the

conversation to proceed without encountering linguistic barriers that could have affected the quality and quantity of the anticipated data. I expanded on the brief notes I had taken during the FGD right after the discussion and transcribed the data into English later. The FGD took an hour.

3.4.4. Procedures of Data Analysis and Interpretation

The Amharic audio files from the interviews and FGD were transcribed and translated into English. To improve comprehension, the transcripts of the interviews and FGD were revised and reread several times. To prevent complications that could arise during the open coding of data, each question was assigned a consecutive number. The repetitive and unnecessary interview questions as well as the answers provided for every sub-issue were polished. By paying careful attention to every line of the textual data, the open coding of the data proceeded. Line-by-line coding helped ensure that no significant findings were excluded from the textual data.

The main and sub-research questions served as the framework for organizing the interview and FGD data. To conduct the open coding procedure, the new project was opened in the NVivo-10 qualitative data analysis software. Then, the transcripts of the interviews and FGDs were exported to NVivo-10. In accordance with the order of the research questions, the data was open coded one after the other. Primarily, the replies to the first research question about EFL teachers' beliefs on the use of RC strategies were coded. Specifically, the set of data that reflected the beliefs of the respondents about implementation, instructional importance, modeling of former teachers, the nature of pre-service and in-service training on teaching RC, and beliefs about the notion of teaching RC were coded turn by turn. In sum, 9 interview questions addressed the above issues. To avoid open coding bias, I finished the coding process of data gathered for all sub-issues under the first research question within a limited time without interruption. The results of open coding of data available under each sub issues were organized in to the parent and child nodes. (See Appendix: F)

Similarly, the NVivo open coding was done for the qualitative responses gained for the second research question about the implementation of RC strategies employed during the pre, while, and post-reading phases. The implementation of pre-reading strategies

encompassed 6 questions. Whereas, implementation of the while reading strategies in its part included 3 questions. Also, the implementation of the post-reading strategies comprised 4 questions. In sum, the open coding of data was done based on interview data gathered through 13 questions that were meant to explore EFL teachers' application of the pre, while, and post-reading strategies in RC classes. The coded data categories and themes in Nvivo-10 software were exported as a document. Then, the thematic areas of the data emerged from the open coding results of the interview and FGD data. The hierarchy was reorganized to see the major points under each category. I categorized the nodes into different thematic areas based on the interview and FGD guides. This was done by grouping similar ideas into separate themes. Each category shows the thematic areas that come out of the open coding process for each set of interview and FGD data. (See Appendix: H, I, J and K)

Tables displaying the outcomes of axial and open coding have been provided. To comprehend each participant's beliefs regarding application of reading strategies, an individual case analysis was conducted. A horizontal data analysis technique was used to look at how the participants applied pre-, while-, and post-reading strategies as well as the kinds of research-based RC strategies they used. This method assisted in determining the thorough findings that emerged from each participant's unique answers to the research questions. The codes and themes were displayed in tabular form. When presenting the study's findings, the themes that were taken from the data were described in a way that conveyed the various viewpoints of the participants as indicated by the questions that were asked during the interviews and FGDs. The findings were supported by indented quotes from the participants' own responses during the interviews.

For the observation data analysis, a reading comprehension lesson observation framework (RCLOF) adapted from Henk et.al. (2000) was used as a rubric. (Refer to Appendix: C). To ensure dependability, an attempt was made to align the content of the rubric with the study's research questions. The pre-, while and post-reading strategies that are anticipated to be used by the EFL teachers and students to accomplish the RC lesson objectives and, consequently, to improve the students' long-term use of RC strategies were included in this RC lesson observation framework. This rubric was not directly used to collect observation data from the actual RC classes. However, it was applied to

compare and contrast the observation data collected by means of audio recording and note-taking with the pre, while and post-reading strategies incorporated in the rubric. This rubric was important to dig out and to double check the extent of the participants' application of the reading strategies while teaching RC using the three phases approach i.e., the pre, while and post-reading. According to Dörnyei (2007), the following steps of inductive analysis were generally included in the data analysis process: Meaning, transcribing, translation (from Amharic into English), coding, and thematic grouping of the data were done, and then a description, interpretation, and conclusion were made. Hence, in this study based on Dörnyei's, 2007 procedures of data analysis, the set of qualitative data generated through observations, interviews, and FGD were analysed inductively. Furthermore, the methods for data presentation, analysis, and interpretation were carried out in accordance with Yin's (2009) recommendations. He proposed that the data from specific cases may be shown in a word table using a standard structure. This implies that the researcher can next explore for patterns and distinctions between the cases. The entire image of the data collecting, transcription, and analysis processes is depicted in the accompanying figure.

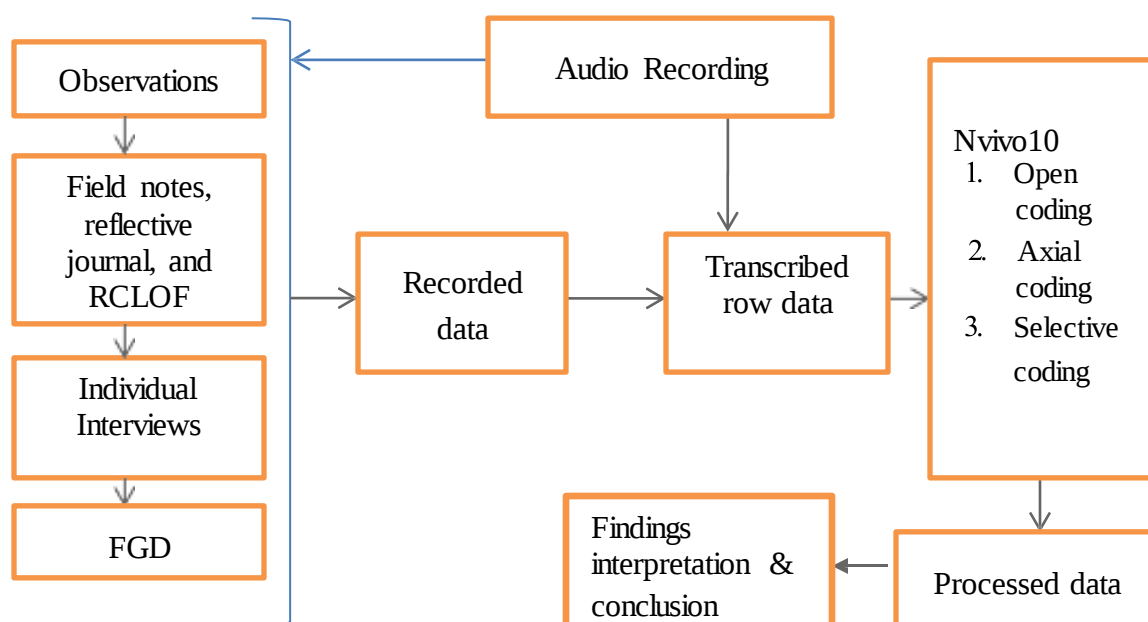


Figure 1. Summary of Data Collection, Transcription and Analysis Procedures (own developed diagram)

3.5. Trustworthiness of the Study

In qualitative research, validity does not have the same meaning as in quantitative research, nor is it a companion of generalizability (the external validity of extrapolating findings to other contexts, subjects, or samples) or reliability (evaluating the stability or consistency of responses). (Creswell, 2009). While qualitative reliability shows that the researcher's methodology is consistent among researchers and projects quantitative validity suggests that the researcher uses certain processes to ensure the findings are accurate (Gibbs, 2007). Therefore, according to Yin (2003), qualitative researchers should record the processes of their case study procedures as well as as many of the steps as they can. Additionally, he suggests creating a thorough case study database and protocol. According to Gibbs's (2007) recommendations for a number of dependability processes:

- I repeatedly checked interview and FGD transcripts and they do not contain obvious mistakes made during transcription.
- I make sure that there is not a drift in the definition of codes or a shift in the meaning of the codes during the process of open coding with NVivo-10 software.

Conversely, one of the advantages of qualitative research is validity, which is based on assessing if the results are accurate from the perspectives of the participant, the researcher, or the readers of an account (Creswell & Miller, 2000). Therefore, Creswell (2009) suggests using a variety of techniques, which should improve the researcher's capacity to evaluate the findings' accuracy and persuade readers. To increase the validity of the study's findings, I implemented the following steps, which are among the main strategies recommended by Creswell (2009).

In order to provide a clear justification of themes extracted from textual data analysis, I triangulate data from several sources, including interviews, observations (field notes or descriptive notes, and reflective notes), and FGD. To investigate the participants' beliefs regarding reading strategies, for example, the respondents' convergent and divergent points of view were displayed. The respondents' belief systems and actual application of reading strategies were compared. Additionally, the outcomes of observation and FGD were contrasted with the participants' actual application of reading strategies (interview

results). In reference to this issue, Creswell (2009) stated "If themes are developed based on combining data from several sources or participant viewpoints, this procedure can be said to increase the study's validity (p.177)."

I employed member checking to assess the accuracy of the qualitative findings by returning the final report or particular descriptions or themes to the participants, asking them if they thought the findings were accurate, and giving them a chance to offer feedback. Thus, after reading the copy of the results that was given to them, four participants agreed with the findings.

I described the findings in detail in the data analysis and discussion section. In doing so, the results of the observation, FGD, and interview were thoroughly explained taking into consideration the various viewpoints of the participants. Accounts of verbatim quotes from the interview data are used to strengthen these descriptions. This made the results more realistic and richer and added to the validity of the findings of the study.

3.6. The Researcher's Role and Ethical Considerations

My experience as an EFL teacher influences how I view teaching RC. I worked as an EFL teacher at all educational levels, from elementary to higher education institution. In-service training activities that I participated include the Higher Diploma Program, joint action research projects, the new Education and Training Policy, and tasks related to evaluating ELT curriculum materials. Thus, biases may be introduced into this study by these diverse teaching experiences as well as the prior information gained from years of in-service training and teaching RC. Although they reflect a variety of viewpoints, EFL teachers may have similar opinions about teaching RC, therefore the expected biases might not have a negative impact on how the results are interpreted.

I maintained ethical issues using a variety of methods. First, on December 02, 2024, I presented the target school principal a formal letter of request from the AAU Department of Foreign Languages and Literature. This was done in order to obtain access to the necessary data from the target school and to formally contact the EFL teachers. The principal was helpful and permit me to do so. I then got in touch with the vice principal

right away. I spoke with the head of the English department face-to-face after receiving her consent. She gave me a warm welcome and helped me get to know the EFL teachers who took part in the study.

I was able to call each EFL teacher individually once the department head provided me with their contact numbers. After that, I gave them an information letter explaining the purpose of the study and asking if they would be interested in taking part (see Appendix: A). Six of the 10 EFL teachers of ninth graders volunteered to participate in the study. I believed that there were enough EFL teachers who volunteered to participate by delivering sufficient data for the study. There was no need to find more volunteers. An information letter was sent to the participants, primarily informing them of the study's overall purpose, their roles, the data collection procedure and its anonymity, volunteer participation and withdrawal, etc. To be more ethical, I made it clear that they could ask questions during the data collection process or withdraw from the study at any time if they felt uncomfortable. The consent form was then presented to them, and they signed it to formally accept to participate. This allowed the participants to express their full agreement (see Appendix: B). The data collection duties were accelerated by the teachers' enthusiastic and open engagement.

For the purpose of gathering data, the participating EFL teachers' preferred time and location were taken into account. All participants gave their complete consent for the audio recordings made during the observation, interviews, and FGD. The RC lesson observations were conducted with a great deal of perseverance and care regarding the comfort and willingness of the teachers.

I used pseudonyms of the participants to secure the anonymity and confidentiality of the information. In addition, the database, i.e., the audio files and the transcripts of the interviews, observations, and FGD were kept undisclosed by giving code for each file and saved them in my personal computer.

3.7. Summary of the Pilot Study

Introduction

Carrying out a pilot study can offer various advantages in research. To begin with, as a smaller-scale version of the main study, it acted as a way to gather preliminary data and assess the feasibility of the main investigation. In essence, it provided an opportunity to anticipate potential challenges the main study might face. Additionally, the pilot study was instrumental in testing the acceptability and effectiveness of the research instruments. It also assisted in evaluating the probable success of the recruitment strategies for participants, determining sample size, identifying possible issues with the anticipated data analysis methods, and assessing the feasibility of the outcomes.

Consequently, the primary aim of conducting this pilot study was to evaluate the research tools, sampling techniques, analysis methods, and procedures that could be utilized in the main study. Initial findings were reported as indicators of the main study's feasibility. The various instruments employed in the pilot study included questionnaires, semi-structured interviews, and classroom observation checklists. This pilot study adopted a mixed-methods research approach. The fundamental premise of this method of inquiry is that utilizing both qualitative and quantitative strategies yields a more comprehensive understanding of the research issue than relying on either method individually (Creswell, 2014). Thus, the quantitative approach was instrumental in surveying the beliefs of secondary school EFL teachers regarding mixed-ability classroom instruction, the teaching strategies they may implement in those settings, and the contextual factors influencing their instructional practices in mixed-ability classrooms. This method also aided in identifying the contextual elements that may impact EFL teachers' instructional methods within mixed-ability classrooms. Conversely, the qualitative approach allowed for an in-depth exploration of teachers' beliefs about teaching in MACs, the challenges they face, and the strategies they use to address those challenges. Therefore, employing a mixed-methods strategy and generating both quantitative and qualitative data would likely provide a holistic view of the phenomenon being investigated.

A descriptive case study design was selected to execute the pilot study. This design was chosen for several reasons. Firstly, the research questions posed in the study were well-

suited for a descriptive case study approach. Secondly, the investigation aimed to depict the phenomena under review, specifically the teaching practices within mixed-ability EFL classes in targeted secondary schools. It was advantageous to explore the beliefs that teachers hold regarding teaching in MACs. Additionally, it was useful in assessing the instructional strategies that teachers prefer to use and the obstacles they might face. Furthermore, it facilitated an examination of the contextual factors affecting teachers' instructional practices in MACs. This detailed description of the actual phenomenon was achieved through the collection of sufficient survey data via questionnaires, interviews, and classroom observation checklists.

This pilot study was carried out at Hotie Secondary School, one of the selected secondary schools in the target area. It is situated in Dessie City Administration within the Amhara National Regional State, approximately 401 KM away from Addis Ababa, the capital city of Ethiopia. Hotie Secondary School was chosen for the pilot study partly because it has a relatively high number of EFL teachers, allowing me to gather sufficient data using questionnaires, interviews, and observations. Additionally, this setting enabled me to effectively assess the relevance and suitability of the data collection tools. Moreover, it provided an opportunity to evaluate the feasibility of the entire data collection process and to gain insights that would be beneficial for conducting the main study.

My choice to select secondary schools for this pilot study stemmed from my eight years of teaching experience in various secondary schools within the target area. I had experienced instructional challenges while teaching English in mixed-ability secondary school classrooms. Moreover, I had established good relationships with most of the EFL teachers in the area of the study. This familiarity enabled me to schedule and conduct classroom observations and interviews with relative ease. Additionally, these friendly relationships and close proximity facilitated open discussions with the participants of the pilot study. As a result, this environment allowed me to gather valuable insights during the pilot study, which would improve the data collection instruments. These social, financial, and academic factors motivated me to conduct the pilot study in the specified target area.

The pilot study included 15 male participants (83.3%) and 3 female participants (16.7%), totaling 18 individuals (100%). Out of these, regarding educational qualifications, 3 participants (16.3%) held BA degrees, while the majority, 12 participants (66.6%), had MA degrees. For the pilot study, I applied a convenience sampling technique and chose one secondary school from the target group. In this particular school, there were a total of 19 EFL teachers. Using availability sampling, 18 teachers (94.7%) completed the questionnaires, as the sample size was manageable. Additionally, during the pilot study, employing the convenience sampling technique among the 19 EFL teachers from all grade levels (Grades 9–12), I selected 4 teachers (21%) for interviews and classroom observations. The selection was done based on their personal interest and willingness. For the qualitative and quantitative data collection in the pilot study; I used questionnaires, self-reported classroom practices, a semi-structured observation checklist, and a semi-structured interview.

The primary instruments for data collection in the pilot study were teachers' questionnaires, which were organized into five distinct sections. The first section aimed to gather general background information about the participants, specifically focusing on their gender, educational qualifications, and teaching experience. The second section concentrated on the beliefs of EFL teachers regarding instruction in mixed-ability EFL classrooms. In the third section, the potential instructional challenges that teachers might face while teaching MACs in secondary schools were highlighted. The fourth section dealt with the instructional strategies that teachers could use in their MACs during the teaching and learning process. The final section of the questionnaire addressed contextual factors that could influence the MAC instructional practices of secondary school EFL teachers. To reach a larger number of teachers and facilitate the management of the collected data, the pilot study opted for a questionnaire as the data collection method. Furthermore, while a small number of open-ended questions were included, the majority of the items were closed-ended as they allowed for data that can be easily subjected to statistical analysis.

The pilot study also utilized classroom observation as a method for collecting data to investigate how teachers actually implement instructional strategies in MACs. Specifically, the goal of classroom observation was to determine the degree to which

Teachers' beliefs and self-reported practices align with what actually occurs in their classrooms. The observation checklist was designed to identify strategies that are effective for teaching English in EFL classrooms with students who possess varying levels of language proficiency and diverse characteristics. The semi-structured checklist allowed me to document the behaviors of both teachers and students in real-time and to make summary notes about classroom events during and after the observations. Overall, the observation was not intended to assess the effectiveness of teachers' lesson delivery, classroom interactions, or the execution of different teaching methodologies. Instead, the focus was on gathering data regarding the application of recommended instructional strategies that EFL teachers in the chosen secondary school should use to meet the diverse language proficiency levels and other characteristics of students. For the pilot study, English lessons from grades 9 to 12 were observed to provide a comprehensive understanding of how EFL teachers engage with mixed-ability students who exhibit diverse traits.

Furthermore a semi-structured interview was utilized as one of the data collection tools. This tool aimed to gather additional qualitative data for the study. The interview focused on the beliefs held by EFL teachers regarding the instruction of MACs, the teaching strategies that secondary school EFL teachers might use, and the instructional challenges they may face when teaching MACs. The questionnaires and the interview guide shared thematic similarities. Consequently, the data obtained from the semi-structured interviews supported and confirmed the findings generated through the questionnaires.

From the pilot study's results, the following conclusions were reached:

In terms of the participants' beliefs about managing mixed-ability classrooms, the majority felt confident in their ability to handle MACs. However, they indicated that while they were capable of employing a variety of strategies in MACs, their understanding of effective instructional strategies for teaching MACs was quite limited. This disparity in results suggests that EFL teachers may utilize experience-based methods in their teaching of MACs, despite lacking comprehensive knowledge of effective instructional strategies.

Regarding teaching and learning in MACs, most respondents feel they have diverse strategies to accommodate the varying characteristics of students in their MACs. They also emphasize ensuring that students of all levels (high, moderate, and low) are consistently engaged in lessons and benefit from the daily instruction in MACs. However, as the findings reveal, many of these teachers prefer to teach a group of stronger students who possess better English language proficiency. This discordance in the findings may suggest that teachers may prioritize stronger students instead of assisting weaker ones in MACs, despite their claims of understanding MAC instructional strategies.

According to the insights gathered, the instructional challenges faced by EFL teachers can be summarized as procrastination among students, a lack of interest and motivation, difficulty accessing authentic materials, time limitations, and insufficient teacher support for weaker students, large class sizes, and inadequate family involvement. From the overall findings, it can be inferred that the most significant instructional challenges faced by EFL teachers concern teaching and learning, followed closely by issues related to motivation and interest, material availability, classroom management, and finally, participation in the classroom. Such challenges can significantly hinder the instructional practices of EFL teachers in secondary school MACs.

Concerning the application of instructional strategies in MACs, the results suggest that many teachers do not fully implement suitable classroom management, materials, discipline, motivation and interest, participation, and assessments to cater to the diverse levels of language proficiency and characteristics of students.

In terms of teacher-related factors, it can be inferred that the lack of adequate knowledge regarding strategies for mixed-ability (high, moderate, & low) EFL classes and insufficient training courses for teaching MACs do not constitute teacher-related issues. However, the failure of most EFL teachers to regularly act as facilitators of learning instead of relying primarily on whole-class teaching is a teacher-related concern. The constraints on time needed to adjust lessons for a wide range of English proficiency or ability levels in MACs represent another teacher-related factor. Additionally, the inability

to allocate equal time and attention to both weak and strong students is another significant teacher-related issue.

With respect to student-related factors, it can be concluded that many students demonstrate insufficient language proficiency levels. Moreover, stronger students tend to dominate class discussions, while weaker students exhibit low levels of classroom engagement. Stronger students often experience boredom when teachers provide additional explanations for weaker students. Weaker students may display disruptive behaviors in the classroom environment. There are also differences in learning styles, learning pace, motivation, and interest levels among students in MACs. These student-related factors could negatively impact English language instruction in MACs and the dynamics between teachers and students.

Based on the findings from the pilot study, several important lessons were identified: This section outlines the insights gained from the pilot study and their relevance for the main study.

The participants indicated that they took 55 minutes to complete the questionnaires, which included a total of 168 items across all categories. I recognized that the questionnaires were overwhelming and took too much time to fill out. Moreover, some participants provided honest feedback regarding the excessive number of items. Additionally, there was redundancy among some items in the questionnaire categories. The content of certain items was already covered in the classroom observations and interviews. Consequently, I decided to remove items to reduce the time needed for the questionnaires in the main study. There was no need to add items since there were already too many in each section. Following the pilot of the questionnaires, I eliminated several items from each category: 22 items were removed from beliefs about teaching MAC; 16 from the instructional challenges questionnaire; 70 from instructional strategies; and 7 from contextual factors.

Another significant concern was the participants' complaints regarding the layout of the questionnaire. Unfortunately, the Likert scales were not included at the top of every opposing page, making it difficult for them to easily reference the scales while responding to each item.

From the process of piloting questionnaires, the other important lesson that I have learned was about the need for rephrasing or completely discarding some of the items, which were full of jargon and may be vague for the respondents. For instance, under the utilization of instructional strategies questionnaire, the term „differentiated instruction“ was found to be ambiguous, so I excluded this item from the category. Regarding the beliefs questionnaire, under the classroom management category, „teacher-centered method of teaching“ (item No. 2) and using group work (item No. 10) were treated as separate items. The core ideas of these items were more or less raised in the observation checklist, so both items are discarded from the category.

Regarding the method of pilot study data analysis, the textual data gained from the interview was coded manually. Based on my supervisor’s comment, for the main study, I used NVivo-qualitative data analysis software to generate more categories of data and to minimize unnecessary burden of work.

During recording the interviewees’ speeches, unexpected noise interference happened, though the recorded voice data was audible. For the main study, I have learned that I should take care of the voice recording. Also, as much as possible, I should arrange an interview room free from unnecessary noise to obtain quality speech records.

Additionally, regarding the interview guide, it was observed that some items require modifications. There was a noted issue with alignment among the data collection tools. This means that the interview questions need to be thematically synchronized with the categories found in the questionnaires about beliefs, challenges, and the implementation of instructional strategies, as well as to some extent with the observation checklist. Furthermore, the order of items in both interviews and questionnaires should be as consistent as possible. By addressing these concerns, data triangulation and verification for the main study can be conducted more smoothly. Keeping these factors in mind, the interview guide was amended to make it suitable for the main study, with the revised interview questions being rewritten and reorganized around nine themes.

During the defense of the pilot study, the examiners compellingly recommended refining the provisional research title. After extensive discussions with my supervisor and considering the valuable feedback provided by the examiners, I attempted to adjust the

study's title and the methodological aspects that are critical for conducting the main study more effectively. However, it was clear that both the pilot study and the main study aimed to analyze the beliefs and classroom instructional practices of secondary EFL teachers. To this end, embracing pure qualitative method and case study design, the final version of the study concentrated on exploring secondary school EFL teachers' beliefs and their instructional role in applying the reading strategies.

Data presentation, analysis, interpretation, conclusions and discussion are covered in the next chapter.

CHAPTER FOUR: FINDINGS AND DISCUSSION

Introduction

The various data sets collected to investigate the beliefs, application, and integration of RC strategies by the participating EFL teachers are presented, examined, and interpreted in this chapter. The interview data collected from six EFL teachers who teach ninth graders in the target secondary school will be the first piece of data that revealed EFL teachers' beliefs about the reading strategies employed across the pre-, while and post-reading phases (RQ.1). The second set of data (interview and observation data) that depicted the application of pre-, while, and post-reading strategies (RQ.2) in RC classes are presented and analyzed. Then, the analysis of the observational and interview data, along with pertinent interpretations, have been provided to investigate the alignment between EFL teachers' beliefs and application of reading strategies during the three reading phases (RQ.3). Finally, the analysis of data gained from the interviews and FGD, which aimed to explore the efforts of EFL teachers in incorporating research-based RC strategies (RQ.4), is provided.

4.1. Findings from Individual Interviews

4.1.1. EFL Teachers' Beliefs about the Reading Strategies Employed across the Pre, While and Post-reading Phases

The first research question was addressed by asking the participating EFL teachers 11 interview questions that either directly or indirectly elicited their beliefs about the reading strategies used before, during, and after reading as well as other related issues. According to Borg (2003), there are four potential sources from which teachers' beliefs may have developed: their own educational experiences, their preparation for teaching, their real teaching experiences, and the environment in which they operate. Consequently, these elements were either directly or indirectly related to the interview questions.

Table 4 below presents the data gathered to respond to the first research question, which explored the beliefs that participant EFL teachers hold regarding the strategies employed across the pre-, while, and post-reading stages to enhance the students' RC skills. In short, the purpose of this research question was to explore EFL teachers' understanding of RC

and what they regard as important when teaching RC. The results of open coding and the categories that emerged as a result of the analysis of interview data are presented in line with each interview question. The responses given by each participant for nine specific interview questions are presented below parallel to each participant.

Table 4: EFL Teachers' Beliefs about the Instructional Importance of the Pre, While and Post-reading Strategies

No.	Interview Questions	Codes	Themes
1.	What do you think is the instructional importance of implementing pre-reading strategies?	-Escape the pre-reading strategies due to shortage of instructional time [Tulu] -Pre reading strategies activate students' background knowledge ; They help students to get ready for reading [Orany] -It helps students to predict about the passage; helps to connect students' background knowledge with the passage. [Osman] -It helps to activate the background knowledge of students ; motivates students to get ready for reading [Getu] -Helps to assist students connect their background knowledge with the text they are assigned to read; it is also important to make students curious and motivated for reading. [Frezer] -It helps students to get ready for reading, to predict about the passage; to connect students' prior knowledge with the passage. [Samuel]	Participants' believe that pre-reading strategies: -Activate students background knowledge & connect it with the Passage -Time constraint to use pre-reading strategies -Predict the content of the passage -Motivate students for Reading
2	What do you think is the instructional importance of implementing the while reading strategies?	-Help students to guess the contextual meaning of words; and to comprehend the text [Tulu] -The while reading strategies help students to read and comprehend the text, and to find the required information from the passage	Participants believe that The while-reading strategies help to: -Guess the contextual

		[Orany] -Beliefs while-reading phase has greater instructional importance; helps to check students understanding through comprehension questions; students read & comprehend the text at this phase of reading [Osman] -The while-reading strategies help to check students' level of comprehension [Getu] -The while-reading strategies help students to read, to comprehend and to predict about the content of the passage. [Frezer] -Students read and comprehend the passage & develop their comprehension skills.[Samuel]	meaning of words -To check the students' comprehension -To predict the content of the passage -Develop students' comprehension abilities
3	What do you think is the instructional importance of the post-reading strategies?	-Helps to check students' level of comprehension [Tulu]. -The post -reading strategies help students to relate the information gained from the passage with their real life situation [Orany] -The post -reading strategies help students to interpret the passage and connect it with their real life experiences. [Osman] -The post-reading strategies help them to do various related activities [Getu] -The post -reading strategies help to check students' level of comprehension of the passage[Frezer] -post-reading strategies help students to connect the theme of the passage with their real life experiences[Samuel]	Participants believe that the post-reading strategies help to: -Check the RC level of students -Interpret and connect the theme of the passage with students real-life situation -Teach students language skills through skills integration

Theme No.1.Beliefs about the importance of pre-reading strategies to activate the students' schema, predict the content of the passage, and motivate them to read

Interview Question 1 sought responses to the beliefs participant EFL teachers hold about the instructional importance of implementing pre-reading strategies. The assumption

behind this question is that if teachers believe pre-reading strategies are important, they are likely to implement these strategies during RC instruction. All of the participating teachers believe that pre-reading strategies are instructionally important. Unlike others, Tulu said, ‘I skip the pre-reading strategies due to shortage of instructional time. Whereas, Orany mentioned, ‘pre-reading activities activate students' background knowledge. These activities help students to get ready for reading. Similarly, Osman elucidated, ‘Pre-reading strategies help students to predict the passage and to connect students' background knowledge with the passage they are assigned to read. Getu on the other hand, noted that pre-reading strategies help to activate the background knowledge of students. They motivate students to get ready for reading. In Frezer's and Samuel's views, the pre-reading strategies assist students in connecting their background knowledge with the text they are assigned to read. They are also important to make students curious and motivated or get ready for reading. One way or the other, most of the participants disclosed similar perspectives about the instructional importance of pre- reading strategies. In this regard, Osman illuminated remarkably:

I believe pre-reading strategies aim to enable students to connect their prior knowledge with the text they are about to read. On the way, having background knowledge about the text, they can predict what comes next in the passage during the actual reading phase. I ask students questions to dig out what they know about the given passage. Hence, it is possible to help them connect their prior knowledge with the given text so that they can comprehend the text with ease.

Theme No.2.Beliefs about the importance of pre-reading strategies to guess the contextual meaning of words, to check the students' comprehension, and to predict the passage

Interview Question 2 aimed to investigate participants' beliefs regarding the instructional importance of the while-reading strategies. Here the assumption is that when teachers have a positive attitude toward the application and importance of the while- reading strategies, they are likely to assist students to use such strategies during reading. Tulu explained that the while-reading strategies help the students to guess the contextual

meaning of words and to comprehend the text as well. Orany indicated that the while-reading strategies help students to read and comprehend the text or to find the required information from the passage. Osman in his part said that while-reading strategies have greater instructional importance. They help to check students' understanding through comprehension questions. Students read and comprehend the text at this phase of reading by applying various reading strategies. Similarly, Getu reported that the while-reading strategies help to check students' level of comprehension. Also, Frezer indicated that the while-reading strategies help students to read, comprehend, and predict the content of the passage. Finally, Samuel elucidated that the while-reading strategies help students to read comprehend the passage and develop their RC skills.

Theme No.3.Beliefs about importance of pre-reading strategies to check the RC level of students, interpret the theme of the passage and connect it with their real-life experiences

Interview Question 3 intended to get information about teachers' beliefs related to the instructional importance of post-reading strategies. Orany, Osman, and Samuel think that the post-reading strategies help students to interpret the theme of the passage and to connect it with their real-life experiences. Getu stated that the post-reading strategies help the students to do various activities. Whereas, Tulu and Frezer said "The post-reading strategies help to check students' level of comprehension of the passage.

Table 5: *EFL Teachers' Beliefs about the Necessity, and Frequency of Implementation of the Pre, While and Post-reading Strategies*

N	Interview Questions	Codes	Themes
4	Do you believe that using pre, while and post-reading strategies are time taking and unnecessary?	-Beliefs that reading strategies are necessary; however, there is scarcity of time to handle pre, while & post-reading strategies [Tulu] -If done according to plan, they are not time taking; most of the instructional time should be devoted to the while-reading strategies [Orany] -Believes that reading strategies are instructionally important. [Osman] -pre-reading strategies help students to relate their prior knowledge with the text they are going to read ; post reading strategies are given less emphasis. [Getu] -Believes that except the negligence, pre, while and post-reading strategies are necessary; due to time constraints, I ignore the pre-reading activities. [Frezer] -The pre-reading strategies are time taking since they take 5-10 minutes [Samuel]	The participants believe that : -Time constraints to practice reading strategies -More emphasis should be given for the while-reading strategies -Less emphasis is given to the post-reading strategies -Ignoring the pre-reading strategies to save time

5	Which reading strategies do you believe should be frequently implemented ?	-escapes the pre-reading strategies due to shortage of instructional time; devote more time for the while-reading strategies[Tulu] -Less emphasis is given to the post-reading strategies; most of the instructional time should be given for the while-reading strategies [Orany] -devotes much of the instructional time for the while-reading strategies [Osman] -The aim of RC lesson is to help students develop the RC skills; beliefs much attention should be given for the while-reading strategies [Getu] -Post-reading strategies are inescapable; they are helpful to check students' overall comprehension.[Frezer] Beliefs that the aim of teaching reading is to assist students to comprehend the passage; believes much attention should be given for the while-reading strategies.[Samuel]	-shortage of instructional time -Ignore the pre-reading strategies to save time -Much attention is given to the while-reading strategies
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6	How did your English teachers teach you the reading comprehension?	-Following former teachers' method of teaching i.e., explaining the theme of the text for the students; reading aloud, they emphasize accuracy than comprehension.[Tulu] -Do not follow former teachers' method of teaching; former teachers tell page numbers and assign the students to read and answer comprehension questions [Orany] -Beliefs former teachers apply inappropriate method of teaching reading ; convert RC lessons in to listening; former teachers assign students to read aloud [Osman] -Former teachers let students read the passage aloud; emphasize answering RC questions; [Getu] -Former teachers assign students to read & answer comprehension questions at home; teachers were not aware of reading strategies; the old curriculum was not designed through communicative approach.[Frezer] -Former teachers emphasize answering RC. -They make students read aloud turn by turn - they don't give attention for pre, while and post-reading strategies [Samuel]	-Former teachers emphasize reading aloud the text than comprehending -Former teachers convert reading lessons to listening activities -Former teachers emphasize reading aloud and answering reading comprehension questions -Former teachers do not apply reading strategies in RC classes -Do not follow former teachers' method of teaching RC
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Theme No.4.Beliefs about the necessity of applying the reading strategies

Interview Question 4 aimed to explore whether the participants believe that using pre, while, and post-reading strategies during RC instruction is time-consuming and unnecessary. Tulu, Orany, Osman, and Frezer believe that the pre, while, and post-reading strategies are necessary though they confess such strategies require some portions of the instructional time. Conversely, Tulu said “the strategies are necessary; however, there is a scarcity of time to handle pre, while & post-reading strategies. Orany also whispered, “If done according to plan, they are not time taking; however, most of the instructional time should be devoted to the while-reading strategies.” Osman described that reading strategies are instructionally important. In the same vein, Frezer indicated that “Except the negligence, pre, while and post-reading strategies are necessary; however, due to time constraints, I skip the pre-reading strategies.” Contrary to other

participants, Samuel illustrated that the pre-reading strategies are time-consuming (take 5-10 minutes). Hence, he noted that from the regular time, thirty minutes are left to accomplish the while-reading strategies. Frezer commends that he ignores the pre-reading strategies due to a shortage of instructional time. About this issue, Tulu underlined :

Mostly, I believe in implementing while-reading strategies. I feel that I run out of time to implement all the strategies employed through the three phases of reading. Also, to avoid boredom and tiredness of students, I prefer to devote most of the instructional time to implementing strategies related to the while reading phase. Anyway, it depends on the nature of the text the students are assigned to read. Sometimes, I escape the pre-reading phase due to the assumption that students can comprehend the text easily.

Theme No.5.Beliefs about the frequency of usage of pre-reading strategies

Interview Question 5 was asked to get information about the reading strategies that the participants believe should be frequently implemented. Tulu, Orany, Osman, Getu, and Samuel noted that teaching reading aims to assist students in comprehending the passage, so they believe much attention should be given to the while-reading strategies. Tulu said, "I skip the pre-reading strategies due to a shortage of instructional time. Rather, I devote more time to the while-reading phase." Orany explained, "Less emphasis is given to the post-reading phase; most of the instructional time should be given to the while-reading phase." Frezer clarified, "the post-reading strategies are inescapable; they are helpful to check students' overall comprehension." In sum, as the data exhibited the participant teachers give more of the instructional time for the implementation of the while reading strategies.

Theme No.6.Beliefs about the former teachers' method of teaching reading

Interview Question 6 was intended to explore how the participants' former English teachers taught them RC. This might affect the participants' choice of method of teaching RC and the reading strategies they should employ in their RC instruction. Tulu explained that he follows his former teachers' method of teaching i.e., explaining the theme of the text to the students; and reading aloud the passage. My former teachers

believe that reading means decoding the text. They emphasize accuracy rather than comprehension. Orany reported, “I did not follow former teachers' method of teaching. They tell the students page numbers and assign them to read and answer comprehension questions. “Osman believes his former teachers apply inappropriate methods of teaching reading. They convert RC lessons into listening. They also assign students to read aloud. Getu assumed “my former teachers let students read the passage aloud. They emphasize doing RC questions.” Frezer recounted, “My former teachers assign students to read & answer comprehension questions at home; they were not aware of reading strategies; the old curriculum was not designed in a communicative approach.” Samuel in his part disclosed, “My former teachers emphasize doing reading comprehension. They make students read aloud turn by turn. In addition, they did not give attention to pre, while, and post-reading.” Regarding such issues, Tulu advocated:

My former teachers believe that reading means decoding the text loudly or reading it fluently. However, the reality behind reading is to comprehend the vocabulary and the theme of the given text in general. They emphasize fluency and accuracy rather than comprehension. Reading is a silent and individual activity. When I teach RC lessons to my students, I sometimes execute similar methods taken from my former teachers i.e., reading aloud and clarifying the theme of the text to the students. At that moment, I felt embarrassed since my practice contradicted with my beliefs and knowledge about teaching RC.

Table 6.*EFL Teachers' beliefs about Pre and Post College Training on Teaching Reading Strategies*

No.	Interview Questions	Codes	Themes
7	What teaching reading strategies have you learnt from your teachers' training courses?	-Encouraging students to focus on skills practice than grammar lessons; integrating language skills is important than merely teaching grammar [Tulu] -The practice of reading strategies depends on students' motivation; took training how to implement pre, while & post -reading strategies[Orany] -Its aim is to assist students to develop RC skills; RC can be taught through offering students various types of texts; the aim of teaching reading is not to help students to be familiar with the passage[Osman] -I remember skimming, scanning, extensive & intensive reading[Getu] -I took method of teaching reading courses though they were not helpful to be familiar with RC strategies; learnt skills development methodology; most of the teaching reading courses were focused on theoretical issues of reading [Frezer] -From my college experience, I remember skimming, scanning, extensive & intensive reading [Samuel]	-Integrating language skills -Implementing the pre, while and post-reading strategies -Skimming, scanning and extensive reading

8	What post-college (in-service) training have you received on teaching RC and using reading strategies?	-Did not receive in-service training on teaching RC and using pre, while and post-reading strategies [Tulu] -Did not take in-service training on how to teach RC and use pre, while and post-reading strategies [Orany] -Did not take in-service training on how to teach RC lessons -Did not take in-service training related to implementation of pre, while and post-reading strategies [Osman] -Did not take in service training on teaching RC and pre, while and post-reading strategies [Getu] -Once participated in ELIP program delivered by MoE [Frezer] -Did not take in-service training on teaching RC and reading strategies [Samuel]	-Lack of in-service training on implementing reading strategies in RC classes
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9	Which notion do you believe is more important in teaching reading comprehension?	-The purpose of teaching reading is not only to help students understand the passage; its aim is to assist them to become familiar with the RC strategies; it is also to help students become strategic readers.[Tulu] -The aim of teaching reading is to help students to be strategic readers; it is also to help students become familiar with and apply RC strategies in both academic and nonacademic contexts; when students emphasize comprehension questions they become exercise oriented.[Orany] -Pre-reading strategies help students to be familiar with the passage; doing comprehension questions helps students to be aware of RC strategies; while-reading strategies would help to check students' comprehension.[Osman] -Its aim is to assist students to become strategic readers; to help students develop RC skills; to make students apply the reading strategies in both academic and non-academic contexts. --Teaching RC helps to make students familiar with the RC strategies.[Getu] -Believes that reading becomes mechanical if teachers allow students to use strategies; believes that the aim of teaching RC is to assist students to develop the skills [Frezer] -Believes that the aim of teaching reading is both to assist students to comprehend the passage and to make them familiar with RC strategies.[Samuel]	The participants believe that: -Teaching pre, while and post-reading strategies is important -Assisting students to be strategic readers -Assisting students to apply reading strategies in different contexts -The aim of teaching reading is both to assist students become familiar with reading strategies and comprehend the passage
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Theme No.7.Beliefs about teacher training courses on teaching reading comprehension

Interview Question 7 was asked to get responses to any teaching reading strategies the participants have learned from their teachers' training courses. Tulu reported encouraging students to focus on skills practice rather than grammar lessons. Also, integrating language skills is more important than merely teaching grammar. Orany indicated, "The practice of reading strategies depends on students' motivation. I took training on how to implement pre, while & post-reading strategies." Osman explained that it aims to assist students in developing RC skills. RC can be taught by offering students various types of texts. Getu said, "I remember skimming, scanning, extensive & intensive reading from my teacher training course. Frezer revealed that he took the method of teaching reading courses though they were not helpful to be familiar with RC strategies. I learned skills development methodology. Most of the teaching reading courses focused on theoretical issues of reading. Finally, Samuel conveyed, "From my college experience, I remember skimming, scanning, extensive & intensive reading."

Theme No.8.Beliefs regarding the inservice training on teaching reading comprehension

Interview Question 8 was asked to explore what post-college training (in-service training) the participants have taken on teaching RC and using reading strategies. Five of the six participants noted that they did not take any in-service training on how to teach RC skills and implementation of pre, while, and post-reading strategies. This situation may limit the capacity of teachers to teach RC and assist students to become familiar with and use appropriate RC strategies whenever they read the passage in the classroom. Contrary to others, Frezer elucidated that he had taken ELIP training delivered by Ministry of Education.

Theme No.9.Beliefs related to the importance of teaching reading comprehension

Interview Question 9 was intended to dig out the participants' responses to the notion they believe is more important in teaching reading comprehension. Tulu, Orany, Osman, Getu, and Samuel believed that the purpose of teaching reading is not only to help students comprehend the passage. It aims to assist them to be familiar with the RC strategies and to become strategic readers. In contrast, Teacher 5 disclosed:

I believe reading becomes mechanical if teachers allow students to use reading strategies. When students try to use reading strategies, they fail to comprehend the passage because their attention will be diverted from focusing on reading and comprehending the passage.

Having considered the stated beliefs of the teachers under investigation, it is now time to look closely at their actual practices of reading strategies in the RC classrooms. The next portion of the study report is therefore devoted to the data presentation, analysis, and interpretation for the second research question of this study.

4.1.2. The Pre, While and Post-reading Strategies EFL Teachers Apply in their Reading Comprehension Classes (RQ.2)

4.1.2.1. Application of Pre-reading Strategies (Sub Question 1)

The subsequent section of the research report is devoted to data presentation, analysis, and interpretation of the second research question. In doing so, the participant EFL teachers were interviewed to probe the strategies they may employ across the pre, while, and post-reading stages to assist students in enhancing their RC skills. Under the second research question, three sub-questions were formulated. The first sub-question is linked to the implementation of the pre-reading strategies. To obtain the answers to the first question, therefore, the participants were asked 6 interview questions. Likewise, to collect data to reply to the second sub-question, which is associated with the implementation of the while-reading strategies, the participants were asked 3 interview questions. In the same vein, to gather data to respond to the third sub-question, vis-à-vis implementation of the post-reading strategies, 4 interview questions were asked.

Table 7: EFL Teachers' Responses on Application of the Pre-reading Strategies

No.	Interview Questions	Codes	Themes
1	What pre-reading strategies do you apply to facilitate students' comprehension of the passage?	-Ask students questions related to the passage; show pictures; so that they can predict about the passage.[Tulu]-students share ideas about pre-reading questions to facilitate their schema[Orany] -Ask their expectation about the passage ; they do pre-reading questions[Osman] -Students do pre-reading questions in pairs and reflect ideas [Getu]-Elicit students' prior knowledge through questioning.[Frezer]-Students do pre-reading questions in pairs and in groups.[Samuel]	-Ask questions about the passage -Students share ideas -Students explain their expectations -Answer pre-reading questions
2	How do you assist your students to avoid comprehension barriers such as unfamiliar words?	-Advise students to consult dictionary and to read the text at home; pre teach key vocabularies (antonym & synonym); teach prefix and suffix to help students guess the meaning of unfamiliar words [Tulu] -Advise students to guess the meaning of words based on context clues, antonyms and synonyms [Orany] -Pre teach unfamiliar words taken from the passage [Osman] -Students do vocabulary activities after reading the passage. [Getu] - do not pre-teach key vocabularies before reading; use context clues. [Frezer] -Pre teach key vocabularies; advise students to use context clues to guess the meaning of unfamiliar words [Samuel]	-Consulting a dictionary -Pre teaching key vocabulary -Students guess the meaning of words using context clues

3	What strategies do you use to help students avoid text structure barriers?	-Do not teach students text structures; assist students to re-read the text [Tulu] -knowing text structures facilitate comprehension ; don't teach students the text structures [Orany] - don't teach text structures before reading [Osman] -Advise students to look at information about the source and type of text ; do not teach text structures[Getu] -Assist students to guess the meaning of unfamiliar words.[Frezer] -Do not teach text structure for the students Samuel]	-Do not teach the students text structures -Let students see the source of the text
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Theme No 1.Asking the students questions, let them share ideas, explain expectations and answer pre-reading questions

Interview Question 1 focused on exploring the pre-reading strategies the participants apply to facilitate students' comprehension of the given passage. This general question was deliberately asked to provoke the participants' reflection about the implementation of pre-reading strategies before they are asked specific questions that conceivably offer them unnecessary clues. All of the participants agreed that to facilitate students' background knowledge (schemata) they assist students to do pre-reading questions in pairs and small groups. They also said that they ask students questions to stimulate the students' prior knowledge about the passage they are assigned to read. The participants also clarified they make students reflect on their prior knowledge and look at pictures related to the title of the passage. Hence, students can predict (tell their expectations) about the content of the passage.

Theme No.2.Pre teaching key vocabulary, letting the students consult dictionary, and guess the meaning of words from context

Interview Question 2 was intended to identify the pre-reading strategies the participants may implement to assist students in avoiding comprehension barriers like unfamiliar words. As regards such issues, Tulu, Orany, and Samuel illuminated that they assist students in using context clues to guess the meaning of unfamiliar words while reading the passage. Tulu, for instance, said, “I advise students to consult a dictionary and to read the text at home, pre-teach key vocabularies (antonym & synonym) and teach prefix and suffix to help students guess the meaning of unfamiliar words.” Additionally, Osman, Getu, and Samuel described that they pre-teach key vocabulary taken from the passage to support students avoid vocabulary-related barriers to RC. In opposition, Frezer indicated he did not pre-teach key vocabularies rather he advises students to use context clues to find out the meaning of unfamiliar words during the actual reading.

ThemeNo.3.Do not teach text structures rather let students see the source of text

Interview Question 3 concentrates on portraying the participants’ reactions to the strategies they may apply during the pre-reading stage to avoid the text structure barriers. Text structure barriers are hindrances that students might experience while reading the passage. Except for Frezer, all of the participants illustrated that they did not teach students about the text structures to aid their reading comprehension. Meanwhile, Getu points out that he advises students to look at information from the passage about the source and type of text. In the same way, Tulu specified that he guides students to re-read the passage rather than to teach them the text structures. In connection to this issue, Orany interestingly explained that:

There are expository and scientific texts. I believe knowing text structure helps students to comprehend the text better. However, I have no experience with pre-teaching students about text structure. It is new for me. I try to use this strategy in the future when I teach reading comprehension lessons.

Table 7 Continues

No	Interview Questions	Codes	Themes
4	During the pre-reading stage, what strategies do you implement to assist the students in predicting the passage?	-Assist students in doing pre-reading questions and answering teacher made questions related to the passage[Tulu] -Make students look at the title & pictures of the passage ; discuss on pre-reading questions to predict the passage [Orany] -Ask questions related to the passage to help students predict the content .[Osman] -Students do pre-reading questions to predict the content of the passage[Getu] -Students do pre-reading questions to predict the passage [Frezer] -Students do pre-reading questions to predict the content of the passage[Samuel]	- Help students do pre-reading questions -Look at the title and pictures about the passage -Ask students questions about the passage before reading
5	During the pre-reading stage, what strategies do you implement to activate the background knowledge of the students?	-The students reflect on ideas they know about the title of the passage [Tulu] -Before reading, ask students questions related to the passage to activate their prior knowledge [Orany] -To facilitate schema and what they know about the title of the passage, students reflect orally on their experiences.[Osman] -Students reflect orally on what they know about the title of the passage[Getu] -Help students to reflect on what they know related to the title of passage.[Frezer] -Ask students to respond to questions related to the passage[Samuel]	-Students explain information they know about the passage -Ask students questions about the passage

6.	During the pre-reading stage, what strategies do you use to motivate students to engage in the RC process?	-Help the students to answer pre- reading questions [Tulu]. -Encourage students to do pre-reading questions [Orany]. Pre-reading questions help students to get motivated for reading [Osman] Pre-reading questions help students to get motivated for reading [Getu]-Activate the students' prior knowledge to create curiosity for reading ; [Frezer] -Answer pre-reading questions to predict about the passage - Students answer pre-reading question to motivate them to read.[Samuel]	-Let students answer pre-reading questions -Motivate them to read the passage
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Theme No.4.Helping students answer pre-reading questions, look at the title and pictures and ask them questions about the passage

Interview Question 4 intended to obtain responses related to the pre-reading strategies that the participants implement to assist the students in predicting the passage they are going to read. Tulu, Orany, Getu, Frezer, and Samuel stated that they assist students in doing pre-reading questions so that the students can predict the content of the passage. In addition, Tulu and Osman clarified that they ask teacher-made questions related to the passage to assist students in predicting the passage. Unlike others, Orany said, "... students look at the title & pictures of the passage. He also helps students to discuss pre-reading questions to enable them to predict the passage."

Theme No.5.Asking students questions and help them to explain information they know about the passage

Interview Question 5 was asked to meet the objective of finding responses to the kind of pre-reading strategies the participants implement to activate the background knowledge (schemata) of students related to the text they are going to read. Except for Tulu, all of the participants revealed to facilitate the background knowledge (schemata) of students related to the passage they assist students to reflect orally what they know about the title of the passage. Therefore, the students can comprehend the passage better. Orany

said, "...before reading, I ask students questions related to the passage to activate their prior knowledge."

Theme No.6.Helping the students answer pre-reading questions and motivating them to read the passage

Interview Question 6 was raised to obtain responses for the pre-reading strategies the participants use to motivate students to engage in the RC process. All of the participants replied that they support students to answer pre-reading questions to get them motivated to read and comprehend the given passage. Whereas, Frezer with a slight difference said, "I try to activate the students' prior knowledge to make them interested to read and answer pre-reading questions."

4.1.2.2.Application of the While-reading Strategies (Sub Question 2)

Table 8: *EFL Teachers' Responses on Implementation of the While Reading Strategies*

No	Interview Questions	Codes	Themes
7	While reading, what strategies do you apply to help students comprehend the passage better?	Monitor students whether they read the passage or not ; motivate them to answer comprehension questions within the given time[Tulu] Read individually and answer comprehension questions in groups; they exchange ideas gained from the passage[Orany] Make them exchange ideas gained from the passage; Motivate them to read the passage and answer comprehension questions[Osman] Adjust strategies useful to find general and specific information ; identify the type of comprehension questions first [Getu] -Assign students to read within the given time [Frezer] - students read silently & individually [Samuel]	-Assign students to read within the given time -Encourage them to read individually and answer comprehension question in pairs and groups -Let them skim and scan the passage

8	How do you organize students to help them discuss on comprehension questions and find answers?	-Help students to answer comprehension questions in groups and pairs [Tulu] Answer comprehension questions individually; They exchange ideas gained from the passage; cross check answers with peers.[Orany] -Students read in small groups ; read the passage individually; answer comprehension questions [Osman] Do not regularly arrange students in groups and pairs; students answer comprehension questions in small groups[Getu] Students read individually based on their sitting arrangements ; do not organize students in different way[Frezer] students answer comprehension questions based on their sitting arrangements [Samuel]	-Help them to comprehend the passage individually -Let them answer comprehension questions in groups and pairs
9	How do you assist your students to read the passage in the shortest possible time?	-Students skim the passage to get general ideas and scan for specific ideas[Tulu] Ask general questions to help them identify main ideas of the passage ; assist student to identify the location of key vocabularies [Orany] Assist students to skim the passage for general information and scan for specific information[Osman] Based on the text book, they skim for general ideas and scan for specific ideas of the passage [Getu] Encourage students to scan and skim for specific and general information respectively.[Frezer] instruct students to skim and scan the passage to get general and specific information[Samuel]	-Let students skim and scan the passage -Ask general questions -Assist them to find the contextual meanings of key vocabulary

Theme No.7. Assigning students to read individually within the given time, skim and scan the passage, and encouraging them to answer comprehension question in pairs and groups

Interview Question 7 was intended to get responses related to the while-reading strategies the participants implemented to help students comprehend the passage better. This

general question was intentionally asked to elicit the participants' responses to the application of the while-reading strategies before they were asked specific questions about the implementation of the while-reading strategies. Thus, it was helpful not to give clues to the respondents that might affect their responses to the next specific issues. Tulu replied, "I monitor students whether they read the passage or not and motivate them to answer comprehension questions within the given time." Orany also explained "students read individually and answer comprehension questions in groups. They exchange ideas gained from the passage." Osman also noted, "I help students to exchange ideas gained from the passage. I also motivate them to read the passage and answer comprehension questions." Getu in his part reported that he adjusts strategies useful to find general and specific information from the passage and identify the type of comprehension questions ahead of time. Frezer indicated that he assigns students to read within the given time. Finally, Samuel described that students read silently & individually.

ThemeNo.8. Helping the students to comprehend the passage individually and answer comprehension questions in groups and pairs

Interview Question 8 was presented to get information about how the participants organize students to help them discuss comprehension questions and find answers while reading the passage. All of the participants responded that they made students read the passage individually and answer comprehension questions in pairs and small groups (based on their regular sitting arrangements). With slight differences, Orany replied that he supports students to answer comprehension questions individually and exchange ideas gained from the passage to crosscheck the correct answers with peers.

ThemeNo.9. Letting the students skim and scan the passage, ask general questions and find the contextual meanings of key vocabulary

Interview Question 9 had the intention to dig out information regarding the type of while-reading strategies the participants implement to assist their students in reading the passage in the shortest possible time. All of the participants agreed that they assist students in using skimming and scanning strategies to find out the general and specific information from the passage. In addition, Orany indicated that he asks students general

questions to help them identify the main ideas of the passage and to identify the location of key vocabulary.

4.1.2.3. Application of the Post-reading Strategies (Sub-Question 3)

Table 9: *Participants' Responses on Implementation of the Post-reading Strategies*

No	Interview Questions	Codes	Themes
10	During the post-reading stage, what strategies do you use to help students extend their initial understanding of the text?	-After reading the passage ,students answer comprehension questions; reflect on ideas they gained from the passage[Tulu]-Through general questions, and by letting students reflect on the theme of the passage, I check students' overall comprehension of the passage[Orany]-Post-reading strategies are important to help students extend their understanding; students do post-reading activities in the classroomand at home[Osman] Students become bored to extend their understanding of the passage during post-reading stage.[Getu]-Make students respond to comprehension questions turn by turn[Frezer]-Students read the passage and comprehend accordingly.[Samuel]	-Students answer comprehension questions both in the class and at home -Reflect on the theme of the passage orally

11	During the post-reading stage, in what ways do you support your students to develop more meaningful interpretations about the meanings of the text and connect it to their life situations?	-Ask them more questions related to the passage to help extend ideas gained from the passage[Tulu] After reading the passage, discuss on important issues to connect ideas with students' real life experiences; do not assign students to do more tasks after reading [Orany]-Post-reading strategies are given very less attention[Osman]- Due to students' demotivation and time constraints post-reading phase is usually ignored; most of the instructional time is devoted to the while-reading phase[Getu] Encourage them to evaluate the significance of Ideas taken from the passage[Frezer]- Students reflect orally about the theme of the passage[Samuel]	-Ask the students more questions -Let them discuss about important issues of the passage -Post-reading strategies are given less emphasis -Let them evaluate the significance of the passage
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Theme No.10.Students answers comprehension questions and reflect on the theme of the passage orally

Interview Question 10 aimed at digging out responses to the post-reading strategies that the participants use to help students extend their initial understanding of the passage after reading. This general question was asked to elicit the participant's responses to the application of the post-reading strategies before they were asked specific questions about the implementation of the post-reading strategies. Thus, it was helpful not to give clues to the respondents that might affect their responses to the next specific issues. Tulu, Osman, Frezer, and Samuel replied that after reading the passage, they assist students in doing comprehension questions to extend their initial understanding of the passage. Tulu said that through general questions, and by letting students reflect on the theme of the passage, he checks students' overall comprehension of the passage. Unlike others, Getu described that students usually become bored to extend their understanding of the passage during the post-reading stage. Likewise, Orany elucidated:

We sometimes discuss important issues taken from the passage and try to relate them conceptually with students' real-life experiences. I do not intentionally assign students to do further tasks at home on the theme of the passage they have already read interpret it and connect it with their real life situation.

Theme No.11.Asking the students questions about the passage, and helping them discuss important issues

Interview Question 11 focuses on the participants' endeavors to implement the strategies to support their students to develop more interpretations of ideas of the passage and connect it to their real-life situations during the post-reading stage. Hence, Tulu asks students more questions related to the passage to help them extend ideas gained from the passage. Orany makes students discuss important issues to connect ideas taken from the passage with their real-life experiences. Samuel encourages students to reflect orally on the theme of the passage to make them extend their initial understanding of the text and connect it with their real-life experiences. Osman and Getu explained that they usually give less emphasis or ignore the post-reading strategies. Frezer said, "I encourage students to evaluate the significance of ideas taken from the passage."

Table 9 continues

No	Interview Questions	Codes	Themes
12	How do you integrate speaking and writing activities related to the passage to help students extend their understanding?	Make students write sentences and paragraphs to help them connect ideas of the passage with their real life situations[Tulu] Students reflect on some issues of the passage orally; they also write paragraphs when they respond to comprehension questions[Orany] Believes that skills integration is important to develop language skills; students reflect orally on ideas gained from the passage; they write paragraphs related to the passage.[Osman] -Students discuss orally and take notes while reading; through skills integration, students digest the theme of the passage [Getu] -Speak and write paragraphs while responding to comprehension questions; students reflect on the theme of the passage orally[Frezer] -To learn skills in an integrated manner, students write the summary of the text[Samuel]	-Reflect orally, write sentences and paragraphs to learn skills through integration

13	Do you encourage students to read extensively authentic materials outside the classroom?	-After reading the passage, few students usually speak and write pertaining to the passage - Assisting students to read authentic materials to improve personal RC skills.[Tulu] -Assign students to read the text books at home; do not have experience of giving home take assignments to read authentic materials and share it with classmates.[Orany] -Advise students to read authentic materials during leisure time; I read sample paragraphs from the given passage to motivate them to read [Osman] -Advises students to read authentic materials during leisure time [Getu] Initiate students to read authentic materials [Frezer] Students are encouraged to read authentic material [Samuel]	-Advise students to read authentic materials -Assign studnets to read at home
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ThemeNo.12. Helping the students reflect orally, and write sentences and paragraphs related to the passage to learn language skills through integration

Interview Question 12 focused on revealing whether the participants integrated speaking and writing activities related to the passage during the post-reading stage to help students extend their initial understanding. All of the participants said that after reading, they assist students in discussing ideas of the passage and reflect them orally. Likewise, they report that they help students to write sentences and summaries of the passage in the form of sentences and paragraphs.

Theme No.13 .Advising the students to read authentic materials and assign them to read at home

Concerning interview Question 13, except Orany, all of the participants replied that they advise students to read authentic materials during leisure time. They also read sample paragraphs from the given passage to motivate the students to read the passage. Unlike other participants, Orany said, “I assign students to read the textbooks at home. I do not

have the experience of giving homework and assignments for my students to read authentic materials and share ideas with classmates.’’

4.2. Findings from RC Lesson Observations

4.2.1. Application of the Pre, While and Post-reading Strategies (RQ.2)

In this section, the actual performance of the six participating EFL teachers in implementing the reading strategies in their respective RC classrooms is scrutinized. The analysis of the actual teacher behavior in the classroom is observed to find answers to the subsequent question ‘‘What pre, while and post-reading strategies do EFL teachers implement in their actual RC classes to help students improve the RC skills?’’

The participant EFL teachers were being observed two rounds each (Lesson 1, Unit Four: Reading, National Parks, and Lesson 2, Unit Five: Reading, Horticulture). Thus, a total of 12 RC lesson observations constituted the database for this portion of data analysis. The activities, interactions, and conversations between teachers and students during the RC lessons were observed, audio recorded, and field notes were gathered.

Following the observation, the descriptive notes were then extended using the short field notes as a guide. The reflective notes were then kept to document my thoughts, feelings, lessons learned, and questions that emerged during RC lesson observations, in accordance with the descriptive notes.

The succeeding data analysis section presents the observation data obtained from the participants’ actual RC lessons. For better clarity of the report, extracts were taken from transcription of each RC lesson to show instances of the strategies employed by the participants through the pre, while, and post-reading phases. Then, the data analysis and interpretation have been presented taking into account the strategies implemented under each segment of RC instruction i.e., the pre, while, and post-reading stages of Lesson 1 and Lesson 2. It was possible to examine the congruence between the interview and observation results to explore to what extent the participants’ reports during the interview have been born into practice. In doing the RC lesson observation data analysis, the RC lesson observation framework (RCLOF) adapted from Henk et.al. (2000) was used as a rubric. This framework incorporated the pre, while, and post-reading strategies that are

expected to be implemented both by the teacher and the students during RC instruction. In the course of the observation data analysis and interpretation, an attempt was made to find out whether the participants' implementation of the pre, while, and post-reading strategies are compatible with the reading strategies incorporated in the RCLOF. First, let me present an analysis of data on teacher Tulu's RC lessons.

4.2.1.1. Teacher Tulu's RC Lessons

A. Analysis of Data on Implementation of the Pre-reading Strategies

Note: 'T' represents 'Teacher' whereas, 'Ss' denotes 'students' henceforth.

Lesson 1: Unit Four: Reading Skills: National Parks in Ethiopia

Pre-reading phase [1:30-1:40]

T: Good afternoon.

Ss: Good afternoon teacher.

T: Previously, we have learned about how to write an informal letter (Revision). Today we are going to read the passage. Then, the teacher writes on the whiteboard "Unit Four: National Parks in Ethiopia. Page, 88." He jots down on the whiteboard key vocabulary taken from the passage [reserve, endemic, wildlife, and species.]

Ss: Copy the list of vocabularies from the whiteboard.

T: Rearranges students since most of the students did not have the textbooks.

Ss: Move from one group to another to share the textbooks.

Lesson 2: Unit Five: Reading Skills: Health Benefits of Gardening

Pre-reading phase [1:30-1:37]

T: Good afternoon students

Ss: Good afternoon teacher.

T: Last week, we have learned about listening. Today we are going to read the passage on page 109. Then he writes, "Unit Five: Reading Skills: Health Benefits of Gardening" on the whiteboard.

Ss: Copy from the whiteboard.

Reflective Journal 1

During the pre-reading phase of the first round observation, among the regular instructional time (40 minutes), teacher Tulu took 10 minutes to revise the previous lesson. It seems excess time. Most of the instructional time should be devoted to executing the while-reading strategies. Teacher Tulu emphasizes lesson revision rather than implementing pre-reading strategies. The teacher ignores pre-reading questions available on the students' textbook page 88. He did not pre-teach key vocabulary to minimize comprehension barriers. He simply jot down the list of keywords from the passage and students copy them (page 88). He did not motivate students to read. He did not draw students' attention to the title and sub-titles of the passage. He did not elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to connect students' prior knowledge with the given text. He did not activate the background knowledge of students about National Parks. He did nothing to assist students to become familiar with difficult words available in the passage to minimize linguistic barriers the students might face during reading. In sum, teacher Tulu didn't effectively implement the pre-reading strategies to assist students in activating their prior knowledge, predicting the passage, being motivated to read, and avoiding comprehension barriers before the actual reading.

B. Analysis of Data on Implementation of the While-Reading Strategies

Lesson 1: While-reading Phase

Lesson 1: [1:41-2:00]

T: "Take out your textbooks and read the passage on page 88. Then, you will answer comprehension questions."

Ss: Ok, teacher. Then they start reading in groups (three up to four students) based on their regular sitting arrangements. (National Parks in Ethiopia page 88; Awash National Park page 89; Bale Mountains National Park page 90; Omo National Park page: 91 Simien Mountains National Park page: 92). Loud reading dominates since there are no adequate textbooks in the classroom.

T: Please read silently.

Ss: Read aloud ignoring teachers' instruction

T: Go around and try to control students whether they are reading or not.

T: I hope you are finished reading the passage.

Ss: Yes, teacher.

T: Now, we are going to answer comprehension questions.

Ss: Students answer comprehension questions in groups. (due to shortage of textbooks)

Lesson2: While-reading Phase [1:38-1:50]

T: Alright, read the passage on page 109 in your groups, "Health Benefits of Gardening.

T: I told you to bring the textbook daily, anyway, be in groups and try to read the passage silently. Then, you are going to answer comprehension questions based on the passage.

Ss: Students go to their classmates and share textbooks. Then, most students began to talk rather than read.

T: The teacher goes around and controls the students who disturb, but due to the absence of adequate textbooks the class becomes noisy.

Ss: Very few students who have textbooks in hand try to read.

Reflective Journal 2

During the while reading stage, Teacher Tulu said, "...take out the textbook and read the passage..." This is a traditional way of teaching reading comprehension. Loud reading dominates so the classroom becomes noisy. Teacher Tulu tries to monitor students' reading activities. However, due to the large class size and inadequate number of textbooks, he was unable to make the students fully engaged in reading. He guides the students to skim the passage for general gist and scan for specific information. In general, the data revealed Teacher Tulu didn't effectively implement the while-reading strategies to make the students concentrate on reading and comprehending the passage. Students sit in small groups and share textbooks; however, due to an inadequate number of textbooks, they were unable to skim and scan the passage effectively. Therefore, the teacher and the students didn't employ the while-reading strategies to achieve the objectives of the reading comprehension lesson as expected.

4.2. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading phase [2:00-2:10]

T: Now, let us do the true or false questions on page 93. The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Correct

T: Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: True (paragraph 4, line 6)

T: Are you sure?

Ss: No, it is false.

T: Sure.

T: Three endemic mammals are found in the Simien National Park.

Ss: True (paragraph 8, line 5)

T: Yeah, you are right.

T: The Omo National Park can be easily accessible using water transport.

Ss: False (paragraph 7, line 1)

T: It is false...

Lesson 2: Post-reading phase [1:50-2:10]

T: Ok. Now let us answer comprehension questions on page 111. "What are the most benefits of gardening?"

Ss: To relieve stress

T: What else?

Ss: To get exercise

T: Very good.

T: "According to the passage what does a gardener do?"

Ss: Cut flowers and vegetables

T: Correct, what else?

Ss: enjoy the sense of accomplishment

T: Yes, of course. "What do vegetable gardeners know?"

Ss: where their product is coming from?

T: Ok very good. Try numbers 4 and 5 at home. Bye for now.

Ss: Ok, teacher, bye.

Reflective Journal-3

During the post-reading stage, Teacher Tulu instructs the students to answer true or false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidence to say 'true' or 'false'. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students who can read the textbook within the small groups respond to the comprehension questions. Teacher Tulu reads each comprehension question and leads the instruction since individual students do not have access to textbooks.

Teacher Tulu ignores post-reading questions on students' text book page 93 though the remaining instructional time indicates 8 minutes more. He gave the students matching questions as homework. In sum, Teacher Tulu did not meaningfully implement the post-reading strategies. He emphasized letting the students answer RC questions rather than assisting them to extend their initial understanding of the passage, give more interpretations for the theme of the passage, and connect ideas with their real-life experiences.

4.2.1.2. Teacher Orany's RC Lessons

A. Analysis of Data on Implementation of the Pre-reading Strategies

Lesson1: Unit Four Reading: National Parks in Ethiopia

Pre-reading phase [9:30 -9:40]

T: Good morning students.

Ss: Good morning teacher.

T: Today, we will read the passage, "National Parks in Ethiopia. Page, 88." But, before that I want you to do pre-reading questions on page 88. Then, he writes the title of the passage on the board. What do you know about national parks?

Ss: Wild animals like lions, zebras, etc., live in national parks.

T: Yes, you are right. What about you? He points to a student.

S: Tourists come to national parks.

T: Yeah, tourists visit national parks. Then, he lists down keywords taken from the passage. (reserve, endemic, wildlife, species) on the whiteboard and said, “ Study the words.”

Ss: Copy down the words in their exercise book.

T: Now, in your groups, please read the passage silently.

Lesson 2: Unit: 5.Horticulture: Reading Skills: Health Benefits of Gardening [Page 109]

Pre-reading Phase [9:30-9:36]

T: Good morning students

Ss: Good morning teacher.

T: Who can remind us of the previous lesson? Yes, Netsanet

S: Teacher, it was about writing paragraphs.

T: Yes, you are right; it was about writing short paragraphs, but in the form of a report.

T: Now, we will read the passage together. Then the teacher writes on the whiteboard.

[Unit five: Reading Skills: Health Benefits of Gardening]. The teacher rushes toward reading the passage.

Reflective Journal 4

The lesson transcript tells us that during the pre-reading stage, Teacher Orany lets the students do pre-reading activities available on students' textbook page 88. Hence, he tried to activate the background knowledge of students about national parks to assist them in connecting their prior knowledge with the text they are going to read and to comprehend the passage better. Again, he tried to motivate students to read. He drew students' attention to the title of the passage. Then, he let the students be familiar with key vocabularies on page 88 to minimize comprehension barriers though he did not give them the definitions. Teacher Orany did not elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to help students better comprehend the passage.

During the second round of observation, Teacher Orany skipped the pre-reading questions on page 109 of the student's textbook. Hence, students were unable to connect their prior knowledge with the text they were assigned to read. Furthermore, they were

unable to predict the passage they were going to read since they did not get clues either from the pre-reading questions or the teacher. Also, he did not pre-teach key vocabulary taken from the passage to minimize language barriers for comprehension. Similarly, he didn't motivate the students to read. He revised the previous lesson and instructed the students directly to read the passage in groups. Again, he did not draw students' attention to the title and sub-titles of the passage. Likewise, he did not elicit the students' prior knowledge by assisting them to look at pictorial descriptions given at the top of each paragraph. In other words, the teacher did not activate the background knowledge of students about national parks, so students can not feel curiosity about the text they are going to read. They may be confused about the purpose of reading and what strategies to employ while reading because the teacher said nothing about the selection and utilization of reading strategies.

As the data exhibited, Teacher Orany did not implement the pre-reading strategies consistently. His practice fluctuated from lesson to lesson. Such instructional inconsistency may suggest he doesn't have full confidence and firm stand to regularly implement the pre-reading strategies to motivate students to read, activate their schema, let them predict the passage, help them to avoid vocabulary barriers, set the purpose of reading to assist them to read and comprehend the theme of the passage efficiently.

B. Analysis of Data on Implementation of the While Reading Strategies

Lesson 1: While-reading phase [9:40-10:00]

T: "Take out your textbooks and read the passage on page 88. Then, you will answer comprehension questions."

Ss: Students start reading in groups (three up to four students) based on their regular sitting arrangements. (National Parks in Ethiopia page 88; Awash National Park page 89; Bale Mountains National Park page 90; Omo National Park page: 91 Simien Mountains National Park page: 92).

T: Read the passage silently in your groups.

Ss: Students read aloud the passage (due to a shortage of textbooks).

T: Moves around and checks students' activities. He also assisted students who needed it.

T: Students, do you finish reading?

Ss: Most of the students say “yes”

T: Now, answer comprehension questions on page 93 based on the passage. (No.1-5)

Ss: Students start doing comprehension questions. Most students sit idle...

Lesson2: While-reading stage [9:37-9:58]

T: Well, read the passage on page 109 in your groups, “Health Benefits of Gardening.”How many of you have brought the textbook?’’

Ss: Very few students raised their hands.

T: I told you to bring the textbook daily, anyway, be in groups and try to read the passage silently. Then, we will answer comprehension questions based on the passage. Right?

Ss: Students join their classmates who have got textbooks. Then, they began to talk rather than read.

T: The teacher moves around and tries to control the students who disturb, but due to the absence of adequate textbooks the class becomes noisy. Very few students who have textbooks in hand try to read. Have you finished reading?

Ss: Yes, we have finished.

Reflective Journal 5

During the first round of observation of the while-reading stage, loud reading dominates which can disturb the classroom. Students do not concentrate on reading and comprehending the passage. Teacher Orany monitors students’ reading activities. However, he was unable to engage students in reading due to the large class size and inadequate number of textbooks. The teacher guides the students to skim for general gist and scan the passage for specific ideas. Students sit in small groups to share textbooks; however, due to an inadequate number of textbooks, it is difficult for individual students to read and search for the general gist as well as the specific information from the passage. Therefore, the teacher and the students fail to achieve the intended objectives of the reading comprehension lesson.

During the second round of observation of the while reading stage, teacher Orany immediately instructs the students to go to the groups where they can access textbooks. This is a traditional way of teaching reading comprehension. Loud reading dominates the

class. Students did not have the opportunity to read silently due to a shortage of textbooks. This situation disturbs the classroom. Due to such unfavorable conditions; almost all of the students did not contemplate on reading and comprehending the passage. The teacher goes around and tries to monitor students' reading activities. However, due to the large class size and inadequate number of textbooks, he was unable to make students engaged in reading. The teacher didn't guide the students to skim for general gist and to scan for specific ideas from the passage. Students simply sit in groups [6-7 students] and share textbooks. Nevertheless, due to the number of textbooks, it was difficult for individual students to read and search for the general gist as well as the specific information from the passage.

In sum, Teacher Orany did not get students to set the purpose of reading and become familiar with the reading strategies before the actual reading of the passage. Due to several reasons, Teacher Orany was not in a position to implement the while-reading strategies to assist students in reading and comprehending the passage silently and individually, skimming and scanning for information from the passage, avoiding comprehension barriers, reading for inferences, and guessing the contextual meaning of unfamiliar words while reading, etc. for better comprehension.

C. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading Phase (10-10:10)

T: "Now, let us do the true or false questions on page 93." Then, he randomly invites students from each group to read comprehension questions."

S: The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Correct

S: Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: True (paragraph 4, line 6)

T: Are you sure?

Ss: No, it is false.

T: Sure.

T: That is enough for today. Do matching questions (page94) at home....

Lesson 2: Post-reading stage [9:59-10:10]

T: All right. On page 111 there are comprehension questions, so let us do them together. Right? Answer the comprehension questions based on the passage. You have five minutes.

Ss: Students get ready to answer comprehension questions.

T: "What are the most benefits of gardening?"

S1: To relieve stress

T: What else?

S2: To get exercise

T: Well. Gardeners can relieve stress and get exercise when they work in the garden.

T: "According to the passage what does a gardener do?"

Ss: A gardener cut flowers and vegetables.

T: Yeah, a gardener cuts flowers and vegetables, what about others?

Ss: A gardener enjoys a sense of accomplishment.

T: Yeah, a gardener enjoys the sense of accomplishment.

T: That is good.

T: Now, let us do vocabulary questions related to the passage. Then, the teacher writes the following words on the whiteboard (relieve, unwind, contribute, consume, enhancing, instantaneous). Find the meanings of the following words based on the context given in the passage. You have five minutes to do it.

Ss: Students copy the words in their exercise book and then begin to search for the contextual meanings of words in groups based on the passage.

T: Now let us see the contextual meanings of words. What is the contextual meaning of the word „relieve“?

Ss: „Reduce.“

T: Yes, "relieve" according to the passage means „reduce“. What does „Contribute" mean?

Ss: 'impact'

T: Correct. What does the word "unwind" mean according to the passage?

Ss: 'Unwind' means 'relax'.

T: Yes, it is correct. Hence, on page 112, do exercises on 'prefixes' as homework. See you all next time.

Ss: See you teacher.

Reflective Journal 6

During the post-reading stage of the first round of observation, Teacher Orany instructs the students to answer true or false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidence to say 'true' or 'false'. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students who can read the textbook within the small groups respond to the comprehension questions. The teacher skips the post-reading questions on page 93. He gave the students matching questions as homework. The teacher did not assist students in extending their understanding by doing post-reading activities. He did not try to help them interpret the theme of the passage and connect it with their real-life experiences.

During the post-reading phase of the second round of observation, Teacher Orany instructs the students to answer comprehension questions and vocabulary activities based on the given passage. Some students who have access to the textbook try to skim the passage and search for answers to comprehension questions. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students in each group who have the textbook in hand and who can read respond to the comprehension questions. The teacher reads each comprehension question and leads the instruction since individual students do not have access to textbooks.

In conclusion, Teacher Orany did not implement the post-reading strategies effectively. Depending on the ideas gained from the passage, he did not assist students in extending their understanding of the passage through discussion and oral reflection. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

4.2.1.3. Teacher Osman's RC Lessons

A. Analysis of Data on Implementation of Pre-reading strategies

Lesson1. Unit Four Reading: National Parks in Ethiopia

Lesson1: Pre-reading stage [11:45-11:53]

T: Good morning.

Ss: Good morning teacher.

T: Do you remember what we learned last period?

Ss: About adverbs of frequency.

T: What can you say, Christina?

S: We have seen about the position of adverbs of frequency.

T: Yeah, an adverb of frequency can be placed before the main verb except auxiliary verbs. Letter writing is given to you as an assignment. Today, our next topic will be a reading comprehension lesson. Unit Four: National Parks in Ethiopia. What do you know about national parks?

S: It is a place where animal species and birds live in.

T: Yes, do you agree? In the national parks, different species of animals live. Now go to the 54 bench where you can access textbooks. We are going to read the passage about National Parks in Ethiopia. But before that let us study the contextual meaning of some key words taken from the passage. (reserve, endemic, wildlife, species). Then, immediately the teacher gives the students the contextual meanings of words (reserve=resource, endemic=native, wildlife=untamed animals=species, variety=race. Now read the passage silently and then you will answer comprehension questions.

Lesson2: Unit: 5- Horticulture: Reading Skills: Health Benefits of Gardening

Pre-reading stage [1:30-1:36]

T: Good afternoon students

Ss: Good afternoon teacher.

T: Do you remember our previous lesson? Oh, yes, Daniel.

S: We learned about writing a short report...eh....writing a paragraph.

T: Yeah, exactly. We have learned about how to write a report in the form of a paragraph. Today, we will have a reading activity. (Then the teacher writes on the whiteboard. "Unit five: Reading Skills: Health Benefits of Gardening") and tells students to read the passage silently.

Reflective Journal 7

During the pre-reading stage of first-round observation, Teacher Osman did not give enough room for students to reflect on their prior knowledge about the passage they were going to read. He did not fully motivate students to speak out about what they know about national parks. Therefore, for better comprehension students did not get the opportunity to connect their prior knowledge with the content of the passage. He did not show students pictures given in each paragraph to elicit students' prior knowledge and to assist students in getting motivated and becoming curious about reading. The teacher pre-teaches key vocabulary taken from the passage. This would help students to minimize vocabulary barriers they may encounter while reading the passage.

During the pre-reading phase of the second round of observation, Teacher Osman skips the pre-reading questions available on the students' textbook page 109. Hence, students were unable to connect their prior knowledge with the text they were assigned to read. Besides, they were unable to predict the passage they were going to read since they did not get clues about the passage either from the pre-reading questions or from the teacher. He did not pre-teach key vocabulary taken from the passage to minimize language barriers to reading comprehension. He didn't motivate the students to read. He revised the previous lesson and instructed the students directly to read the passage in groups. He did not draw students' attention to the title and sub-titles of the passage. He did not elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to connect students' prior knowledge with the given text for better comprehension. In other words, the teacher didn't activate the background knowledge of students about National Park, so students might feel strange about the text they are going to read. They may not be clear about the purpose of reading and what strategies to employ while reading. He said nothing about selecting the reading strategies and using them while reading the passage.

In general, except for his trial to pre-teach key vocabulary during the first round of observation, Teacher Osman did not implement the pre-reading strategies consistently. His practice fluctuates from lesson to lesson. Such instructional inconsistency may suggest he doesn't have full confidence and firm stand to regularly implement the pre-reading strategies to motivate students to read, activate their schema, let them predict the passage, help them to avoid vocabulary barriers, set the purpose of reading to assist them to read and comprehend the theme of the passage efficiently.

B. Analysis of Data on Implementation of the While-reading Strategies

Lesson 1: While reading phase [11:53-12:14]

Ss: Very few students who handle the textbook in hand try to read the passage. Most of them sit idle since there is no adequate number of textbooks in the classroom. Some students tried to share textbooks, but the situation was not comfortable for them to read and comprehend the passage effectively.

T: The teacher goes around and checks students' activities. The class is so noisy and uncontrollable due to the absence of adequate textbooks. The teacher observes students and realizes that they are not reading the passage and comprehending it successfully.

Lesson 2: While reading phase (1:37-1:58)

T: Now, in your groups read the passage on page 109, "Health Benefits of Gardening." Those of you who did not bring the textbook, please move to the desk where you can share textbooks. Read the passage silently first and then you will answer comprehension questions later.

Ss: Move around and try to share textbooks with classmates. Then, some students read the passage in groups since there were no adequate textbooks. The majority of them were sitting idle talking to each other. The classroom was noisy.

T: The teacher moves around and tries to control the students' activities. But he couldn't make students silent since they were not engaged in reading. Have you finished reading?

Ss: Yes, we have finished.

Reflective Journal 8

Concerning the while-reading phase of the first round of observation, Teacher Osman assigns students to read the passage in groups. He re-arranges students since there are no adequate textbooks in the classroom. There were 6-7 students in each group. Each group was so noisy. Almost all of the students were not engaged in reading since the situation didn't enable them to read. The teacher moved around, but he was unable to control mischievous students. Everyone was talking continuously. I can say the teachers and the students did not achieve the objectives of the reading comprehension lesson.

Regarding the while-reading phase of the second round observation, Teacher Osman immediately instructs the students to go to the groups where they can access textbooks. This is the traditional way of teaching reading comprehension. Loud reading dominates the class. Students did not have the opportunity to read silently due to the shortage of textbooks. This situation disturbs the classroom. Due to such unfavorable conditions, almost all of the students did not engage in reading and comprehending the passage. The teacher moves around and tries to monitor students' reading activities. However, due to the large class size and inadequate number of textbooks, he couldn't make students engaged in reading. The teacher did not guide the students to skim for general gist and to scan for specific ideas. Students simply sit in groups (6-7 students) to share textbooks. However, it is difficult for individual students to read and search for the general gist as well as the specific information from the passage since there is no adequate number of textbooks. Therefore, the teacher and the students were not in a position to meet the objectives of the reading comprehension lesson.

To conclude, Teacher Osman did not get students to set the purpose of reading and become familiar with the reading strategies before the actual reading of the passage. Due to several reasons, Teacher Osman was not in a position to implement the while-reading strategies to assist students in reading and comprehending the passage silently and individually, skimming and scanning for information from the passage, avoiding comprehension barriers, reading for inferences, and to guess the contextual meaning of unfamiliar words while reading, etc. to enable the students to retain better comprehension.

C. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading phase [12:15-12: 25]

T: I hope you finish reading.

Ss: Yes.

T: What do you understand from the passage?

Ss: Students become silent. No one responds to the teacher's question.

T: Ok. Let us check your understanding by doing "true or false" questions on page 93. The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Correct

T: Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: True (paragraph 4, line 6)

T: No, it is the second-highest mountain

Ss: No, it is false.

T: So, it is false. Three endemic mammals are found in the Semien National Park...

T: Well, some students can't read well. You need to improve your reading skills. Anyways, what do you understand from the passage? There are many national parks in Ethiopia. Different species of animals and birds live in these national parks.

Lesson 2: Post-reading Stage [1:59-2:10]

T: Ok. Now let us focus on comprehension questions on page 111. Answer the following questions based on the passage you have already read. "Do you find it?"

Ss: "Yes, teacher"

T: "What are the most benefits of gardening?"

Ss: To relieve stress

T: What about others?

Ss: To get exercise

T: Well.

T: "According to the passage what does a gardener do?"

Ss: A gardener cut flowers and vegetables.

T: Correct, a gardener cuts flowers and vegetables, what else?

Ss: A gardener enjoys a sense of accomplishment.

T: Yeah, a gardener enjoys the sense of accomplishment.

T: That is right. "What do vegetable gardeners know?"

Ss: Where their product is coming from?

T: Anyone else?

Ss: Chemicals were used to grow produce.

T: Ok that is fine. We run out of time, so on page 112, do exercises on prefixes at home.

Goodbye students.

Ss: Goodbye teacher.

Reflective Journal 9

During the post-reading stage of first-round observation, Teacher Osman guides students to answer comprehension questions after the actual reading is terminated. Some students try to respond to the specific true false and matching questions by skimming information from the given passage. The majority of the students were off track due to an inadequate number of textbooks. When the teacher asked students randomly to read out loud, they were not confident to read words, phrases, and sentences. The teacher ignores three post-reading questions presented after the passage. Hence, students were not allowed to extend their initial understanding of the passage. The teachers did not assist students in interpreting the message gained from the passage and relating ideas with their real-life situations.

In connection with the post-reading phase of the second round of observation, Teacher Osman guides the students to answer comprehension questions and vocabulary activities based on the given passage. Some students who have access to the textbook try to skim the passage and search for answers to comprehension questions. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students who can read the textbook within the groups respond to the comprehension questions. The teacher had no choice except to follow some students who could respond to the questions. The teacher was busy reading each comprehension question to the students since they do not have access to textbooks. He did not assist students in extending

their initial understanding through discussion and oral reflection depending on the ideas gained from the passage. By generating questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

Overall, Teacher Osman did not implement the post-reading strategies effectively. Depending on the ideas gained from the passage, he did not assist students in extending their understanding of the passage through discussion and oral reflection. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

4.2.1.4. Teacher Getu's RC Lessons

A. Analysis of Data on Implementation of Pre-reading Strategies

Lesson1: Unit Four Reading: National Parks in Ethiopia

Pre-reading Phase [9:30 -9:40]

T: The teacher cleans the board and writes the topic of the lesson Unit Four: Reading: National Parks in Ethiopia" and says good morning students.

Ss: Good morning teacher. We are fine thank you.

T: Let's do pre-reading questions on page 88. What is your previous knowledge about national parks?

Ss: Different animals live in national parks.

T: Yes, but wild animals live in national parks. Good, he said. Then, he jot down keywords taken from the passage. (Reserve, endemic, wildlife, and species) on the whiteboard. Copy the words in your exercise book and study them. You can do it together in your groups.

Ss:Copy down the words in their exercise book.

T: Now, be in your groups and read the passage silently as much as possible.

Lesson 2. Unit: 5- Horticulture: Reading Skills: Health Benefits of Gardening

Pre-reading Phase [9:30-9:35]

T: Good morning everybody

Ss: Good morning teacher.

T: Do you remember what we learned last period? Hmmm. Yes, Hiwot

Hiwot: About paragraph writing.

T: yes, paragraph writing. Good.

T: Yes, it was about writing a report in terms of short paragraphs. Today we are going to read the passage. Then the teacher writes on the whiteboard. [Unit five: Reading Skills: Health Benefits of Gardening]. I hope you will like it.

Ss: Yes, teacher.

Reflective Journal 10

Regarding the pre-reading stage of the first round of observation, Teacher Getu lets the students do pre-reading activities available on students' textbook page 88. Hence, the teacher tried to activate the background knowledge of students about national parks to assist them in connecting their prior knowledge with the text they were going to read. He tried to motivate students to read. He drew students' attention to the title of the passage. Then, he let the students be familiar with key vocabularies on page 88 to minimize comprehension barriers though he did not teach them the definitions. He did not elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to assist students to better comprehend the passage.

Teacher Getu ignores the pre-reading questions available in the students' textbook on page 109. Hence, students were unable to connect their prior knowledge with the text they were assigned to read. Therefore, they were unable to predict the passage since they did not get clues about the passage either from the pre-reading questions or from the teacher. He did not pre-teach key vocabularies taken from the passage which would help to minimize language barriers to reading comprehension. He did not motivate the students to read. He revised the previous lesson and instructed the students directly to read the passage in groups. He did not draw students' attention to the title and sub-titles of the passage. He didn't elicit students' prior knowledge by assisting them to look at pictorial

descriptions given at the top of each paragraph. In other words, the teacher did not activate the background knowledge of students about national parks, so students might not feel curious about the text they are going to read. They may be confused about the purpose of reading and what strategies to employ while reading since the teacher did not say something about the selection and utilization of reading strategies while reading the passage. Teacher Getu didn't implement pre-reading strategies consistently.

During the first round of observation, Teacher Getu tried to implement the pre-reading strategies like activating the background knowledge of students to assist them in connecting their prior knowledge with the text they are going to read. Also, he tried to motivate students to read. He drew students' attention to the title of the passage to help them predict the content of the passage. However, during the second round of observation, he completely ignores the pre-reading strategies. The data may suggest that his implementation of the pre-reading strategies is found to be inconsistent.

B. Analysis of Data on Implementation of the While-reading Strategies

Lesson 1: While-reading Phase [9:40-10:00]

T: "Take out your textbooks and read the passage on page 88. After you finish reading, answer comprehension questions in groups."

Ss: A few students start reading in groups (five up to six students) as they sit down at their desks. (National Parks in Ethiopia page 88; Awash National Park page 89; Bale Mountains National Park page 90; Omo National Park page: 91 Simien Mountains National Park page: 92).

T: As much as possible, read the passage silently.

Ss: Few students read aloud the passage (due to a shortage of textbooks).

T: Moves around and monitors students' activities.

T: Do you finish reading?

Ss: Students say "yes"

T: Ok. Now, students try to answer comprehension questions on page 93.

Ss: Students try comprehension questions. Most of them were idle due to an inadequate number of textbooks available in the classroom.

Lesson 2: While-reading Phase [9:36-:9:55]

T: Now, students please read the passage on page 109 entitled "Health Benefits of Gardening." Let us read together. After reading, you are going to answer comprehension questions based on the passage, Ok?

Ss: Most students wander here and there to share textbooks with peers. Very few students who have textbooks in hand try to read the passage. Most of them were sluggish and talked noisily.

T: The teacher moves around and observes the students. "Did you finish reading?" he said.

Ss: Very few students confirmed they had read the passage. Most of them were silent (disagree)

Reflective Journal 11

Loud reading dominates which disturbs the classroom. Students did not engage in reading and comprehending the passage. Teacher Getu tries to monitor students' reading activities; however, due to the large class size and inadequate number of textbooks available, he is unable to make most of the students active in reading. He guides the students to skim the passage for the general gist and to scan for specific ideas. Students sit in small groups to share available textbooks; however, it is difficult for individual students to read and search for the general gist as well as the specific information from the passage. Therefore, the teacher and the students did not achieve the objectives of the RC lesson.

The teacher immediately instructs the students to go to the groups where they can access textbooks. This is the traditional way of teaching reading comprehension. Loud reading dominates the class. Students did not have the opportunity to read silently due to a shortage of textbooks. This situation disturbs the classroom. Due to such unfavorable conditions, almost all of the students do not concentrate on reading and comprehending the passage. The teacher moves around and tries to monitor students' reading activities; however, he couldn't make students engage in reading due to the large class size and inadequate number of textbooks. The teacher did not guide the students to skim for general gist and to scan for specific ideas. Students simply sit in groups [6-7 students] to share

textbooks. Therefore, the teacher and the students did not achieve the objectives of the RC lesson.

In general, Teacher Getu did not get students to set the purpose of reading and become familiar with the reading strategies before the actual reading of the passage. Teacher Getu was not in a position to implement the while reading strategies to assist students in reading and comprehending the passage silently and individually, skimming and scanning for information from the passage, avoiding comprehension barriers, reading for inferences, and to guess the contextual meaning of unfamiliar words while reading, etc. to enable the students retain better comprehension.

C. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading Phase [10:00-10:10]

T: "Now, based on the passage, do true false questions on page 93." Then, he starts reading the questions. The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Yes, you are right. Next, Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: False (paragraph 4, line 6)

T: Yes, it is false.

T: Three endemic mammals are found in the Semien National Park.

Ss: True (paragraph 8, line 5)

T: Yes, you are right...

Lesson 2: Post-reading Phase

T: So let's try together, on your textbook page 111, there are comprehension questions. [9:56-10:10]. First question "What are the most benefits of gardening?"

S1: It helps to avoid stress.

T: Anyone else?

S2: It is helpful to get exercise.

T: Yeah, you are correct. Gardeners may relieve stress and get exercise when they work in their garden. Next, according to the passage, what does a gardener do?

Ss: A gardener cuts flowers and vegetables.

T: Correct, a gardener cuts flowers and vegetables...

T: Now, do vocabulary questions based on the passage. (Relieve, unwind, contribute, consume, enhance, instantaneous). Can you search for the meanings of the following words based on the context given in the passage?

Ss: Students copy the words in their exercise book.

T: Alright, now find the contextual meanings of words based on the passage. What is the contextual meaning of the word „relieve“?

Ss: He raised his hand and said, „Reduce.“

T: Yes, "relieve" means „reduce". Contribute?

Ss: „impact“

T: Yes. Next, "unwind" mean?

Ss: 'Relax'.

T: Yes, you are right. "According to the passage „consume" means?

Ss: "eat"

T: Alright, students, it is enough for today, on page 112, do exercises related to 'prefixes' as homework.

Reflective Journal 12

After reading, Teacher Getu instructs the students to do true and false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidence to say 'true' or 'false'. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Within the small groups, very few students who can read the textbook respond to the comprehension questions randomly. The teacher ignores the post-reading questions on page 93. He assigns the students to do matching questions at home. By doing post-reading activities, the teacher did not assist students in extending their understanding. Also, he did not try to help them extend the theme of the passage and connect it with their real-life situations.

After the students read the passage, Teacher Getu instructs the students to answer comprehension questions and do vocabulary activities based on the given passage. Some students who have access to the textbook try to skim the passage and search for answers to comprehension questions. Nevertheless, the majority of the students sit idle since they don't have access to text books. Very few students in each group who have the textbook in hand and who can read respond to the comprehension questions. The teacher reads each comprehension question and leads the instruction since individual students do not have access to textbooks. He did not assist students in extending their understanding through discussion and oral reflection depending on the ideas gained from the passage. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

In conclusion, Teacher Getu did not implement the post-reading strategies effectively. Depending on the ideas gained from the passage, he did not assist students in extending their understanding of the passage through discussion and oral reflection. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

4.2.1.5. Teacher Frezer's RC Lessons

A. Analysis of Data on Implementation of the Pre-reading Strategies

Lesson 1: Unit Four Reading: National Parks in Ethiopia

Pre-reading Phase [11:45-11:55]

T: Good morning.

Ss: Good morning teacher.

T: Last week we learned about adverbs. Do you remember? Yes, an adverb of frequency can be placed before the main verb. For example, The boy always reads the poem. Which one is the adverb of frequency?

Ss: „Always“

T: Yes, you are right. It is located before the main verb "reads" yes.

Ss: Yes.

T: For today we will have a reading comprehension lesson. That is Unit Four: National Parks in Ethiopia. By the way, what do you know about national parks?

S1: Tourists visit national parks.

T: Yeah, it is good. What else?

S2: Many animals live in national parks.

T: yeah, but what kind of animals?

S3: Wild animals like lions, giraffes, and monkeys live in national parks.

T: Good. We are going to read the passage about National Parks in Ethiopia. But before that let us study the following words. (Reserve, endemic, wildlife, and species). Then, immediately the teacher orders the students to copy down the words in their exercise books without attempting the contextual meanings of words.

Lesson 2. Unit: 5- Horticulture: Reading Skills: Health Benefits of Gardening

Pre-reading Phase [11:15-11:25]

T: Good morning students

Ss: Good morning teacher.

T: Do you remember our previous lesson? Writing paragraphs of short reports.

T: The teacher writes the unit and title of the passage on the board. [Unit five: Reading Skills: Health Benefits of Gardening]. Today, we will have a reading passage, so we will read and comprehend...

Reflective Journal 13

During the pre-reading stage of the first round of observation, Teacher Frezer did not give enough room for students to reflect on their prior knowledge about the passage they were going to read. He didn't fully motivate students to speak out about what they know about national parks. Therefore, students do not get the opportunity to connect their prior knowledge with the content of the passage for better comprehension. The teachers did not show students pictures given in each paragraph which will help to elicit students' prior knowledge and to assist students to get motivated and to become interested in reading the passage. The teacher did not pre-teach key vocabulary taken from the passage. He let the students copy down the words without getting them to attempt the contextual meanings.

Hence, the teacher did nothing to help students minimize vocabulary barriers they may encounter while reading the passage.

Teacher Frezer neglects the pre-reading questions available in students' textbooks on page 109. Hence, students were unable to connect their prior knowledge with the text they were assigned to read. The students were unable to predict the passage they were going to read since they did not get clues either from the pre-reading questions or the teacher. He didn't pre-teach key vocabulary taken from the passage to minimize language barriers to reading comprehension. He did not motivate the students to read. He revised the previous lesson and instructed the students directly to read the passage in groups. He didn't draw students' attention to the title and sub-titles of the passage. He did not elicit students' prior knowledge by assisting them to look at pictorial descriptions given at the top of each paragraph to connect students' prior knowledge with the given passage. In other words, the teacher did not activate the background knowledge of students about national parks, so students might not be motivated to read. They may not be clear about the purpose of reading and what strategies to employ while reading since the teacher did not say something about the selection and utilization of reading strategies.

Essentially, except for his trial to make students familiar with a few vocabularies taken from the passage, Teacher Frezer did not effectively implement the pre-reading strategies to assist students activate their prior knowledge, predicting the passage, being motivated to read, and avoiding comprehension barriers.

B. Analysis of Data on Implementation of the While-reading Strategies

Lesson 1: While-reading Stage [11:55-12:15]

Ss: Very few students who handle the textbook in hand try to read the passage. Most of them sit idle since there is no adequate number of textbooks. Some students tried to share textbooks with peers, but the situation was not comfortable for them to read and comprehend the passage effectively.

T: The teacher moves around and checks whether the students are reading or not. The class is so noisy. Students chat and move here and there.

Lesson2: While-reading Phase [11:25-11:45]

T: Ok students, read the passage on page 109 in your group "Health Benefits of Gardening." "You can join groups to have access to textbooks.

Ss: Students move and join groups where they can share textbooks.

T: In your groups, read the passage silently. After you finish reading the passage, you will respond to comprehension questions based on the passage. Ok.

Ss: Very few students who have textbooks in hand were in a position to read the textbook. Many of them were disturbing.

T: The teacher goes around and tries to control the students who disturb, but due to the absence of adequate textbooks the class becomes noisy. Have you finished students?

Ss: Yes, teacher.

Reflective Journal 14

At the while reading phase of the first round of observation, Teacher Frezer assigns students to read the passage in groups. He rearranges students since there are no adequate textbooks in the classroom. There are 6-7 students in each group. Students' combined desks were not suitable to read cooperatively and to share ideas. Each group was so noisy. Almost all of the students were not engaged in reading since the situation didn't enable them to do so. The teacher moved around, but he was unable to control the noisy students. Everyone was talking continuously. I can say the teachers and the students didn't achieve the objectives of the reading comprehension lesson.

During the whole reading phase of the second round of observation, Teacher Frezer immediately instructs the students to go to the groups where they can access textbooks. This is the traditional way of teaching reading comprehension. Loud reading dominates the class. Students did not have the opportunity to read silently due to the shortage of textbooks. This situation disturbs the classroom. Due to such unfavorable conditions, almost all of the students do not concentrate on and engage in RC. The teacher moves around and tries to monitor students' reading activities. However, it was not suitable for him to engage students engaged in reading due to the large class size and inadequate number of textbooks. The teacher did not guide the students to skim for general gist and to scan for specific ideas. Students simply sit in groups [6-7 students] to share textbooks.

However, it is difficult for individual students to read and search for the general gist as well as the specific information from the passage. Therefore, the teacher and the students didn't achieve the objectives of the RC lesson.

Principally, Teacher Frezer did not get students to set the purpose of reading and become familiar with the reading strategies before the actual reading of the passage. Teacher Frezer was not in apposition to implement the while reading strategies to assist students to read and comprehend the passage silently and individually, to skim and scan for information from the passage, to avoid comprehension barriers, to read for inferences, and to guess the contextual meaning of unfamiliar words while reading, etc. to enable the students to retain better comprehension.

C. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading Phase [12:15-12: 25]

T: Have you finished reading?

Ss: Very few students say „Yes.

T: Ok. Now let us do “true- false” questions on page 93. Question No.1. The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Yes, it is true.

T: No.2, Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: False

T: Yeah, it is false. No.3. Three endemic mammals are found in the Semien National Park.

Ss: True (paragraph 8, line 5)

T: Yeah, exactly. No.4. The Omo National Park can be easily accessible using water transport.

Ss: False (paragraph 7, line 1)

T: Yes, you are right. Ok. Students, now it is time to do matching questions (page 94). The instruction says, to match column ‘A’ with column ‘B’. Specify the letter of your choice and the species of animals that live in the national park. A-Awash National Park. Yes, Martha

Martha: C -Crocodile, the endemic Hartebeest, Lion, Leopard, Cheetah

T: Bale Mountain National Park. Yes, Atsedu

Atsedu: D-Mountain Nyala, Menelik ''s Bushbuck, Ethiopian Wolf, and Giant Mole Rat

T: Omo National Park, yes. Lensa

Lensa: B-species of birds, buffalo, elephant

T: Simien Mountain National Park. Yes, Abiyot

Abiyot: A-Walia Ibex, Ethiopian wolf, and Gelada Baboon.

T: Well done.

Lesson2 Post-reading Phase [11:45-11:55]

T: Now, let us pass to the next activity. Look at page 111 there are comprehension questions. Answer the comprehension questions based on the passage. Try to do it in your groups.. You have seven minutes to answer these questions.

Ss: Students try to do it in groups.

T: Have you done all?

Ss: Yes, teacher.

T: Ok. Let us try together. The first question says "What are the most benefits of gardening?"

S1: Raise his hand and say, "to relieve stress."

T: Another?

S2: Raised his hand and said "To get exercise."

T: Fine. Gardeners can relieve stress and get exercise when working in the garden.

T: "According to the passage what does a gardener do?"

Ss: A gardener cut flowers and vegetables.

T: Yeah, a gardener cuts flowers and vegetables, what about you?

S1: A gardener enjoys a sense of accomplishment.

T: Yeah, you are right. A gardener enjoys a sense of accomplishment. Now, there are vocabulary questions related to the passage you have already read. Then, the teacher lists down the following words on the whiteboard (relieve, unwind, contribute, consume, enhancing, instantaneous). Find the meanings of the following words based on the context given in the passage. [11:52-12:00]. You have five minutes to do it.

Ss: Students copy the words in their exercise book and then begin to search for the contextual meanings of words in groups based on the passage.

T: Do you finish doing the exercise?

S: Yes, we do

T: Now let us see the contextual meanings of words together. No.1. What is the contextual meaning of the word „relieve“?

Ss: 'Reduce.'

T: Yes, "relieve" means „reduce". What does „Contribute" mean?

Ss: 'impact'

T: Correct. What does the word "unwind" mean?

Ss: 'Unwind' means 'relax'.

T: You are right. "According to the passage, what does the word „consume" mean?

Ss: "eat"

T: Marvelous. Therefore, on page 112, do exercises on „prefixes" as homework. Goodbye, students.

Ss: Goodbye, teacher.

Reflective Journal 15

After reading Teacher Frezer guides students to answer comprehension questions. Some students try to respond to the specific true false and matching questions by skimming information from the given passage. The majority of the students were off track due to an inadequate number of textbooks. When the teacher asks students randomly to read out loud, they were not confident to read words, phrases, and sentences. The teacher ignores the post-reading questions presented after the passage. Hence, students were not allowed to extend their understanding of the passage. The teacher did not assist students in interpreting the message gained from the passage and relate ideas with their real-life experiences.

The teacher instructs the students to answer comprehension questions and vocabulary activities based on the given passage. Some students who have access to the textbook try to skim the passage and search for answers to the comprehension questions. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few

students in each group who have the textbook in hand and who can read respond to the comprehension questions. The teacher reads each comprehension question and leads the instruction since individual students do not have access to textbooks. He did not assist students in extending their understanding through discussion and oral reflection depending on the ideas gained from the passage. By generating more questions after reading, he didn't try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

Predominantly, Teacher Frezer did not implement the post-reading strategies effectively. Depending on the ideas gained from the passage, he didn't assist students in extending their understanding of the passage through discussion and oral reflection. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

4.2.1.6. Teacher Samuel's RC Lessons

A. Analysis of Data on Implementation of the Pre-reading Strategies

Lesson 1: Pre-reading phase [9:30 -9:40]

T: Good morning students.

Ss: Good morning teacher.

T: For today we read the passage entitled, "National Parks in Ethiopia. Page, 88 and he writes the title of the passage on the whiteboard. Before that let us try the pre-reading questions on page 88. What do you know about national parks?

Ss: Different wild animals live in national parks.

T: Yes, we know that various wild animals live in national parks.

S: Tourists come to national parks to visit wild animals.

T: Yeah, tourists usually visit national parks. Good, he said. Then, he jots down keywords taken from the passage. (Reserve, endemic, wildlife, and species) on the whiteboard. Copy the words in your exercise book and study them. You can do it together in your groups.

Ss: Copy down the words in their exercise book.

T: Now, be in your groups and read the passage silently as much as possible.

Lesson 2: Pre-reading Phase [9:30-9:35]

T: Good morning everybody

Ss: Good morning teacher.

T: Do you remember what we learned last period? Yes, Cherinet.

S: It was about paragraphs.

T: Paragraph what?

S: Paragraph writing.

T: Yes, it was about writing a report in the form of short paragraphs. Today's lesson is about reading the passage. Then the teacher writes on the whiteboard. [Unit five: Reading Skills: Health Benefits of Gardening]. Are you ready to read the passage?

Ss: Yes, teacher.

Reflective Journal 16

During the pre-reading phase of the first round of observation, Teacher Samuel assists the students in doing pre-reading activities available on students' textbook page 88. Hence, the teacher tried to activate the background knowledge of students about national parks helping them to connect their prior knowledge with the text they were going to read. He tried to motivate students to read. He drew students' attention to the title of the passage. Then, he let the students be familiar with key vocabularies on page 88 to minimize comprehension barriers though he didn't give them the definitions. He did not elicit students' prior knowledge by assisting them in looking at pictorial descriptions given for each paragraph to help students activate their schemata.

Teacher Samuel skips pre-reading questions available in the students' textbook on page 109. Hence, students were unable to connect their prior knowledge with the text they were assigned to read. Therefore, they were unable to predict the passage they were going to read since they did not get clues about the passage either from the pre-reading questions or from the teacher. He did not pre-teach key vocabulary taken from the passage to minimize language barriers to reading comprehension. He did not motivate the students to read. He revised the previous lesson and instructed the students directly to read the passage in groups. He didn't draw students' attention to the title and sub-titles of the passage. He didn't elicit students' prior knowledge by assisting them to look at pictorial

descriptions given at the top of each paragraph to connect students' prior knowledge with the given text for better comprehension. In other words, the teacher did not activate the background knowledge of students about national parks, so students might not feel curious about the text they are going to read. They may be confused about the purpose of reading and what strategies to employ while reading because the teacher did not guide them on how to select and utilize reading strategies.

During the first round of observation, Teacher Samuel tried to implement the pre-reading strategies like activating the background knowledge of students to assist them to connect their prior knowledge with the passage they are assigned to read. Also, he tried to motivate students to read. He drew students' attention to the title of the passage to help them predict the content of the passage. However, during the second round of observation, he completely ignores the pre-reading strategies. The data may suggest that his implementation of the pre-reading strategies is found to be inconsistent.

B. Analysis of Data on Implementation of the While-reading Strategies

Lesson 1: While-reading phase [9:40-10:00]

T: "Take out your textbooks and read the passage on page 88. After you finish reading, you will answer comprehension questions that follow the passage."

Ss: Few students start reading in groups (three up to four students) based on their regular sitting arrangements. (National Parks in Ethiopia page 88; Awash National Park page 89; Bale Mountains National Park page 90; Omo National Park page: 91 Simien Mountains National Park page: 92).

T: Read the passage silently.

Ss: Few students read aloud the passage (due to a shortage of textbooks).

T: Moves around and checks students' activities. He also assists students in reading.

T: Students, have you finished reading the passage?

Ss: Very few students say "yes"

T: Based on the passage, the students try to answer comprehension questions on page 93.

Ss: Students start doing comprehension questions. Most of them were idle due to an inadequate number of textbooks available in the classroom.

Lesson 2: While reading Phase [9:36-9:59]

T: Students now, read the passage on page 109 "Health Benefits of Gardening." I think you have text books at least in your groups. Anyway, let us read. After you finish reading, we will answer comprehension questions based on the passage, all right.

Ss: Most students move to the groups where they can access textbooks. Very few students who have textbooks in hand try to read. Most of them were talking due to the inadequacy of textbooks.

T: The teacher goes around and tries to observe the students and says, "Have you finished reading?"

Ss: Very few students say, "Yes""

Reflective Journal- 17

Loud reading dominates. It disturbs the classroom. Students were not engaged in reading and comprehending the passage. The teacher tries to monitor students' reading activities; however, he couldn't make most of the students engaged in reading due to the large class size and inadequate number of textbooks. The teacher guides the students to skim for the general gist and to scan for specific ideas in the passage. Students sit in small groups to share textbooks. Nevertheless, it is difficult for them to read and search for the general gist as well as the specific information from the passage. Therefore, the teacher and the students were not in a position to meet the objectives of the RC lesson.

At the while reading stage, Teacher Samuel immediately instructs the students to go to the groups where they can access textbooks. This is the traditional way of teaching reading comprehension. Loud reading dominates the class. Students did not have the opportunity to read silently due to a shortage of textbooks. This situation disturbs the classroom. Due to such unfavorable conditions, almost all of the students do not concentrate on RC. The teacher moves around and tries to monitor students' reading activities. However, he couldn't engage students in reading due to the large class size and inadequate number of textbooks. The teacher did not guide the students to skim for general gist and to scan for specific ideas. Students simply sit in groups [6-7 students] to share textbooks. However, it is difficult for individual students to read and search for the

general gist as well as the specific information from the passage. Therefore, the teacher and the students fail to achieve the objectives of the reading comprehension lesson.

Principally, Teacher Samuel did not get students to set the purpose of reading and become familiar with the reading strategies before the actual reading of the passage. Teacher Samuel was not in a position to implement the while reading strategies to assist students in reading and comprehending the passage silently and individually, skimming and scanning for information from the passage, avoiding comprehension barriers, reading for inferences, and to guess the contextual meaning of unfamiliar words while reading, etc. to enable the students to retain better comprehension.

C. Analysis of Data on Implementation of the Post-reading Strategies

Lesson 1: Post-reading Phase [10:00-10:10]

T: “Now, let us do the true-false questions on page 93.” Then, he starts reading the questions. The natural beauty of Ethiopia amazes visitors with its mountains, savannah lands, lakes, and rivers.

Ss: True (paragraph 1, line 2)

T: Yes, you are right. Next, Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: False (paragraph 4, line 6)

T: Yes, it is false.

T: Three endemic mammals are found in the Semien National Park.

Ss: True (paragraph 8, line 5)

T: Yes, you are right. The Omo National Park can be easily accessible using water transport.

Ss: False (paragraph 7, line 1)

T: Yes, it is false.

Lesson 2: Post-reading Phase [10:00-10:10]

T: Now, on your textbooks on page 111, there are comprehension questions, so let's try together. Answer comprehension questions.. “What are the most benefits of gardening?”

S1: It helps to avoid stress.

T: What about others?

S2: It is helpful to get exercise.

T: Yeah, you are correct. Gardeners may relieve stress and get exercise when they work in their garden. Next, according to the passage, what does a gardener do?

Ss: A gardener cuts flowers and vegetables.

T: Correct, a gardener cuts flowers and vegetables, what else?

Ss: A gardener enjoys a sense of accomplishment.

T: Correct, a gardener enjoys a sense of accomplishment. Now, let's try vocabulary questions based on the passage. Then, the teacher mentioned a few words and wrote down the following words on the whiteboard (relieve, unwind, contribute, consume, enhancing, instantaneous). Can you search for the meanings of the following words based on the context given in the passage?

Ss: Students copy the words in their exercise book and then begin to search for the contextual meanings of words in groups based on the passage.

T: Now, dear students let us find the contextual meanings of words based on the passage. Here we go. What is the contextual meaning of the word 'relieve'?

Ss: She raised her hand and said, 'Reduce.'

T: Yes, "relieve" means 'reduce'. Contribute?

Ss: 'impact'

T: Yes. Next, "unwind" mean?

Ss: 'Relax'. ...

T: The time is up. Therefore, on page 112, I want you to do exercises related to 'prefixes' at home. Ok, bye for now.

Ss: Bye, teacher.

Reflective Journal- 18

After reading, Teacher Samuel instructs the students to do true and false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidence to say 'true' or 'false'. Nevertheless, majority of the students sit idle since they don't have access to textbooks. Within the small groups, very

few students who can read the textbook respond to the comprehension questions randomly. The teacher ignores post-reading questions on page 93. He gave the students to do matching questions at home. The teacher did not instruct the students to extend their initial understanding by doing post-reading activities. Also, he did not try to help them interpret the theme of the passage and connect it with their real-life situations.

After students finish reading, Teacher Samuel instructs the students to answer comprehension questions and vocabulary activities based on the given passage. Some students who have access to the textbook try to skim the passage and search for answers to comprehension questions. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students in each group who have the textbook in hand and who can read respond to the comprehension questions. The teacher reads each comprehension question and leads the instruction since individual students do not have access to textbooks. He did not assist students in extending their initial understanding through discussion and oral reflection depending on the ideas gained from the passage. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences.

In sum, Teacher Samuel did not implement the post-reading strategies effectively. Depending on the ideas gained from the passage, he did not assist students in extending their understanding of the passage through discussion and oral reflection. By generating more questions after reading, he did not try to assist students to interpret the theme of the passage and connect it with their real-life experiences. The next portion of the study report is devoted to the data presentation, analysis, and interpretation for the third research question of this study.

4.3. EFL Teachers' Stated Beliefs versus their Actual Practices of the Pre, While, and Post-reading Strategies (RQ 3)

This is the third research question designed to investigate how the beliefs of the participating EFL teachers and their actual classroom practices relate to the strategies they can use before, during, and after reading. To explore the participants' beliefs, nine interview questions were provided. The belief statements extracted from the responses given by the six participants are given below in line with the pseudo-name of each

participant. Thus, it is possible to examine the converging and diverging sides of sets of data to explore the similarity and differences among the participants' belief statements (as revealed through interview) and the actual practices of reading strategies during the pre, while, and post-reading phases (as revealed through observation).

4.3.1. Teacher Tulu's Beliefs

Teacher Tulu is forty years old. He has been an English teacher for almost sixteen years. He graduated from Haramaya University in 2016 with a B.Ed. in TEFL. He teaches English to ninth-grade students at Edget Chora Secondary School in Addis Ababa, Ethiopia. His beliefs regarding the reading strategies used before, during, and after reading are listed below.

Teacher Tulu stated that he typically avoids using pre-reading strategies due to a lack of teaching time despite his strong belief that these strategies help students in understanding the text and in determining the contextual meaning of words. He believes that the post-reading strategies aid in assessing the students' comprehension of the text.

Teacher Tulu also thinks that teaching reading should focus on helping students comprehend the passage, thus he thinks reading strategies should receive a lot of attention. He acknowledges that his teaching approach is similar to his former English teachers, which involved reading the passage aloud to the class and discussing the concept of the text.

He claimed that his previous teachers thought that reading entailed decoding the text. He reaffirmed his conviction that it is critical to direct students' attention toward practicing skills rather than learning grammar. In addition, he stated that he had not received any in-service training on teaching RC or using the pre-, while-, and post-reading strategies in RC instruction. According to Teacher Tulu, the aim of teaching reading is to make students be familiar with RC strategies and become strategic readers in addition to helping them to comprehend the passage.

4.3.2. Teacher Orany's Beliefs

Teacher Orany is fifty-two years old. He graduated from Addis Ababa University with a B.Ed. Additionally; he

graduated from Mekele University with an MA in TEFL. Currently, he teaches English to ninth-grade students at Edget Chora Secondary School, Addis Ababa.

Teacher Orany takes into account pre-reading strategies to draw on students' prior knowledge. Students benefit from these strategies as they prepare to read. He also assumes that reading strategies aid students in finding the necessary information or in reading and comprehending the text. The post-reading strategies, in his opinion, assist students in understanding the theme of the passage and making a connection to their own experiences.

Although he acknowledged that these strategies require some instructional time, teacher Orany believes that the pre-, while-, and post-reading strategies are essential. Furthermore, he believes that the objective of teaching reading is to help students understand the content, therefore reading strategies should receive more focus. He explained his strong conviction that he did not adhere to the teaching methods of his previous teachers, who gave the students page numbers and assign them to do comprehension exercises.

He added that he received training on how to apply pre-, while-, and post-reading strategies. Furthermore, he acknowledged that the goal of teaching reading is to help students become strategic readers by helping them become familiar with the RC strategies in addition to helping them comprehend the passage. Lastly, he stated that he did not receive any in-service training on how to teach RC strategies or apply them before, during, and after reading.

4.3.3. Teacher Osman's Beliefs

Teacher Osman is thirty-six years old. He has 14 years of experience as an English teacher. In 2010, he earned his B.Ed. from Mekele University. In 2022, he also earned an MA in TEFL from Haromaya University. He is currently employed at Edget Chora Secondary School in Addis Ababa, where he teaches English to ninth graders.

Pre-reading strategies, according to teacher Osman, assist students in making predictions about the text and making connections with their prior knowledge. The while-reading strategies, in his opinion, are more crucial for reading. They use comprehension questions

to assess students' understanding. Students use a variety of reading strategies to read and understand the material at this stage of reading activity. Teacher Osman also appears to be a firm believer in the idea that post-reading strategies assist students in understanding the theme of the passage and making connections to their real-life experiences.

Although he acknowledged that these strategies consume some instructional time, he believes that pre-, while-, and post-reading strategies are essential. He also supports the idea that the goal of teaching reading is to help students understand the text, hence reading skills should receive more focus. In addition, he believes that the experience of teaching reading he received from his previous teachers was ineffective. They turn the lessons on reading comprehension into listening lessons. Students are also given reading aloud assignments.

He also acknowledges that the goal of teaching reading is to help children improve their RC abilities. Additionally, teacher Osman stated that he did not receive any in-service training on how to teach the RC skills or how to use pre-, while-, and post-reading strategies. Last but not least, he appears to firmly believe that teaching reading should help students become strategic readers by helping them become familiar with RC strategies in addition to helping them comprehend the passage.

4.3.4. Teacher Getu's Beliefs

Getu is a 52-year-old teacher. For almost 29 years, he has been an English teacher. He graduated with a B.Ed. from Jimma University. He graduated from Bahir Dar University with an MA in TEFL. He is a ninth-grade English teacher at Edget Chora Secondary School in Addis Ababa, Ethiopia.

Teacher Getu stated that he thinks pre-reading strategies assist students activate their prior knowledge. These strategies encourage students to prepare for reading. He thinks that using while-reading strategies allows students to complete relevant activities and assess their understanding level. More focus should be placed on while-reading skills because he seems to think that the goal of teaching reading is to help students comprehend the content.

His prior teachers, he claimed, allowed their students to read the text out loud. RC questions are emphasized. Since Getu thinks his former English teachers taught RC the old-fashioned way, he did not follow their teaching strategies. In his teacher training course, he mentioned that he recalled extensive and intense reading, scanning, and skimming. Additionally, Teacher Getu stated that he did not receive any in-service training on employing the pre-, while-, and post-reading strategies or teaching the RC.

He stated his belief that the goal of teaching reading is to help students become independent and strategic readers as well as to help them identify the RC strategies.

4.3.5. Teacher Frezer's Beliefs

Teacher Frezer is forty-two years old. For 17 years, he has been an English teacher. He graduated with a B.Ed. from Mekele University. He also graduated from Addis Ababa University with an MA in TEFL. He is currently employed at Edget Chora Secondary School in Addis Ababa, where he teaches English to ninth graders.

Teacher Frezer thinks that the pre-reading strategies help students make the connection between the text they are supposed to read and what they already know. These strategies, he continued, are also crucial for initiating the students' interest and enthusiasm for reading. He also assumes that while reading strategies enhance students' ability to read, understand, and anticipate the content of the passage. In his opinion, the post-reading strategies help in assessing the students' degree of understanding of the passage they have read. Despite his strong view that the pre-, while-, and post-reading strategies are essential, he admitted that he disregards them during his RC lesson because of time restrictions.

In addition, he views post-reading strategies as unavoidable; they are useful for assessing students' general comprehension. Teacher Frezer expressed his firm conviction that his previous teachers had given students homework that included reading and comprehension exercises. They had little knowledge of reading strategies because the previous curriculum did not use a communicative approach in its design. As a result, he believes his former teachers employ outdated methods, thus he did not follow them. Even if it did not enable him to understand the reading comprehension strategies in depth, he acknowledged that he had received training on how to teach reading.

He also claimed to have studied skills development methodology. Majority of the teaching reading courses he has attended have addressed reading theory. According to him, he never received any in-service training on how to teach RC classes or apply the pre-, while-, and post-reading strategies. Lastly, if teachers let students apply the strategies, he assumes reading becomes mechanical. He added that students who attempt to apply reading strategies while reading fail to understand the passage because their emphasis is diverted from reading and understanding the passage to choosing and applying the reading strategies.

4.3.6. Teacher Samuel's Beliefs

Teacher Samuel is a 43-year-old teacher. He has eighteen years of experience teaching English. At Jimma University, he earned his B.Ed. in 2017. In 2021, he graduated with an MA in TEFL from Jimma University. At Edget Chora Secondary School in Addis Ababa, he teaches English to ninth-grade students now.

Teacher Samuel thinks that the pre-reading strategies enable the students to make the connection between the text they are supposed to read and what they already know. In order to inspire them to read and get prepared for reading the strategies are crucial. He believes the while-reading strategies assist the students in reading the passage, understanding it, and improving their RC abilities. The post-reading strategies, in his opinion, assist students in understanding the concept of the given passage and making a connection to their own experiences.

Teacher Samuel agrees that pre-reading strategies require five to ten minutes. He stated that thirty minutes are commonly left to complete the while-reading strategies. He thinks that the purpose of teaching reading is to help students understand the text. He also assumes that the while-reading strategies should receive more emphasis. He added completing RC questions was a priority for his previous teachers. Students are required to read aloud in turns. The pre-, while-, and post-reading strategies were not taken into consideration. He did not utilize these teaching methods as a model for teaching RC because he thinks they are out of date. He stated that he recalls extensive and intense reading as well as skimming and scanning during his time in teacher training college. He mentioned that he did not receive any in-service training on how to effectively teach the

RC or apply the pre-, while-, and post-reading strategies. Lastly, he suggests that teaching reading should assist students in becoming independent and strategic readers as well as being familiar with the RC strategies.

On the basis of the above interview results, let's compare and contrast the belief systems of the participants in connection to application of pre, while and post-reading strategies in the actual RC classes.

It appears that five of the participating teachers firmly believe that pre-reading strategies are necessary to help students make connections between the text they are required to read and their existing knowledge, to help them predict the passage, become curious, and to encourage them to read the passage. Teacher Tulu holds different views from others. He stated, for example, that "I avoid the pre-reading strategies because of the lack of instructional time."

Regarding the instructional significance of the while-reading strategies, each of the six participants hold the opinion that these strategies are quite important. For example, it appears that they all genuinely believe while-reading strategies assist students in figuring out the contextual meaning of words. Students who use these strategies are also better able to read and understand the text or locate the necessary information in the passage. When they have such positive attitudes, teachers are therefore more likely to help students engage in the real RC process.

Teacher Orany, teacher Osman, and teacher Samuel all agree that post-reading strategies are important for reading instruction because they enable students to understand the passage's concept and relate it to their own experiences. They understand the theoretical underpinnings of the post-reading strategies. Teacher Frezer and Teacher Tulu hold different opinions. For example, they stated "The post-reading strategies help to check students' level of comprehension of the passage". Teacher Getu believes that the post-reading strategies assist students in completing a variety of related tasks.

Concerning the perceptions of the idea that "using pre, while, and post-reading strategies are time taking and unnecessary," Teacher Tulu, Teacher Orany, Teacher Osman, and Teacher Frezer all agree that pre, while, and post-reading strategies are important, despite the fact that they take a lot of time. Besides, Teacher Orany stated that

pre-, while-, and post-reading strategies don't take a lot of time if they are carried out as planned, but Teacher Tulu thinks it's hard to manage pre-, while-, and post-reading strategies because of time constraints. Despite having similar views to those of other participants, Teacher Frezer and Teacher Samuel stated that they spend a large portion of the instructional time on while-reading strategies, ignoring the pre- and post-reading strategies.

With the exception of teacher Frezer, five out of six participants, teachers Tulu, Orany, Osman, Getu, and Samuel strongly feel that teaching reading should focus on helping students understand the passage, therefore greater focus should be placed on while-reading strategies. Teacher Tulu acknowledged that he spends the majority of the class period using while-reading strategies and avoids using the pre-reading strategies. He feels that the post-reading strategies are not given as much attention.

According to Teacher Frezer, post-reading strategies are unavoidable since they help in assessing students' general comprehension. Overall, it seems that all of the EFL teachers who took part devote more instructional time to using the while-reading strategies. As a result, they tacitly acknowledge that they give the pre- and post-reading strategies less consideration.

How the participants are taught RC by their former English teachers is the next topic of discussion. In contrast to teacher Tulu, five of the participants firmly believe that their previous teachers placed a great emphasis on answering RC questions during RC instruction. Students are forced to read aloud one after the other. Furthermore, the pre- and post-reading strategies were not acknowledged. They did not use the RC teaching methodology of the former teachers. Nonetheless, teacher Tulu appears to be more committed to using the teaching strategies of his teachers, which include assisting the students in reading aloud the passage and outlining the main ideas. It seems Teacher Tulu's belief is not well informed with contemporary theories of teaching RC.

Regarding the teaching practices, they recall learning during their teacher training courses; the participating teachers' beliefs are as follows. Teacher Tulu thinks that rather than concentrating on grammar, students should be encouraged to practice reading skills. He believes that teaching grammar is not as vital as integrating linguistic skills. Though

the training method did not help in familiarizing them with RC strategies, teachers Orany and Frezer received training on how to apply pre-, while-, and post-reading strategies. The majority of reading instruction focussed on reading theory. Teachers Getu and Samuel, meanwhile, recall reading extensively and intensively as well as skimming and scanning the material from their teacher training courses.

The second issue relates to the in-service training (post-college training) that the participants underwent when they were teaching RC. Five out of six participants reported that they had not received any in-service training on how to apply the pre-, while-, and post-reading strategies and to teach RC. Consequently, the teachers might not update their RC instruction. This could hinder their ability to teach RC and help students become familiar with and use appropriate RC strategies when they read the text. Due to methodological limitations, teachers may not be able to effectively assist students in developing into strategic and independent readers.

Lastly, regarding participants' opinions on the question, "Which is more important in teaching RC, helping students only to comprehend the passage or both to comprehend and become familiar with the reading strategies?" The goal of teaching reading, according to teachers Tulu, Orany, Osman, Getu, and Samuel, is to help students become strategic readers and knowledgeable with RC strategies in addition to helping them understand the passage. However, Teacher Frezer holds a different opinion. If teachers permit students to employ reading strategies in their classes, he firmly believes that reading becomes mechanical. Because their focus is diverted when they attempt to employ reading strategies; students are unable to understand the content. The majority of participants appear to hold almost similar views. They understand the objective of teaching RC. Thus, they can help students not only understand the passage or improve their reading comprehension skills, but also familiarize themselves with the reading strategies and use them in academic and nonacademic reading contexts whenever necessary.

In general from the above comparison and contrast, we can understand all of the participants believe that pre-reading strategies have crucial instructional advantage in teaching RC. However, they emphasize on the while-reading strategies compared to the

pre-, and post-reading strategies. Regardless of their positive views, they believe most of the instructional time should be devoted to the while-reading strategies since the objective of teaching RC is to help students comprehend the given passage. That means they give relatively less attention to the pre- and post-reading strategies mainly due to shortage of instructional time. Besides, most of the participants do not follow their former teachers' method and strategies of teaching RC as their former teachers do not apply the pre-, while and post-reading strategies. They also thought that the former teachers used old method of teaching RC. Furthermore, most of the participants presume the pre- service and in-service training they received regarding application of the reading strategies were not satisfactory. They also consider the aim of teaching RC is both to help students become familiar with the reading strategies and apply those strategies while reading the passage.

4.4. EFL Teachers' Practices of Integrating the Research-based RC Strategies (RQ.4)

This is the fourth research question aimed at revealing whether the participants of the study integrate research-based or proven RC strategies in their instruction to enhance the students' RC strategy uses. EFL teachers' endeavors to integrate research-based RC strategies under pre-, while, and post-reading phases may not be simply an observable behavior unless we follow it through extended time. Meanwhile, some of the teachers' practices in this case were revealed through observations. The findings of the interview and FGD about participants' practices of integrating the research-based RC strategies into the pre-, while, and post-reading phases were substantiated by the observation results. The following section of the study is therefore devoted to presenting the open coding results of the interview and FGD data in the tables parallel to each participant.

4.4.1. Findings from Individual Interview

4.4.1.1. Integrating the Research-based RC Strategies in to the Pre-reading Phase

Table 10: *Integrating Research-based RC Strategies in to the Pre-reading Phase*

No	Interview Questions	Codes	Themes
1	How do you activate the students' background knowledge?	Asks students their prior knowledge about the passage they're going to read [Tulu] -Students answer pre-reading questions to activate their prior knowledge [Orany] Ask students to reflect on their prior knowledge about the passage [Osman] -Students answer pre-reading questions to activate their schemata [Getu] -Ask students questions to reflect on their prior knowledge; answer pre-reading questions [Frezer]-Ask students questions to activate their prior knowledge [Samuel]	-Ask questions -Students answer pre-reading questions -Let them answer pre-reading questions
2	Do you assist your students to determine the purpose of reading?	-Assist students to do activities related to the passage [Tulu] -By answering pre-reading questions students set purpose for reading [Orany] -Believes that students can set purpose for reading by themselves[Osman]-Students skim the passage before reading to determine the purpose of reading [Getu]-Do not assist students to use this strategy [Frezer]-Fluent readers set purpose for reading than weaker ones[Samuel]	-Do pre-reading questions -Help students set purpose for reading by themselves -Skim the passage before
3	Do you remind students to use reading comprehension strategies?	-Using pre-reading questions to elicit background knowledge [Tulu] Advise students to use skimming & scanning strategies [Orany] -Help students to use skimming & scanning strategies [Osman]-Create awareness of skimming & scanning strategies [Getu] -Do not assist students to use this strategy [Frezer] Assist students to use skimming & scanning strategies [Samuel].	-Elicit students' prior knowledge -Help students to use skimming and scanning strategies

4	How do you help your students to make predictions about the content of the passage?	-Ask students questions related to the passage; to elicit their prior knowledge[Tulu] -Respond to pre-reading questions to predict about the passage [Orany]-Activating prior knowledge can help students to predict about the passage[Osman] -Students do pre-reading activities to predict about the passage[Getu] -Students try to predict about the passage during the pre-reading phase [Frezer]- Do pre-reading activities to predict about the passage[Samuel]	-Ask students questions related to the passage -Students do pre-reading activities
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Theme No.1.Asking the students pre-reading questions and help them to answer

As depicted in the table, regarding activating the background knowledge of the students during the pre-reading stage, four of the six participants (Tulu, Osman, Frezer, and Samuel) replied that they ask students questions to enable them to reflect on their prior knowledge about the given passage they are assigned to read. Conversely, two of the participants (Tulu and Getu) said they assist students in responding to pre-reading questions to help them activate their schemata related to the passage before reading.

Theme No.2.Helping the students to skim the passage, answer pre-reading questions and set purpose for reading by themselves

In connection to helping students to set a purpose for reading during the pre-reading stage, three of the six participants (Tulu, Orany, and Getu) replied that they assist students in answering pre-reading questions so that the students can set a purpose for reading. Whereas, Osman and Samuel believe the students can set a purpose before reading by themselves. Unlike other participants, Frezer said that during the pre-reading stage, he didn't assist the students in setting a purpose for reading.

ThemeNo.3.Eliciting the students' prior knowledge and help them to use skimming and scanning strategies

About reminding the students to use appropriate research-based reading strategies, as the data revealed four of the six participants (Orany, Osman, Getu, and Samuel) explained that before reading they inform students to use skimming and scanning strategies.
Tulu

replied that he advises students to answer pre-reading questions. Unlike others, Frezer said, “I did not inform the students to choose reading strategies before reading and apply them during the actual reading phase.”

Theme No.4.Asking students questions related to the passage and help them do pre-reading activities

Regarding assisting students to predict the content of the passage, as the data indicated, all of the participants mentioned they help students to answer pre-reading questions or to activate their background knowledge so that they can predict the passage they are assigned to read.

4.4.1.2. Integrating the Research-based RC Strategies in to the While-reading Phase

Table 11: *Integrating Research based RC Strategies in to the While-reading Phase*

No	Interview Questions	Codes	Themes
5	How do you assist your students to make inferences ?	-Students answer inference questions related to the passage [Tulu]-Answer inference questions; digest the passage through discussion[Orany] -Students infer ideas that are not clearly described in the passage [Osman]- It is difficult to assist students infer about the passage [Getu] -Do not assist students to use this strategy [Frezer] -Students reply to inference questions [Samuel]	-Answer inference questions -Discuss about the passage -Difficult to assist students infer ideas from the passage
6	Do you assist students to generate questions when reading?	-Do not implement this strategy[Tulu] -Students can ask themselves questions while reading [Orany] -Advise students to ask themselves questions while reading [Osman]- do not assist students to use this strategy[Frezer]- do not encourage students to generate questions while reading [Getu]-Help them to generate questions and let them respond [Samuel]	-Students can ask questions about the passage -Do not encourage them to generate questions

7	Do you help students to summarize the passage with graphic organizers?	-Don't help students to display ideas using graphic organizers[Tulu] Don't help students to display ideas using graphic organizers[Orany] -Don't help students to display ideas using graphic organizers[Osman] -Don't help students to display ideas using graphic organizers[Getu] -Are not encouraged to summarize the text using graphic organizer[Frezer] -Do not assist students to summarize ideas using graphic organizers[Samuel]	-Unable to assist students to summarize the passage with graphic organizers
8	How do you assist your students to monitor their thought process?	-Advise students to revise and monitor comprehension [Tulu]-During reading I advise students to monitor their thought process[Orany] -Remind students to monitor their thought process when reading[Osman] -Encourage students to guess meanings from context and underline key concepts [Getu] -Do not inform students to use this strategy[Frezer] -Students monitor their thought process to check comprehension level [Samuel]	-Advise and remind the students to monitor their comprehension process using metacognitive strategies

ThemeNo.5.Helping the students answer inference questions and discuss the passage

Concerning integrating research-based RC strategies under the while-reading stage, as the data shows, except for Getu and Frezer, the rest of the participants noted that they assist students to respond to inference questions related to the passage to make them infer (fill) ideas which are not explicitly stated in the passage.

ThemeNo.6.The students can ask questions about the passage by themselves but not encouraging them to generate questions

Three of the six participants have reported that for better comprehension they assist students in generating questions and answers while reading the passage. On the other hand, three

of the six participants explained that they do not assist students in generating questions and answers during the actual reading.

Theme No.7.Inability to assist students to summarize the passage with graphic organizers

Regarding helping students summarize the central theme of the given passage using graphic organizers, all of the participants replied that they did not implement this strategy.

ThemeNo.8. Reminding the students to monitor their comprehension process

Finally, except for Frezer, five participants revealed that they inform students to monitor their thought process while reading to regulate whether they comprehend the passage or not so that they can apply fix-up strategies.

Table 11 continues

No	Interview Questions	Codes	Themes
9	Which problem solving strategies do you assist your students to use and fix comprehension difficulties?	-Assist students to guess the meaning of unfamiliar words from context [Tulu]-Encourage students to find meanings of unfamiliar words using context clues; assist students to read the passage slowly [Orany] - Advise students to read slowly for better comprehension [Osman] -Assist students to guess the meaning of unfamiliar words from context [Getu] While reading poems, I assist students to use this strategy [Frezer] -Assist students to activate their prior knowledge for better comprehension. [Samuel]	-Encourage them to guess the meaning of unfamiliar words using context clues

10	Which global strategies do you assist your students to use and fix comprehension difficulties?	-The students are encouraged to connect their prior knowledge with the passage ; encourage them to set purpose for reading [Orany] -Advise students to use skimming and scanning strategies[Osman]-Help students to use skimming and scanning strategies [Getu] -Assist students to guess the meaning of unfamiliar words using context clues[Samuel]	-Activate the students"prior knowledge related to the passage -Get them to use skimming and scanning strategies
11	Which support strategies do you assist your students to use and fix comprehension difficulties?	-Support students to summarize the text[Tulu] Encourage students to record the general knowledge gained from the passage; encourage them to take notes while reading [Orany]-Help students to take notes while reading [Osman]-Encourage students to summarize the text based on the topic sentences ;help them to take notes while reading [Getu]-Do not help students to use this strategy [Frezer] -Advise students to take notes while reading [Samuel]	-Help students to summarize the text, -Get them to take notes while reading

Therme No.9. Encouraging the students to guess the meaning of unfamiliar words using context clues

As the data depicts, concerning the integration of problem-solving strategies like (re-reading, reading slowly, and guessing meanings of words, etc.) except for Osman and Frezer, four of the six participants indicated they encourage students to guess the meaning of unfamiliar words based on the context clues to fix comprehension difficulties they may encounter while reading. Whereas, Osman reported that he encourages students to read the passage slowly. Frezer also revealed that he helps students to use problem-solving strategies while reading poems not for other text genres. In line with this finding, Orany said:

To better understand the text, students are encouraged to read the text slowly and to reread the text to facilitate comprehension. I also encourage them to guess the meaning of unfamiliar words from the surrounding context to avoid comprehension barriers.

Theme No.10.Activating the students' prior knowledge related to the passage and getting them to use skimming and scanning strategies

Tulu, Osman, and Getu said among the global strategies (like setting a purpose for reading, using prior knowledge, skimming the text, etc.) they encourage students to connect their prior knowledge with the passage and to set a purpose for reading. Orany, Frezer, and Samuel said as a global strategy, they encourage students to use skimming and scanning strategies to fix comprehension difficulties.

Theme No.11.Helping the students to summarize the text, and get them to take notes while reading

Regarding the integration of support strategies like (taking notes, reading aloud, summarizing, etc.) into the while-reading stage, the participants indicated that they encourage students to summarize the text to fix comprehension difficulties. Furthermore, Orany, Osman, and Samuel indicated that they encourage students to take notes while reading.

4.4.1.3. Integrating the Research-based RC Strategies in to the Post-reading Phase

Table 12: *Integrating Research-based RC Strategies in to the Post-reading Phase*

No	Interview Questions	Codes	Themes
12	How do you assist your students to summarize the passage?	-Assist students to report the central theme of the passage orally turn by turn [Tulu] -Assist students to summarize the text orally and in written form [Orany] Students summarize the text and reflect orally after reading [Osman]-Assist students to summarize key points of the text [Getu] -Assist students to summarize the text orally and through writing [Frezer] -Assist students to summarize the passage and reflect it orally [Samuel]	-Help students to reflect on the passage orally -Summarize the text through writing
13	How do you support your students to make mental pictures of the main ideas?	-I do not use this strategy[Tulu] -Do not frequently use this strategy[Orany] Encourage students to visualize the ideas of descriptive text[Osman] -Do not assist students to use this strategy[Getu] -Do not assist students to use this strategy[Frezer] -Do not assist students to use this strategy[Samuel]	-Do not assist students to visualize or make mental pictures about the theme of the passage
14	After reading, do you integrate speaking and writing activities?	-Students write and speak by contrasting ideas [Tulu] -Students write paragraphs based on the passage; reflect orally the theme of the passage [Orany] -Students reflect ideas orally; write sentences and paragraphs after reading [Osman] -Students reflect the ideas orally ; write paragraphs and sentences [Getu] -Students reflect ideas orally ; write paragraphs and sentences[Frezer]	-Students write sentences and paragraphs based on the passage -Reflect ideas related to the passage orally

15	How do you help students to relate the text with their real life experience?	-Assist students to connect ideas of the passage with their real life experience [Tulu]-Sometimes I help students to give more interpretations about the passage & connect it to their life experiences[Orany] -Due to scarcity of time, I do not assist students to relate ideas of the passage to their real life situations[Osman] -Advise students to develop a habit of reading authentic materials; discouraging being exam oriented [Getu] -Students digest the text and interpret it to give meaning based on their life experience. [Frezer]-Students try to connect ideas taken from the passage with their real life experiences[Samuel]	-More discussions about the passage and relate ideas with the students' real-life Experiences -Advise them to read authentic materials in connection to the Passage
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Theme No.12.Helping the students to reflect on the passage orally and summarizing the text through writing

Regarding integrating the RC strategies like making a summary of the text, into the post-reading phase, as the data in the table shows, all of the participants replied that they assist students to summarize the text either orally or in written form after the students finish reading the passage.

Theme No.13.Inability to assist students to visualize or make mental pictures about the theme of the passage

Regarding supporting students to make mental pictures of the main ideas of the passage or visualize the ideas of the passage, all of the participants reported they do not assist students to visualize the central ideas of each paragraph after reading to entirely comprehend the passage.

Theme No.14.Letting the students write sentences and paragraphs and reflect ideas related to the passage orally

Concerning the incorporation of skills integration strategies into the post-reading stage,

all of the participants said that they assist students either in reflecting on ideas taken from the passage orally (speaking) or in writing sentences and paragraphs (writing).

Theme No.15.Helping the students discuss the passage, relate ideas with their real-life experiences and read authentic materials

Finally, four of the six participants have reported that during the post-reading stage, they encourage the students to digest the passage give more interpretation for various themes, and try to connect it with their real-life situations. Osman; however, said,“...due to scarcity of time, I do not assist students to relate ideas of the passage with their real-life situations.” Similarly, Getu indicated “...I Advise students to develop a habit of reading authentic materials and discourage being exam-oriented.”

4.4.2. Findings from the FGD

The FGD was carried out to generate data to substantiate the results of interview related to the research-based RC strategies the participants may integrate in to the pre, while and post-reading phases. Here under the FGD data is presented in the table parallel to each FGD participant. Then, the corresponding analysis follows.

Table 13: Integrating Research-based RC Strategies in to the Pre-reading Phase

No	FGD Questions	Codes	Themes
1	Do you assist your students to determine the purpose of reading?	-Through responding to pre-reading questions, students can determine the purpose of reading [Tulu] -Teachers can assist students to determine the purpose of reading [Orany] -Do not assist students to use this strategy[Osman] -When students skim the passage ,they can determine the purpose of reading [Getu]	-Help students to do pre-readings activities, skim and scan the passage
2	Before reading, do you remind students to use reading comprehension strategies?	-Do not let students use this strategy[Tulu] -Remind students to use reading strategies, but they forget[Orany] -Assist students to apply skimming and scanning strategies[Osman]-Assist students to use skimming and scanning strategies [Getu]	-Remind the students to use skimming and scanning strategies

3	How do you help your students to make predictions about the content of the passage?	-Students predict about the passage by doing pre-reading questions[Tulu] -After students connect their prior knowledge with the passage, they can predict about the contents[Orany] -Students predict about the passage when responding to pre-reading questions[Osman]-When students do pre-reading activities they can predict about the passage[Getu]	-Let the students answer pre-reading questions
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Theme No.1.Helping students to do pre-readings activities, and skim and scan the passage

As the data depicts, regarding assisting students to think and determine the purpose of reading, Tulu indicated that when students respond to pre-reading questions, they can determine the purpose of reading. In addition, Orany and Getu reported that they assist students to determine the purpose of reading through skimming the passage, however; Osman replied that he doesn't assist students to determine the purpose of reading before the actual reading.

Theme No.2.Reminding the students to use skimming and scanning strategies before reading

Next, as the data shows, concerning reminding students to choose reading strategies before reading, Orany reflected that before reading he reminds the students to use reading strategies, but the students usually forget.Osman and Getu revealed that they assist students in applying skimming and scanning strategies. Unlike others, Tulu explained that before the actual reading, he doesn't remind students to use appropriate reading strategies.

Theme No.3.Letting the students answer pre-reading questions

In connection to assisting students in predicting the content of the passage, all of the participants (Tulu, Orany, Osman, Getu, Frezer, and Samuel) explained during the discussion that students predict the passage by responding to pre-reading questions. They also said that they assist students in connecting their prior knowledge with the passage so that they can predict the contents of the given passage. Furthermore, they testified that

students predict about the passage when responding to pre-reading questions. Therefore, once the students predict about the passage, they can comprehend it in a better way. After reading, the students can check whether their prediction was correct or not.

Table 13continues

No	FGD Questions	Codes	Themes
4	Do you assist students to generate questions when they read the passage?	-Students intuitively generate questions when reading the passage; teachers can generate questions and help students to respond [Tulu] -Advise students to generate questions while reading the passage [Orany] -Do not use this strategy [Osman] -I don't intentionally assist students to generate questions while reading the passage [Getu]	-Advise the students to generate questions while reading
5	Which problem solving strategies do you assist students to use when reading?	-Advise students to use context clues to find the meanings of unfamiliar words[Tulu] -Advise students to use context clues to guess the meanings of difficult words; encourage them to reread the text[Orany] -Encouraging students to read the passage slowly[Osman] -Encourage students to use this strategy during reading poem[Getu]	-Encourage them to use context clues to guess the meanings of unfamiliar words -Encourage them to read slowly
6	Which support strategies do you assist students to use when reading?	-Encourage students to take notes while reading [Tulu] -Encourage students to take notes while reading [Orany] -Do not assist students to use support strategies[Osman] -Encourage students to take notes and to summarize the passage using topic sentences[Getu]	Encourage students to take notes while reading

Theme No.4.Advising the students to generate questions while reading

First, as the data proves, about the assistance given to students to generate questions when they read the text to make them focus on the main idea, Tulu explained that students intuitively generate questions and answers when reading the passage.Also, Tulu explained that teachers can generate questions and help students to respond. Besides,

Orany made clear that he advises the students to generate questions while reading the passage. Conversely, Osman and Getu said, “We do not intentionally assist students to generate questions while reading the passage.”

Theme No.5.Encouraging students to use context clues to guess the meanings of unfamiliar words

The second issue was about problem-solving strategies like re-reading, reading slowly guessing the meanings of words, etc. The discussants assist their students in using and fixing comprehension difficulties they may encounter while reading. Tulu and Orany replied that they advise students to use context clues to guess the meanings of unfamiliar words. Orany and Osman reported that they encouraged the students to reread and read the passage slowly. Unlike other participants, Getu said, “ I encourage students to use this strategy during reading poems, not for other text genres.”

Theme No.6.Encouraging the students to take notes while reading

The last issue was about the support strategies like (taking notes, reading aloud, summarizing, etc.) the participants assist their students in using and fixing comprehension difficulties they may encounter during the actual reading. Specifically, Tulu, Orany, and Getu expressed that they encourage students to take notes while reading and to summarize the passage using topic sentences. Different from others, Osman reported that he did not assist students in using support strategies.

4.5. Discussions

Introduction

The data gathered from participants through interviews, observations (including field notes or descriptive notes and reflective journals), and FGD have been analyzed and presented in chapter four to highlight the key findings relevant to the research questions. This section provides a discussion of the findings derived from observation, interviews, and FGD data. To facilitate understanding, the results obtained for each research question are compared and contrasted with empirical findings from both local and international studies. An effort was made to triangulate the results from interviews, observations, and

FGDs to identify the differences and similarities among them. Crosschecking the results were beneficial in enhancing the interpretation of the findings.

Research Question 1: What are EFL teachers' beliefs regarding the strategies employed across the pre-, while, and post-reading phases?

The first research question aims to investigate the beliefs that secondary school EFL teachers have regarding the reading strategies that can be applied across the pre, while, and post-reading phases of the RC lessons.

Regarding the instructional importance of pre, while, and post-reading strategies, the EFL teachers believe that pre-reading strategies hold considerable instructional value. The interview data indicates that, in one way or another, most participants expressed a similar positive viewpoint on the instructional relevance of pre-reading strategies. In this context, several studies (e.g., Williams, 1984; Wallace, 1992; Nuttall, 2005) have described pre-reading strategies as designed to enhance and activate students' relevant prior knowledge concerning the topics, concepts, issues, and vocabulary present in the text to be read. This finding implies that if teachers foster positive beliefs regarding the instructional benefits of pre-reading strategies, they are more likely to feel motivated to implement these strategies in their RC instruction.

As a result, students can gain from the instructional support provided by teachers to engage in pre-reading activities designed to apply strategies prior to reading the assigned text. This, in turn, will assist students in overcoming comprehension obstacles, activating their prior knowledge, and increasing their motivation to read the text, ultimately improving their RC abilities. In this regard, Chou (2008) investigates how teachers develop their beliefs regarding the strategies employed to teach reading skills. The research explored the connection between teachers' beliefs about various reading theories and their actual teaching practices in the context of English as a foreign language. Furthermore, Kuzborska (2011) noted a strong correlation between teachers' beliefs and the instructional strategies they implement in teaching English. This empirical evidence suggests that the participants in this study are likely to adopt the necessary pre-reading

strategies as they cultivate positive beliefs of the instructional benefits of such strategies in teaching RC.

The EFL teachers participating in this study unanimously agree that while-reading strategies hold significant instructional value. They believe that these strategies assist students in reading, comprehending text, and assessing their understanding of assigned passages. Most participants contend that in RC instruction, post-reading strategies enable students to grasp the theme of the passage and relate it to their personal experiences. Interview data revealed that the EFL teachers consider post-reading strategies essential. They argue that these strategies aid students in comprehending the central ideas of the text and connecting them to their own lives. However, the participants also feel that sufficient time is necessary for these strategies to be implemented effectively. Participants noted a lack of time to properly execute post-reading strategies, which leads them to prioritize while-reading strategies instead. Due to limited instructional time, post-reading strategies receive less attention. These findings align with findings from various studies (e.g., Varol, 2010; Çakici, 2017; Atinafu, 2018) that show EFL teachers generally acknowledge the importance of applying reading strategies across all stages of RC lessons. Nevertheless, post-reading strategies are the least preferred in practice.

Majority of the participants collectively agree that their previous English teachers employed unsuitable reading instruction methods. They indicated that their teachers primarily emphasized answering RC questions instead of helping students use reading strategies for better text comprehension. Typically, teachers would have students read passages aloud, as they believed that RC was simply about decoding words, phrases, and sentences. This limitation stemmed from an outdated curriculum that was not developed with a communicative approach. Consequently, as participants revealed, their former teachers might have lacked awareness of the reading strategies and their application in RC instruction, which would aid students in enhancing their RC skills. The data indicates that all participating teachers believe they do not replicate the RC teaching methods of their previous teachers. Therefore, the beliefs and instructional techniques of past teachers do not negatively impact the participants' beliefs and practices regarding the implementation of reading strategies. With a sense of freedom from the influence of their former teachers in this context, the participants' personal beliefs about the issue may be

evident in their reading strategy practices. Meanwhile, Johnson (1994) identified a strong correlation between teachers' beliefs about language teaching and their classroom practices. The research demonstrated that most teachers' beliefs were significantly influenced by their own experiences as students. In contrast to Johnson's findings, the participants in this study exhibit opposing behaviors as they believe their former teachers applied ineffective RC teaching methods.

The data from the interviews suggests that participants perceived their teacher training programs on RC and the implementation of reading strategies as insufficient. They expressed dissatisfaction with both the quality and content of the teacher training courses they experienced in college. This circumstance might negatively influence their awareness, selection, and application of reading strategies, as well as the support they can offer to their students in developing their RC skills.

Five out of the six participants reported that they had not participated in any in-service training focused on teaching RC skills or on executing pre-, while-, and post-reading strategies. This result indicates that the participants may not have undergone in-service training that could enhance their instructional awareness of RC and update their existing knowledge of reading strategies and their application across the pre-, while-, and post-reading phases leading to improving students' RC skills.

All participants believe that the goal of teaching RC is to help students become strategic readers. It is also intended for students to utilize reading strategies in various academic and non-academic situations. According to the data, keeping such beliefs in mind, the EFL teachers may prioritize either helping students understand the content of the passage or guiding them in selecting and applying the appropriate reading strategies to facilitate comprehension. Thus, both teachers and students can successfully meet the objectives set for the RC lessons.

Research Question 2: What pre, while and post-reading strategies do EFL teachers apply in their actual reading comprehension classes to assist students improve their reading comprehension skills?

The following section shows discussion of findings showing the instructional role of EFL teachers in applying the pre, while and post-reading strategies to enhance the students' RC skills.

The Instructional role of EFL Teachers in applying the Pre-reading Strategies to minimize the RC barriers

The findings from the interviews show participants pose questions about the text to draw out students' prior knowledge, enabling them to implement pre-reading strategies that enhance comprehension of the passage. They also clarify expectations, give students the opportunity to respond to pre-reading questions, and facilitate discussions among students to stimulate their prior knowledge. Research (such as Yeni Mardiyana Devant, 2017; Irawati, 2019) indicates that the strategy of pre-questioning enhances students' RC performance and helps in uncovering background information. This evidence implies that the participants are experienced in using pre-reading questions to assist students in enhancing their RC abilities. Consequently, students can tap into their existing knowledge and connect it with the text they are about to read. As a result, their challenges in understanding reading materials will be significantly reduced.

Participants recommend that students utilize dictionaries to aid in overcoming challenges related to unfamiliar vocabulary. They also assist students in applying context clues as well as prefixes and suffixes to infer word meanings. Furthermore, they introduce key vocabulary in advance. This finding aligns with results from other studies (eg. Mousavian & Siahpoosh, 2018; Taye et al., 2018; Chowdhury & Ara, 2021), which indicated that pre-teaching key vocabulary enhances students' RC. These studies additionally imply that students are more likely to grasp the reading material when they have an understanding of the critical vocabulary employed in it. However, as shown by the observation data, the EFL teachers pose discussion questions about the text before the reading takes place. Again, the participants did not concentrate on introducing the unfamiliar words essential for understanding the passage that students needed to read, nor did they present and

clarify the new vocabulary in context. In this regard, the difference between the insights gained from interviews and observations may stem from the limited number of RC lesson observation sessions and the small sample size of the study.

In terms of utilizing pre-reading strategies to help students overcome challenges related to text structure, the results of the interviews indicated that, even though the teachers did not explicitly teach text structures, they advised students to explore different sources and types of texts. These results contradict previous studies (e.g., Armbruster et al., 1987; Aghasafari & Malayeri, 2015; Eliata & Miftakh, 2021) that suggested teaching text structures can enhance students' RC abilities. Consistency was observed between the findings from interviews and observations regarding the teaching of text structures during the pre-reading phase. Such similar results may suggest that the participants struggled to apply their theoretical understanding of the significance of text structure in practice to aid students in enhancing their RC skills. This finding might be attributed to the limited number of observation sessions, a small sample size, and a restricted number of targeted secondary schools included in this study.

Regarding the pre-reading strategies utilized to assist students in predicting content, the participants ask the students to respond to pre-reading questions linked to the passage, enable them to examine the title and related images, and ask questions about the text prior to reading. Phuong & Trang (2021) reinforce this finding that teachers highly appreciate the role of visuals in enhancing students' RC during the pre-reading phase. This indicates that aside from making predictions, students might feel more inclined to read the text if they can recall specific cues from the images connected to it before engaging with the reading.

In connection to the pre-reading strategies aimed at connecting with students' existing knowledge, the interview results indicated that the participants posed questions about the text to stimulate students' schemata and supported them in articulating what they already understood. Conversely, the observational data revealed that students were not encouraged to draw on their prior knowledge (schemata) by responding to relevant questions, generating ideas about the text, or reflecting on their existing knowledge of it. These observational findings are in direct opposition to studies that indicate activating

prior knowledge enhances students' RC abilities (Smith et al., 2021; Deshpande, 2016; Oluoch et al., 2023). Furthermore, the observations highlighted that the participants did not facilitate student engagement in discussions regarding the pre-reading questions, whether individually, in pairs, or in groups. Thus, the inconsistency between the interview and observational findings might be attributed to EFL teachers' lack of experience in activating students' schemata during the pre-reading phase of RC lessons. Additionally, insufficient dedication from teachers and limited instructional time may also play a role in this discrepancy of findings.

Based on the observation data, certain participants rarely utilize pre-reading strategies such as teaching significant vocabulary in advance, motivating students to read, and activating prior knowledge by asking questions related to the passage. Furthermore, they did not assist students in predicting the passage's content from its title. Conversely, several studies (e.g., Augustina, 2012; Azifaret al., 2015; Sumirate et al., 2019; Alfisyahrin, 2022) indicated that students' RC improves when they employ a prediction guide. This suggests that the participants may not be familiar with or committed to utilizing prediction strategies. The issue may originate from EFL teachers' insufficient pedagogical preparedness, commitment, and understanding necessary to effectively implement strategies meant to assist students in anticipating the content of the given passage. In this context, the results of the observation and interview do not align. This discrepancy could be attributed to the limited sample size and short duration of the observation period used in this study. The outcomes might have differed if each participant had experienced more than two observation sessions and a larger sample size is used.

On the contrary, the results from the observation indicated that majority of the participants did not consistently help students to preview the text by reading the title, assessing the illustrations associated with the passage, and subsequently discussing potential content. As stated by Iklima et al. (2019), when students are given sufficient time to preview a text before reading it, they can better understand the entire passage and enhance their RC skills. This finding may appear due to the limited duration of the observation and the small sample size involved in the study. The findings could have been differed if both the sample size and observation period had been more extensive.

The observation results also revealed that students were rarely encouraged to predict the theme of the reading passage. During RC classes, participants did not help the students recognize the types of text structures they would encounter or explain why these passages should be read beforehand. These results oppose previous studies (e.g., Aghasafari & Malayeri, 2015; Ghorbani Shemshadsara et al., 2019), which demonstrated that enhancing students' understanding of text structure can boost their RC skills. Furthermore, there are discrepancies between the outcomes of interviews and observations regarding the teaching of text structure and the implementation of prediction strategies during the pre-reading phase. This situation may have occurred due to the small sample size and short observation duration for the RC classes. This issue calls for additional research by extending the observation period and increasing the sample size. Therefore, future studies might yield different results.

The Instructional role of EFL Teachers in applying the While-reading Strategies to Facilitate the Students' Reading Comprehension

Based on the findings from interview, the participants pose general questions to the students and assist them in grasping the context of key vocabulary, enabling them to read the passage in the shortest possible time. The students were also allowed to scan and skim the text. This result is consistent with the conclusions of multiple studies, including those by Azmi et al. (2020) and Dhillon et al. (2020), which indicated that students who employ scanning and skimming strategies hold a favorable view of these techniques and experience significant enhancements in their RC abilities. These studies suggest that students who have a positive perception of skimming and scanning methods are more inclined to utilize these techniques to acquire both specific and general information from the texts they are assigned to read.

Based on the results from the interviews, participants promote silent, individual reading among students, assign them specific time for reading, and encourage them to work together in groups and pairs to answer comprehension questions. These while-reading strategies contribute to enhancing students' understanding of the text. The interview findings suggest that the participants help students grasp the content independently,

permit them to engage with comprehension questions collaboratively, verify their answers against one another, and exchange insights drawn from the text.

The observational data regarding the implementation of while-reading strategies, in relation to the RC lesson observation framework (RCLOF), indicated that the participants struggled to help students focus on the reading passage and to read silently and autonomously due to a shortage of textbooks. They did not guide the students in scanning and skimming the text for specific facts or supporting details, as well as major themes, although a few participants attempt this occasionally.

The teachers also did not assist the students in drawing inferences that were not directly stated in the text or in deducing the meanings of unfamiliar words from the surrounding context. Furthermore, the teachers did not remind students to utilize their understanding of text structure and problem-solving strategies, such as re-reading, slow reading, and inferring meanings of unknown words, to address comprehension challenges they might face during reading. In addition, the participants did not help students implement global strategies like establishing a reading purpose, leveraging prior knowledge, and skimming the text to overcome comprehension problems.

The observations of the RC lesson revealed that the participants did not support students in employing strategies such as note-taking, reading aloud, and summarizing to address comprehension difficulties while engaging with the text. However, these results contrast with findings from various studies (e.g., Batang, 2015; Haque, 2019; Amina, 2022; Bouknify, 2023) which demonstrated that metacognitive strategies enhance students' RC. These outcomes could be linked to the participants' insufficient theoretical understanding of metacognitive strategies. Additionally, it may be argued that teachers struggle to help students implement metacognitive strategies during RC lessons due to several instructional challenges that require further exploration. It might also stem from teachers' lack of experience in using these strategies effectively to enable students to apply them and resolve comprehension problem during the reading process.

Moreover, they did not support the students in understanding new vocabulary through context clues or in making inferences that were not directly mentioned in the text. Additionally, the participants did not motivate the students to employ their grasp of text

structure and problem-solving techniques, such as rereading, taking time while reading and guessing the meanings of unfamiliar words, to tackle any comprehension difficulties encountered during reading. In addition, the observation indicated that participants did not guide students in utilizing strategies to cope with comprehension challenges, including setting reading objectives, recalling prior knowledge, and skimming the material.

The Instructional role of EFL Teachers in applying the Post-reading Strategies to Extend the Students' Initial Understanding of the Text

Based on the data gathered from the interviews, most EFL teachers involved believe that post-reading strategies are essential. They feel these strategies help students grasp the text's theme and relate it to their personal experiences. However, they also express concerns that these strategies require a significant amount of time. The participants indicated that they lack the sufficient time to implement the post-reading strategies effectively. Therefore, they assume more emphasis should be placed on practicing the while-reading strategies. These results align with several studies (e.g., Varol, 2010; Çakıcı, 2017; Atinafu, 2018) which found that EFL teachers recognize the importance of reading strategies at all levels. Simultaneously, post-reading strategies tend to be the least favored. Thus, the outcomes indicate that teachers value post-reading strategies as critical components of reading instruction. Nevertheless, for various reasons, teachers have been hesitant to incorporate the pre- and post-reading strategies into their actual reading comprehension lessons. This reluctance may hinder students from becoming familiar with post-reading strategies. As a result, students may face difficulties to build upon their initial understanding of the text or fully interpret the message they have derived from the passage provided.

I utilized the RC lesson observation framework (RCLOF), adapted from Henk et al. (2000), to analyze and compare the observation data regarding the use of post-reading strategies for improving data analysis. The findings indicated that the participants did not encourage students to critically reflect on their own thoughts to deepen their understanding of the passage. Despite employing various strategies, the teachers were not successful in assisting the students in relating the text to their own experiences.

Similarly, after students engaged with a text either through reading aloud or writing, the teachers did not permit them to provide a summary. These findings differ from existing studies that suggest summarization strategies can be effective in improving students' RC (e.g., Khoshsima, & Tiyar, 2014; Qomariyah, 2020; Imran Ahmed et al., 2024). This outcome implies that students lacked opportunities to engage in writing as a follow-up to reading activities during the post-reading phase, thereby missing the chance to practice language in an integrated manner.

The participants did not implement strategies to assist students in performing tasks such as writing sentences and paragraphs following their reading. Moreover, they did not introduce any methods to prompt students to participate in speaking activities, including oral summaries as a follow-up to reading tasks, debates, group discussions, recounting their readings, or sharing their perspectives. In the post-reading phase, the teachers ignored to apply any strategies that would have helped students recognize, react to, and express feelings of interest or other emotional responses to the author's ideas or sentiments.

The observational data indicated that participants did not implement the post-reading strategies in a notable manner. Rather, they overlooked post-reading activities that promote the use of appropriate post-reading strategies for students. Teachers either assign post-reading tasks for students to complete outside of class or completely dismiss them. These findings go in line with various studies (e.g., Ozek & Civelek, 2006; Çakici, 2017; Varol, 2010) that suggest teachers commonly utilize pre- and while-reading strategies. Nevertheless, the emphasis on post-reading strategies was minimal. This issue may stem from several factors, such as insufficient instructional time, inadequate lesson planning, lack of commitment from teachers to employ post-reading strategies, and students' lack of interest and motivation issues that hinder their ability to enhance comprehension of the text after reading.

Based on the interview findings, the participants employ post-reading strategies such as posing general questions, prompting students to reflect on the main idea of the text, and assisting them with comprehension activities to extend their initial understanding. The participants encourage students to discuss important topics and ask further questions

about the passage to facilitate deeper interpretations and connections to their own experiences. Additionally, the participants utilize post-reading strategies like permitting students to engage in oral debates and reflections, taking notes during reading, and integrating speaking and writing tasks related to the passage to help them deepen their comprehension of the text.

Discrepancies between teachers' favorable views on the instructional benefits of post-reading strategies and their actual practices in the classroom emerged from the observation and interview data. Teachers viewed these strategies as time-consuming and challenging to implement, even though they acknowledged their instructional significance. These findings align with some studies conducted at the secondary school level. For instance, research by Al-Husban (2019) found that most teachers who participated in observations and interviews recognized the terminology associated with RC strategies and the stages involved in teaching RC, but they lacked clarity on how to effectively apply and practice them. Conversely, studies by Kuzborska (2011) and Khonamri & Salimi (2010) explored the connection between EFL high school teachers' beliefs and their actual use of reading strategies in class. The findings revealed a gap between teachers' practices of post-reading strategies and their beliefs. Additionally, Çak (2016) noted that EFL teachers in secondary education tend to utilize reading strategies at almost every stage of RC lesson because they consider these strategies vital.

Furthermore, the results suggest that post-reading strategies are the least favored. These results imply that while teachers may hold positive views about the importance of post-reading strategies in the classroom, their beliefs do not consistently lead to effective teaching practices. This could be attributed to a lack of awareness about these strategies among teachers. Additionally, limited instructional time and students' disinterest in engaging in discussions, analyzing, evaluating, and summarizing the text after reading may also contribute to teachers' inability to implement post-reading strategies. Consequently, students miss the opportunity to enhance their initial understanding of the text and connect its themes to their personal experiences. Furthermore, the findings in this regard could be influenced by methodological constraints, such as the small sample size and brief observation period. By opting for a larger sample size and extended

observation duration, future research can gain further insights into the instructional role of EFL teachers in employing post-reading strategies during RC instruction.

Research Question 3: Do EFL teachers' stated beliefs match/mismatch their actual application of strategies employed across the pre-, while, and post-reading phases?

The aim of the third research question was to investigate whether the expressed beliefs of the participants align or conflict with their actual use of strategies across the pre-, while-, and post-reading phases.

Initially, an examination of the EFL teachers' beliefs regarding the use of pre-reading strategies in RC classes reveals that all participants recognize the significant benefits of pre-reading strategies. However, they tend to focus more on while-reading strategies rather than pre- and post-reading strategies. Interview findings suggest that participants employ pre-reading strategies such as prompting students with questions related to the passage to activate their prior knowledge. They also help students refine their expectations, complete pre-reading questions, and share ideas to engage their background knowledge and teach challenging vocabulary. Additionally, they preview the text by discussing the title and relevant images. Several studies (e.g., Yeni Mardiyana Devant, 2017; Irawati, 2019) indicate that using pre-questioning strategies improves students' reading comprehension skills and aids in retrieving background information. This finding suggests that participants frequently ask pre-reading questions to assist students in enhancing their RC abilities, thereby better preparing them to relate their existing knowledge to the assigned reading material. Consequently, it is likely that the difficulties students encounter with RC will be significantly reduced.

To the contrary, despite the optimistic views that teachers have regarding the use of pre-reading strategies, the observation data clearly showed that they did not help students make predictions about the passage. They also failed to activate students' prior knowledge, which could have enhanced their comprehension of the passage. However, the observation data revealed that participants infrequently utilized pre-reading strategies such as teaching key vocabulary, encouraging student engagement with the reading, and activating prior knowledge by asking relevant questions about the text. They did not help

students make predictions about the central theme of the passage based on its title. In this context, multiple studies (e.g., Augustina, 2012; Sumirate et al., 2019; Alfisyahrin, 2022) have shown that employing a prediction guide improves students' RC. The findings from this study indicate that the participants might be either unaware of or reluctant to assist students in employing prediction strategies. This issue may be emanated from EFL teachers' inadequate pedagogical training, dedication, knowledge, and skills necessary to implement strategies aimed at aiding students in text prediction. In this regard, the results of the observations and interviews were inconsistent. This discrepancy could be due to the limited sample size and the short duration of the RC lesson observation conducted in this study. The outcomes might have differed if each participant had practiced more than two rounds of observation and if the sample size had been greater.

Second, with respect to the connection between EFL teachers' beliefs and their implementation of while-reading strategies in RC classes, the interview responses indicated that the participants prioritize while-reading strategies over pre- and post-reading strategies. Despite their favorable opinions, they believe that the majority of instructional time ought to focus on while-reading strategies, as the goal of teaching RC is to aid students in understanding the assigned text. This implies they pay relatively less attention to pre- and post-reading strategies, primarily due to limited instructional time. Regarding supporting students in quickly reading the text, the interview results revealed that participants prompt students to respond to general questions and assist them in interpreting the contextual meanings of key vocabulary. The participants also guided students in employing skimming and scanning techniques on the passage. This finding is consistent with the results of various studies, including those by Azmi et al. (2020) and Dhillon et al. (2020), which indicate that students who practice skimming and scanning techniques generally have a positive perception of these strategies and experience notable improvements in their RC skills. This implies when students develop a positive attitude toward skimming and scanning, they are more inclined to use these techniques to gather both specific and general information from the texts they are assigned to read.

In terms of while-reading strategies aimed at enhancing student comprehension of the passage, the interview findings indicated that participants instructed students to read within set time limits, promote silent and individual reading, and facilitate group and pair

discussions for answering comprehension questions. As for how students were organized for discussing comprehension questions and compiling answers, the interview results showed that participants encouraged students to engage with the text on their own. They also permitted students to collaborate on comprehension questions in groups and pairs, verify their answers, and exchange ideas based on the passage.

Nonetheless, the observation findings revealed that during the while-reading stage, the participants did not support students to ascertain the meanings of unfamiliar vocabulary. The participants also did not encourage students to recognize text structure to enhance their understanding of the passage. Furthermore, it was observed that teachers did not guide students in utilizing supportive strategies (such as note-taking, reading aloud, or summarizing) to address comprehension problems encountered while reading the passage. However, these observations stand in contrast to the findings of several studies (e.g., Batang, 2015; Haque, 2019; Amina, 2022; Bouknify, 2023) that suggested metacognitive strategies effectively improve students' RC. These results may stem from the participants' lack of theoretical knowledge regarding metacognitive strategies. It may also be inferred that teachers find it difficult to assist students in implementing metacognitive strategies in RC classes due to various instructional obstacles that require further investigation. Additionally, these results might be associated with the teachers' lack of experience in applying such strategies to enable students to use them effectively in addressing comprehension problems during the while-reading phase.

Third, regarding the connection between EFL teachers' beliefs and the implementation of post-reading strategies in RC classes, the interview findings revealed that participants prioritized while-reading strategies over pre- and post-reading ones. Despite their positive opinions, they feel that a significant portion of instructional time should focus on while-reading strategies, as the primary goal of teaching RC is to aid students in understanding the provided text. This implies that they devote relatively less attention to post-reading strategies, largely due to limited instructional time.

Simultaneously, both the data from interviews and observations revealed a disparity between teachers' positive views on the importance of post-reading strategies and their actual implementation in the classroom. While they acknowledged the value of these

strategies, they perceived them as time-consuming and challenging to incorporate into their instruction. These results align with findings from several studies conducted at the secondary education level. For instance, research conducted by Al-husban (2019) showed that most teachers were familiar with the terminology of RC strategies and the teaching phases involved. However, they struggled with effectively implementing and practicing these strategies. Likewise, studies such as those by Khonamri & Salimi (2010) and Kuzborska (2011) highlighted a significant discrepancy between teachers' beliefs and their reported practices. Çak (2016) found that secondary school EFL teachers acknowledge the importance of reading strategies and prefer to use them throughout different phases. Furthermore, the findings indicated that post-reading strategies were the least preferred of all the strategies. These results imply that even though the EFL teachers involved in the study hold a favorable attitude toward the instructional significance of post-reading strategies, this mindset does not appear to be reflected in their actual practices. This might be due to a lack of knowledge regarding these strategies stemming from insufficient training. Additionally, it could relate to the challenges teachers face in applying post-reading strategies, such as restricted instructional time, large class size, and insufficient student motivation to participate in discussions, interpretations, evaluations, and text summarization during the post-reading phase. As a result, students miss the opportunity to enhance their initial understanding of the text and connect its themes to their real-life situations. Moreover, these outcomes might be affected by methodological limitations of the study, including a small sample size and short observation duration.

From the overall findings and discussion of this section, we can understand the participants manifest positive conceptions about the instructional advantage of the pre-while and post-reading strategies in teaching RC. However, they infrequently apply the pre and post-reading strategies by giving relatively high emphasis to the while-reading strategies due to various factors that need further investigation.

Based on the general results and discussions in this section, it is evident that the participants hold favorable views regarding the instructional benefits of pre-, while-, and post-reading strategies in teaching RC. However, they seldom utilize the pre- and post-reading strategies, placing greater importance on while-reading strategies for various reasons that require further exploration.

Research Question 4: Which research-based or proven reading comprehension strategies do EFL teachers integrate to enhance the students' reading comprehension strategy use?

This research question seeks to explore the research-based RC strategies that participants might incorporate into their RC lessons to enhance the strategies employed by their students. The insights derived from the data gathered through interviews, observations, and focus group discussions (FGD) are triangulated and examined to gain a deeper understanding of the results, enabling the formulation of well-founded conclusions.

Integrating the Research-based RC Strategies into the Pre-reading Phase

In the context of engaging students' background knowledge during the pre-reading phase, four out of the six participants (Tulu, Osman, Frezer, and Samuel) pose questions to their students to encourage them to think about what they already know regarding the passage assigned for reading. Two participants (Tulu and Getu) support students in answering pre-reading questions prior to the actual reading to facilitate the activation of their schemata related to the text. In this context, Frezer expressed his viewpoint, stating, "Primarily, I ask students questions to enable them to consider their prior knowledge in relation to the passage. This assists in linking their existing knowledge with the text they are about to read."

Based on the interview data, Tulu mentioned that when students engage with pre-reading questions, they can identify the purpose of their reading. Furthermore, two participants, Orany and Getu, noted that they help students establish the purpose of reading by skimming through the text. In contrast, Osman stated that he did not help students figure out the purpose of reading prior to the actual reading activity. Regarding the reminder for students to select reading strategies before they begin, Orany remarked that he prompts students to utilize reading strategies before reading, yet the students often tend to forget.

According to the interview data, Tulu indicated that when students are presented with pre-reading questions, they can determine their reading objectives. Additionally, two participants, Orany and Getu, mentioned that they assist students in setting their reading goals by skimming the text. In contrast, Osman expressed that he did not assist students in identifying the purpose of reading prior to the reading activity. Concerning the

reminder for students to choose reading strategies beforehand, Orany commented that he encourages students to apply reading strategies before they start reading, although the students frequently seem to forget.

Orany elaborated, “At the start of the school year, I make an effort to raise awareness about skimming and scanning techniques to help students utilize them when reading a passage. Nevertheless, students often overlook these strategies. Osman and Getu indicated that they help students implement skimming and scanning techniques. In contrast to other participants, Tulu mentioned that he does not prompt students to employ suitable reading strategies prior to the actual reading.”

In connection to assisting students in predicting the content of the passage, all participants (Tulu, Orany, Osman, Getu, Frezer, and Samuel) shared during the focus group discussion that students make predictions about the passage by engaging with pre-reading questions. They also noted that they help students link their existing knowledge with the passage, enabling them to anticipate the contents of the text. Additionally, they affirmed that students make predictions about the passage while answering pre-reading questions. Consequently, the students were able to understand the passage more effectively. After reading, students can verify whether their predictions were accurate or not.

The focus group discussion and interviews revealed similar results, as the majority of participants help students employ skimming and scanning techniques. Supporting this result, research has shown that skimming is one of the most effective reading strategies for learners to determine what a text conveys or to identify its main idea. Skimming enables readers to infer the intention of the passage, the central topic or message, and potentially some of the related or supporting details (Brown, 2000: 308).

Furthermore, the participants indicated that they assist students in identifying the purpose of reading and in making predictions about the text, although a few of them did not engage in this practice. At the same time, the findings from observations contradicted the insights gained from interviews and FGDs regarding this issue. Specifically, the observational data suggested that participants did not consistently incorporate research-based reading comprehension strategies such as activating students' schemas during the

pre-reading phase. On the other hand, research studies highlight that the primary aim of activating students' prior knowledge is to aid them in creating meaning regarding the content they are about to read (Deshpande, 2016). Engaging prior knowledge helps students retain information and enables them to make predictions about the text.

Based on the observations, it was noted that the majority of participants did not help students in making predictions about the text. Prediction involves a student's capacity to make informed guesses regarding their reading (Harvey & Goudvis, 2007). This skill is typically supported by the student's existing knowledge of the subject or the intent of the reading material. Teachers are encouraged to incorporate various clues from the text, story, or book to enhance the prediction process. Such clues may consist of images, titles, subtitles, and often keywords found within the text. As a result, the findings show that students were not being motivated to engage in this practice, which could adversely affect their efforts to understand the text.

Based on the observations conducted, the participants failed to assist the students in identifying the purpose of their reading. This finding contradicts Nuttal's (1982:153) research, which states: "Encouraging students to read with their purpose in mind is crucial; we need a rationale for reading to determine how thorough our comprehension needs to be. Therefore, providing students with an imagined purpose for reading can be beneficial, enabling them to discern what can be skimmed over and what requires close attention based on its relevance to their goal." Additionally, a key strategy that equips students to become proficient readers is their awareness of what and why they are reading. Guiding students to consciously consider the purpose behind their reading aids in their text comprehension (Pressley & Wharton-McDonald, 2006) and prompts them to select suitable reading strategies before they begin reading.

Based on the findings presented, it can be concluded that the EFL teachers involved did not consistently incorporate research-based pre-reading strategies into their reading comprehension lessons. As a result, the students are likely unable to brainstorm ideas about the text, activate their prior knowledge before engaging with the material, cultivate curiosity and motivation to read, establish a purpose for their reading, or select suitable

reading strategies prior to reading the passage. This may lead to a failure in developing their individual reading comprehension skills to the anticipated levels.

Integrating the Research-based RC Strategies into the While-reading Phase

Regarding the incorporation of research-based reading comprehension strategies during the while-reading phase, the data from interviews reveals that all participants, except for Getu and Frezer, indicated that they help students tackle inference questions related to the text to encourage them to deduce (fill in ideas) that are not explicitly mentioned in the passage. In contrast to the other participants, Getu argued that aiding students in making inferences while reading is challenging, as it is a highly cognitive and personal endeavor. The finding concerning the inference strategy aligns with previous studies. Inferring is the reader's ability to derive meaning from the text (Imran, 2024). It is regarded as one of the most vital comprehension strategies because it reflects the critical thinking and cognitive skills of the learner. Teachers are advised to teach this strategy after establishing the student's background knowledge about the text. This is essential because making inferences requires the reader to utilize prior knowledge and to interpret the text (Harvey & Goudvis, 2007).

Tulu noted that during the reading process, students often instinctively create questions while going through a passage. In a similar vein, Tulu believed that teachers can formulate questions and assist students in responding as they read. However, Osman and Getu mentioned, “We do not purposefully help students in generating questions during the reading of the passage.” Despite these differing opinions, research studies have shown that teachers play a crucial role in asking questions that aid students in developing a broader understanding of the text as they begin reading. It is recommended that teachers guide their students in learning how to inquire about the reading material and the author. This approach encourages students to engage more thoroughly with the content they are reading by seeking answers to their questions (Duke and Pearson, 2008).

In terms of assisting students in summarizing the main theme of the provided passage with graphic organizers, all participants indicated that they did not utilize this approach. In light of this, Getu remarked: “I think it is an important strategy to aid students in understanding the text better. The old textbook guides students to summarize each

paragraph's content using tables, but the current textbook does not provide such instructions. As a result, students are not summarizing the key concepts of the passage using graphic organizers.” This finding contradicts the findings of the study conducted by Rajan & Sam (2013), which showed that using diagrams effectively helps students identify the central ideas in their reading.”

Ultimately, the data from the interviews indicated that, with the exception of Frezer, five out of the six participants stated that they encourage students to keep track of their thinking process while reading to determine if they truly understand the text.

Consequently, students can implement fix-up strategies while engaging with the passage. This finding aligns with the research conducted by Paris, Wasik, & Turner (1991), which suggests that proficient readers are aware of and evaluate their cognitive processes during reading. The techniques that skilled readers utilize to enhance their comprehension are referred to as “fix-up” strategies. These repair strategies include rereading, looking ahead, and clarifying meanings by consulting a dictionary, or seeking help from others. Thus, students will become conscious of how to manage their thought processes while reading and employ fix-up strategies whenever they face challenges in reading comprehension, leading to successful understanding.

In the context of incorporating problem-solving strategies during the reading phase, four out of the six participants, aside from Orany and Frezer, suggest that students infer the meanings of new words by using context clues. This finding aligns with the research conducted by Okasha (2009) which states that effective reading is characterized by reading silently and swiftly. Proficient readers need to cultivate the skill to grasp unfamiliar words through context, distinguish between main and supporting ideas, and make inferences and predictions based on the text.

Osman and Orany encourage students to read the passage at a slow pace and to go back and read it again. Frezer also mentioned that he employs problem-solving strategies specifically when reading poems, rather than for other types of texts. This suggests that these problem-solving strategies could help students address comprehension challenges they might face while reading.

Based on the interview data, Tulu, Osman, and Getu mentioned that among the global strategies (such as setting a reading purpose, utilizing prior knowledge, and skimming the text), they support students in linking their prior knowledge to the passage and establishing a purpose for reading. Orany, Frezer, and Samuel indicated that as a global strategy, they encourage students to employ skimming and scanning techniques to address comprehension challenges. Regarding the integration of global strategies during the while-reading phase, Osman explained, “I assist students in using skimming and scanning techniques not only to read and understand the text but also to help them implement these strategies during reading comprehension exams.”

Concerning the support strategies, Tulu, Orany, and Getu indicated that they motivate students to take notes during their reading and to summarize the content by using topic sentences for each paragraph. In contrast to the other participants, Osman stated that he did not help students apply support strategies. The FGD data revealed comparable findings, as the participants incorporate various support strategies during the while-reading phase.

Generally, as indicated by the FGD data, with the exception of Getu and Frezer, four out of the six participants helped students with inference questions related to the passage, encouraging them to infer ideas that are not explicitly stated. This support aids in enhancing their understanding of the passage. Tulu, Getu, and Frezer shared that they help students formulate and respond to questions while reading to improve comprehension. This finding is corroborated by the FGD results. In contrast, Orany, Osman, and Samuel do not aid students in creating questions and answers during the reading process. None of the participants have students summarize the main ideas of the passage using graphic organizers. Most of the participants (Tulu, Orany, Osman, Getu, and Samuel) advised students to monitor their thought processes while reading. This practice allows students to assess their understanding of the passage. As a result, if they face comprehension challenges during reading, they can implement appropriate fix-up strategies to overcome these barriers.

The efforts of most participants to incorporate research-based RC strategies, such as problem-solving and support strategies, during the while-reading phase were also

supported by the focus group discussion (FGD) findings. However, the results from observations regarding the incorporation of problem solving and support strategies contradict those results obtained from the interviews and FGDs. These discrepancies among the outcomes of interviews, FGDs, and observations may be due to the teacher's lack of awareness of metacognitive strategies and their inability to help students apply such strategies to address comprehension challenges. These differences in findings could be linked to very short observation period for RC lessons and the small sample size of this study.

Integrating the Research-based RC Strategies into the Post-reading Phase

The data from the interviews showed that all participants (Tulu, Orany, Osman, Getu, Frezer, and Samuel) helped students summarize the text either through speaking or through writing. However, with the exception of Getu, the remaining participants (Tulu, Orany, Osman, Frezer, and Samuel) did not aid students in visualizing the main ideas of each paragraph to fully grasp the reading material. Research has, however, demonstrated that readers can visualize steps in a process or phases in an event, or form images that assist them in recalling abstract concepts or important names (Rahbar & Niknejad, 2015). The difference between Getu's perspective and that of the other participants may stem from Getu's insights drawn from existing literature. The other participants did not support the students in visualizing or creating mental images as a reading comprehension strategy to understand the passage's abstract ideas. This could be attributed to factors such as a lack of awareness, commitment, large class sizes, or student demotivation, among others.

All the six participants (Tulu, Orany, Osman, Getu, Frezer, and Samuel) support students in either articulating ideas derived from the text verbally (speaking) or composing sentences and paragraphs (writing) to enhance their language skills in an integrated way. Ultimately, four of the participants (Tulu, Orany, Frezer, and Samuel) prompted students to analyze the text and provide additional interpretations during the post-reading phase. Consequently, the students are able to relate the concepts from the text to their own experiences. However, due to limited time, Osman did not engage students in discussing and relating the text to their personal situations. Likewise, Getu expressed, "...I encourage students to cultivate a reading habit of authentic materials and discourage a

focus solely on exams.” Nonetheless, contradictory findings arose from the RC lesson observation. The observation results revealed that none of the participants effectively applied the post-reading strategies. Specifically, based on the insights from the text, they did not help students deepen their comprehension through discussions and oral reflections since students grew disengaged after reading due to time constraints. All the participants either overlooked the post-reading activities or assigned them as homework. They mentioned that because of insufficient instructional time, they refrain from engaging students in integrated skill activities. Moreover, the participants did not support students in generating questions after reading to interpret the passage's theme and connect it with their everyday experiences. Very few participants attempted to incorporate research-based reading strategies, such as orally summarizing the text, writing summaries, discussing the passage's theme, and providing further interpretations, during the post-reading stage, but only when they had excess instructional time.

The participants generally hold a favorable opinion regarding the significance of post-reading strategies in instruction; however, they admitted to not placing adequate emphasis on this aspect of reading. Based on the findings from interviews and observations, it appears that most participants overlooked the post-reading phase and did not sufficiently prioritize the integration of research-based RC strategies into this phase. Consequently, students miss the chance to better understand the text, summarize its key points, practice skills in a cohesive manner, interpret the theme more thoroughly, and relate it to their own experiences. For this reason, it can be inferred that both students and teachers may fail to meet the desired outcomes of reading the text. Adler (2001) identified seven strategies that are grounded in solid scientific research for enhancing text comprehension: monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. Thus, it appears that either the EFL teachers involved in this study are unaware of these research-based reading comprehension strategies or lack the commitment and motivation to help students consistently implement such strategies during the post-reading phase.

The following chapter summarizes the entire research process, presents conclusions and recommendations, and indicates directions for future research.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Introduction

Analysis, interpretation, and discussion of the data obtained from observations, interviews, and FGD are presented in chapter four. The data analysis and related interpretations are presented based on the sequence of each research question. By highlighting the key findings, chapter five provides a summary of the entire study along with some implications for potential future research. It also takes into account generating inferences from the data and directing some recommendations to pertinent stakeholders.

5.1. Summary

The purpose of this study was to shed light on the beliefs and instructional role of the participants in applying reading strategies across the pre-, while-, and post-reading phases. The research was carried out through individual interviews, classroom observations (field notes and reflective journals) and focus group discussions (FGD). Additionally, the study examined whether the concepts expressed by EFL teachers matched the reading strategies they actually employed across the teaching of RC lessons. Furthermore, the research highlighted the participants' attempts to integrate research-based RC strategies into their lessons to enhance students' use of RC strategies. To achieve this, I adopted a qualitative research methodology, specifically an interpretive case study approach, to collect data that would enable me to thoroughly understand the phenomenon under investigation.

The study was carried out at Edget Chora Secondary School located in Addis Ababa, Ethiopia. Within this school, six out of the ten English as Foreign Language (EFL) teachers of ninth graders participated in the study. Convenience sampling was employed to select participants based on their willingness to be involved in the study, while purposeful sampling was used to identify the specific secondary school. Using convenience sampling not only ensured efficiency in terms of time and cost but also provided a practical way to access teachers located in a specific area near my home. Each participating EFL teacher had between 14 and 32 years of experience, which meant they could effectively share

their professional insights regarding their beliefs and the reading strategies they utilized to enhance students' RC skills. The study included only those teachers who volunteered to fully engage. To invite them to participate in the study, a letter was sent explaining the study's aims, the rights of the participants, my expectations, and additional details. To confirm their participation, secure their consent to record, and share their views, a consent form was provided to those EFL teachers who willingly agreed to contribute their time to this study.

Each participant was interviewed individually in the meeting hall of the selected school at a time that was convenient for them. During the interviews, the names of the teachers were replaced with pseudonyms in the transcripts, translations, and analyses to protect their privacy. Twelve classroom lessons were observed, considering the preferences and interests of the participants. To ensure a smooth observation process, appointments were scheduled with the participants' consent. Out of the six participants, two could not join the focus group discussion (FGD), leaving four participants present. Individual interviews were conducted in Amharic and recorded with the participants' consent through a signed form. The audio recordings were subsequently translated and transcribed word-for-word into English. These initial research documents (transcripts, translations, and analyses) were reviewed and confirmed with the participants. During the observations, each participant was audio-recorded while delivering RC lessons. To complement the audio recordings, I took field notes documenting the activities, interactions, and dialogues of both the teachers and students during the RC lessons.

After completing each observation, I expanded on the brief notes I had taken during the observation days. Utilizing the field notes, I documented reflective journals detailing my personal feelings, impressions, and lessons learned during the RC lesson observations to provide context to the descriptive notes. Subsequently, I transcribed the related audio recordings for each RC lesson observation word-for-word. Data collected through interviews and FGDs were refined, verified, and edited prior to initiating the open coding process. Afterward, I imported the data into the NVivo-10 qualitative data analysis software. I then conducted the open coding (coding line-by-line) to develop categories for each data set. Once the categories were established, I grouped similar themes together. The resulting categories from the open coding of interviews and FGD data were

organized into a table to facilitate analysis, in accordance with the pseudonyms of the six EFL teachers involved.

Each participant's transcripts were analyzed individually (vertical analysis) during data processing to accommodate their unique perceptions of reading strategies. Nevertheless, comparisons were also made between and across the cases (horizontal analysis) to identify shared experiences and commonalities (McKenzie, 2005) in the participants' perspectives on application of reading strategies. Significant quotes from the interview transcripts were employed to substantiate the main conclusions, which illuminate the varied viewpoints of the participants as expressed through interviews and FGDs. To emphasize the differences and similarities among the results, the findings from the interviews were further supported by insights gleaned from the observation and FGD data. Moreover, the key findings from this study were compared and contrasted with empirical results of several local and international studies. To this end, the study shows that the participants possess positive beliefs and theoretical support related to the significance of pre-, while- and post-reading strategies. The study further indicates the presence of a notable disparity among the participants' positive beliefs and actual practices of reading strategies. Meaning, more emphasis was given to the while-reading strategies compared to the pre- and post-reading strategies.

5.2. Conclusion

This study investigated the beliefs and instructional role of secondary school EFL teachers regarding the implementation of reading comprehension strategies across the pre-, while-, and post-reading phases. It also examined the consistency between teachers' stated beliefs and their actual teaching practices, as well as their integration of research-based reading strategies. The conclusion is presented in relation to the basic research questions that guided the study and associated sub-issues.

The study indicated that teachers generally hold favorable views about the instructional benefits of reading strategies. They acknowledge that the pre-, while-, and post-reading strategies improve students' comprehension of the text, engagement, and overall reading proficiency. Pre-reading strategies are seen as crucial for activating prior knowledge, establishing a reading purpose, and fostering motivation. Nevertheless, many teachers find these strategies time-consuming and difficult to incorporate in time constrained classrooms.

While-reading strategies are considered the most important for text comprehension. Post-reading strategies are valued for their role in reinforcing comprehension, encouraging critical thinking, and extending engagement with the text. However, these strategies are often left out of classroom instruction because of time limitations and students' perceived challenges with extended discussions. Although teachers demonstrate strong theoretical support for reading strategies, their actual implementation is inconsistent, often hindered by instructional challenges.

The results indicated that the use of pre-reading strategies varies widely among teachers. Some teachers initiate reading with vocabulary previews or discussion questions. However, pre-reading strategies such as making predictions, brainstorming, and tapping into prior knowledge are rarely utilized. This situation may restrict students' capacity to create meaningful connections with the text, potentially impeding their comprehension. While reading strategies are the most commonly used; however, they often focus narrowly on surface-level tasks related to comprehension. Teachers primarily focus on literal understanding through applying strategies like translation, clarifying vocabulary, decoding text, and engaging in question-answer sessions. Consequently, students may find it challenging to cultivate independent reading strategies that allow them to monitor their comprehension and adjust their strategies when encountering difficulties in comprehension. The application of post-reading strategies is the least prioritized in RC classrooms. Many teachers ignore this phase or assign post-reading tasks as homework instead of incorporating them into active discussions in the classroom. As a result, students lose valuable opportunities to summarize main ideas, analyze textual significance, and extend their learning beyond the classroom depending on the given text. The absence of structured support from teachers for applying post-reading strategies suggests that deep comprehension of the text continues to be challenging for numerous students.

A notable discrepancy exists between the teachers' stated beliefs and their actual instructional practices. While teachers strongly endorse the use of reading strategies in theory, their actual teaching often fails to reflect these beliefs. In other words, their beliefs do not consistently translate into practice due to various instructional limitations. Teachers acknowledge the value of pre- and post-reading strategies; however, these phases are frequently overlooked in practice because of time limitations, inadequate instructional resources, and a lack of organized professional development. Although reading strategies are

emphasized, they tend to be narrow in focus, primarily addressing literal comprehension of the text rather than assisting students in maintaining deeper cognitive engagement. Teachers pointed out that factors such as large class sizes, inflexible curricula, and inadequate training serve as significant obstacles hindering them from adopting a balanced reading strategy approach. This gap between belief and practice highlights the necessity for focused professional development and structured training to assist teachers in translating their instructional beliefs into effective teaching practices.

Teachers often use vocabulary previews or discussion questions during the pre-reading phase, but they infrequently integrate more interactive and research-based pre-reading strategies like brainstorming, making predictions, and activating prior knowledge in reading comprehension lessons. Consequently, students might find it challenging to create the cognitive frameworks essential for effective comprehension of the text. Although certain support strategies, such as vocabulary clarification, are included, higher-order metacognitive strategies such as questioning, making inferences, predicting, summarizing, and monitoring comprehension are not consistently incorporated into the while-reading phase. This hinders students' capacity to engage critically with texts and cultivate self-regulated reading comprehension abilities throughout the while-reading phase. Research-based strategies across the post-reading phases are rarely employed, with little focus on synthesis, analysis, and critical discussion. Teachers occasionally involve students in evaluative activities, thereby limiting chances for a deeper understanding of the text. Therefore, absence of application of research-based post-reading strategies weakens comprehension retention and discourages more engagement of students with the text to enable them to extend initial comprehension and relate it with their real-life experiences.

5.3. Recommendations

This exploratory study sought to gain insight into EFL teachers' beliefs and instructional role in applying reading strategies across the pre, while, and post-reading phases in the context of Edget Chora Secondary School in Addis Ababa, Ethiopia. The results of this investigation indicated that the participants held positive views regarding the instructional significance of strategies applied before, during, and after reading. However, the results also revealed a mismatch between their beliefs and the actual implementation of reading strategies during RC classes. Additionally, the study showed that most participants did

not sufficiently incorporate research-based RC strategies into the pre-, while-, and post-reading phases. The findings suggested that the beliefs and practices of participants regarding reading strategies might impact the RC skills of their students. This highlights the necessity for EFL teachers to reevaluate their beliefs and the approaches they take concerning reading strategies used in the different reading phases. It is also important for teachers to reflect on their teaching methods to determine how well their use of RC strategies promotes students' RC abilities.

The primary implication of this research pertains to EFL teachers. Teachers are more inclined to make changes when they realize a discrepancy exists between their ideal practices and their actual behaviors. Consequently, teachers ought to be trained to recognize how their beliefs and context-specific elements play a role in their practices. By helping them become aware of their strengths and weaknesses, measures can be taken toward improving their teaching methods and enhancing their effectiveness as reading comprehension teachers. One potential approach is to regularly conduct workshops for teachers where they can practice reading strategies in model RC classes. While these workshops may not necessarily lead to a significant improvement in teaching efficiency, they could at least help bridge the gap between teachers' beliefs and their actual practices of reading strategies.

The study could have significant implications for teacher training institutions or teachers' preparation programs to rethink their methods or approaches to training EFL teachers on RC instruction. Also, this research is vital for secondary schools to provide relevant insights that can inform in-service training and workshops focused on raising awareness and the application of reading strategies, as well as integrating RC strategies across pre-, while-, and post-reading phases. Consequently, EFL teachers will be equipped to enhance their instructional knowledge and skills that enable them to effectively manage RC instruction within their classrooms. The EFL teachers involved in the study must develop a solid comprehension of the RC strategy instruction and how to implement these strategies in real classroom settings. Ultimately, this will allow them to support students in becoming aware of RC strategies, leading them to become independent and strategic readers in both academic and nonacademic environments. The outcomes of this research may have significant relevance for the ongoing professional development programs for

EFL teachers. Furthermore, the findings might reveal innovative approaches to fostering awareness of reading strategies, refining teachers' instructional methods, and incorporating research-based RC strategies into EFL RC lessons. Moreover, despite the secondary school English language curriculum necessitating students to engage in numerous RC activities that primarily depend on students' RC abilities; various instructional factors have led to inadequate focus on these skills. However, this does not intend to diminish the efforts made by EFL teachers to improve students' RC abilities. Nevertheless, given that students exhibit notably low motivation to read and underdeveloped RC skills, they require ample exposure to essential aspects of reading comprehension, along with participation in diverse reading activities that enhance their interest in reading materials both in and out of the classroom.

Syllabus designers should, therefore, provide opportunities for students to participate in adequate RC classes, incorporating pre-, while-, and post-reading strategies. The efforts of EFL teachers to enhance students' RC skills may not lead to significant improvements unless students are made aware of and actively apply RC strategies. Consequently, EFL teachers should explicitly incorporate RC strategies into their actual reading instruction. To facilitate this, English language syllabus designers at the secondary school level should ensure sufficient time allocation for RC lessons, as these sessions require substantial instructional time.

In addition to syllabus designers, writers of secondary school English language materials (textbook authors) are advised to improve the quality of RC activities. These activities should be structured to allow both teachers and students to collaboratively apply the pre-, while-, and post-reading strategies to strengthen students' RC abilities. Moreover, material writers should create a range of authentic RC activities that effectively incorporate pre-, while-, and post-reading exercises, enabling both students and teachers to practice reading strategies throughout these phases. As a result, ongoing practice of reading strategies will, in turn, empower students to advance their RC skills.

5.4. Implications for Further Research

While the results are noteworthy, this qualitative research faced certain limitations. Due to its exploratory qualitative case study design, the number of participating EFL teachers

was quite few. The research was restricted to a single government secondary school as its focal point. Moreover, this qualitative study did not directly investigate students' awareness, beliefs, or the application of reading strategies. It also failed to explore the reasons behind the discrepancies between EFL teachers' expressed beliefs and their actual practices regarding reading strategies in RC classes. Considering these limitations, the study recommends that future research be directed towards the following areas:

1. The beliefs of students and their utilization of reading strategies in RC classes may influence not only their reading comprehension abilities and performance but also the EFL teachers' efforts to enhance students' skills in this area. Therefore, an examination of students' beliefs and their application of reading strategies could significantly improve RC instruction in secondary schools. These areas warrant further qualitative research to gain a richer understanding of students' perceptions of reading strategies, their attitudes, and how extensively they employ these strategies.
2. There appears to be a discrepancy between EFL teachers' beliefs of the importance of reading strategies and their practical application of these strategies. This inconsistency might stem from the teachers' preparedness and competence, as well as contextual factors that may affect their use of reading strategies. To achieve a more clear understanding, it would be helpful to investigate the factors that inhibit teachers from implementing pre-, while-, and post-reading strategies in accordance with their beliefs, along with the reasons for the gap between their beliefs and actual practices concerning these strategies.
3. This qualitative investigation could be designed to allow for a more in-depth exploration of the beliefs, integration, and application of RC strategies throughout the pre-reading, while-reading, and post-reading phases, specifically concentrating on EFL teachers from other secondary schools in the study's target area. Thus, by increasing the number of observed RC lessons, we can offer a more comprehensive perspective on the issue. Broadening the methodology of this study would enable future researchers to achieve results that might provide diverse insights.
4. Similarly, considering that there is a general scarcity of qualitative studies on this issue locally, there is limited knowledge regarding how future English language teachers are being guided to foster students' RC in language classes. Therefore, investigating the

beliefs and practices of English language teachers related to the encouragement of students' RC in language learning classes would be a significant contribution.

5. Future studies could further examine the issue by looking into students' perceptions and understanding of pre-, while-, and post-reading strategies to cultivate a more thorough understanding of the challenges in teaching RC. Furthermore, the limitations of this study, such as the small sample size, the lack of female participants, and short observation durations, highlight the need for larger, more diverse samples, extended observation periods, and the inclusion of female EFL teachers. Researchers interested in this area may also consider contextual factors, like limitations in the curriculum, teacher training, and student motivation that could impact the implementation of reading strategies.
6. Regarding the strategy of inquiry, employing mixed-methods or longitudinal research designs could provide deeper insights into how both male and female EFL teachers can effectively integrate reading strategies into their RC instruction.

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APPENDICES

Appendix A: Information Letter to Research Participants

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES,
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Research title: EFL Teachers' Beliefs and Instructional Role in Applying the Reading Strategies: A Case Study of Edget Chora Secondary School, Addis Ababa, Ethiopia

Name of PhD Student: Solomon W/Tensay Shifaw, Department of English, Addis Ababa University

Name of research supervisor: Dr. Berhanu Bogale, Department of English, Addis Ababa University

Dear teacher,

I am writing to invite you to participate in a main study of the research project indicated above. The research is being carried out to write a dissertation for a doctoral degree that I am doing at Addis Ababa University. As indicated in the title, the study aims to explore EFL teachers' beliefs and their instructional role in executing reading comprehension strategies with particular reference to Edget Chora Secondary School in Addis Ababa.

The data will be gathered mainly through observation, individual interviews, and FGD. You will be interviewed and asked several questions, most of which encourage you to tell your beliefs and implementation of the reading strategies employed across the pre, while, and post-reading phases. You will be observed while teaching the reading comprehension lessons. Again, you will take part in the FGD. The interviews and observations will be audio-recorded, and it may last up to fifty minutes. The interview will seek only your perspective on the issues under consideration, and you are not required to represent your school. Hence, you do not require obtaining consent from your school to participate in this interview. Participation in the study is voluntary, and it is entirely left to your discretion. You may even withdraw from the study at any time, if you wish, with no negative repercussions. The interview and FGD will take place at a convenient place and time for you and also at a suitable place for the audio recording.

After the interview, the audiotape will be transcribed and translated into English. The transcripts will be analyzed to discover the major themes that emerged during the interview. You will be allowed to check the transcripts and translations and you can change or modify if there is something that does not represent or that misrepresents your views. You may even tell the researcher to delete or leave out anything you do not want to be quoted in the study. You may also clarify and add further information as needed. Furthermore, you will have the opportunity to review the analysis of this study and check if your ideas are correctly interpreted. Even though there are no material benefits for you, I hope you will gain a great deal of psychological and professional satisfaction from participating in a study that is concerned with your reading comprehension instruction. You will also contribute significantly to the body of knowledge in the literature about teaching reading comprehension in general.

There are no anticipated psychological and social risks in participating in this study. However, your identity will remain anonymous; pseudonyms will be used for your name in the data analysis and the reporting of findings. Similarly, your ideas will remain confidential and will be used only for research purposes. The results of the study will, of course, be reported in the PhD thesis and may be disseminated at scholarly seminars, conferences, and in journal articles.

If at any time you have any questions about this study or your rights as a participant, you may contact me through the following address:

Solomon W/Tensay Shifaw 09-63-71-09-76 (mobile)

E-mail:- solomonethio2013@ gmail.com

If you agree to participate in this study, please sign both copies of the consent form, one copy for your records and the other for me.

I do appreciate your participation in the study. Sincerely,

Solomon W/Tensay Shifaw, a PhD student

Appendix B: Consent Form

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND LANGUAGE STUDIES, DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

CONSENT FORM

Research title: EFL Teachers' Beliefs and Instructional Role in Applying the Reading Strategies: A Case Study of Edget Chora Secondary School, Addis Ababa, Ethiopia

Name of PhD student: Solomon Woldetensay Shifaw, Department of English, Addis Ababa University

Supervisor: Dr. Berhanu Bogale, Department of English, Addis Ababa University

I,.....,have read and understood the information provided in the letter to participants. Any questions I have asked have been answered to my satisfaction and sufficient clarifications have been made on all my doubts. Thus, I agree to participate in the above study realizing that I am entitled to withdraw at any time. I also agree that the data collected from me for this study may be published or may be provided to other researchers in a form that does not identify me in any way.

Participant's name _____ Signature_____ Date_____

The researcher's name _____ Signature_____ Date_____

**Appendix C: The RC Lesson Observation Framework (RCLOF) adapted from
Henk et.al. 2000**

I: Physical Organization of the Classroom

- Date _____
- Class size _____
- Time _____
- Lesson Topic _____
- Name of observed teacher (pseudo name) _____
- Observation Round _____ 1st _____ 2nd _____
- The seating arrangement (the arrangement of the desks, chairs, and chalkboard)
- Light, temperature, and sanitation of the classroom, the comfort of the classroom compared to class size, etc.

II. Implementation of the Pre-reading Strategies

1. During the pre-reading discussion, the teacher asked the students to preview the text by having them read the title of the passage, look at the illustrations (pictures), and then discuss the possible contents of the text.
2. Students were encouraged to activate their background knowledge (schemata) by asking relevant questions, brainstorming ideas related to the passage, and letting them reflect on what they know about the topic of the given passage.
3. Engaging the students individually, in pairs or in group discussions on pre-reading questions
4. By generating a discussion about the topic before reading the passage, the teacher created an interest in the reading.
5. The teacher introduced and discussed the new vocabulary words in a meaningful context, focusing on those new words that were central to the understanding of the passage they were assigned to read.
6. The students were encouraged to state or write predictions related to the topic of the reading passage.
7. Before reading occurred, the teacher helped the students identify the type of text (text structure) that they were going to read to determine what their purpose should be for reading it.

III. Implementation of the While-reading Strategies

1. The teacher assists the students to focus their attention on the reading passage and read silently and individually.
2. The teachers help the students to skim and scan the passage.(Extracting the main ideas and the specific information or supporting details)
3. Helping students to infer information that is not explicitly stated in the passage
4. Helping the students to guess the meaning of new words from context
5. At appropriate points during the reading of the passage, the students were asked to evaluate their initial predictions to check whether their predictions were correct or not.
6. The teacher reminds the students to make use of their knowledge of text structure (e.g., fictional story grammar, and nonfiction text structures).
7. Assisting students to use problem-solving strategies like (re-reading, reading slowly guessing meanings of words, etc.) to fix up comprehension difficulties they may encounter while reading
 - a. Assisting the students to use global strategies (like setting a purpose for reading, using prior knowledge, skimming the text, etc.) to fix comprehension difficulties
8. Assisting the students to use support strategies like (taking notes, reading aloud, summarizing, etc.) to fix comprehension difficulties

IV. Implementation of the Post-reading Strategies

1. The teacher encourages the students to extend their initial understanding of the passage by reflecting on their personal opinions.
2. Using different activities, the teachers assist the students to relate the text with their background knowledge or experience
3. The teacher lets the students summarize the passage after reading orally or through writing
4. The teacher makes the students evaluate the idea of the passage
5. The teacher assists the students in doing writing activities like wiring sentences and paragraphs as a follow-up to reading to make students practice language skills in an integrated manner.

6. The teacher encourages the students to do any speaking activities such as group discussions, retelling what they have read, debates or arguments, expression of opinions, and oral summary as a follow-up to reading activity related to the reading passage.
7. The teacher helps the students to appreciate, react to, and state feelings of interest or any other emotional responses to the author's ideas or feelings after reading the passage.

Appendix D: Individual Interview Protocol

- Date of interview _____
- Time _____
- Place _____
- Interviewer _____
- Interviewee _____
- Sex: Male _____ Female _____
- Age _____
- How long have you been teaching? _____
- Particularly in this school _____ years
- Received BA/BED degree from _____ university _____ academic year
- Received MA degree from _____ university _____ academic year

RQ.1: What beliefs do EFL teachers hold regarding the strategies employed across the pre, while, and post-reading stages to assist students in RC classes?

1. Do you think that teaching reading comprehension to students is a difficult task for EFL teachers? Why?
2. Do you feel pedagogical comfort when you teach reading comprehension? If 'yes' why? if 'No' Why?
3. What do you think are the instructional importance/advantages of implementing
 - a. Pre-reading strategies
 - b. While-reading strategies
 - c. Post-reading strategies to teach reading comprehension? First, explain the instructional importance of pre-reading strategies
4. Why do you think EFL teachers should implement pre, while and post-reading strategies in their actual reading comprehension instruction?
5. In what ways do you think pre-reading, while reading, and post-reading strategies facilitate the reading comprehension of students?
6. Do you believe that using pre, while, and post-reading strategies are time-consuming and unnecessary?

7. Relatively speaking, which reading strategies do you believe should be frequently implemented? pre, while, and post-reading strategies? Why?
 8. How did your English teachers teach you the reading comprehension lessons when you were a secondary school student? Do you model his way of teaching?
 9. Do you remember any strategy you have learned from your teachers' training courses that can be employed through pre, while, and pos-reading stages?
 10. What training have you received regarding teaching reading comprehension?
 11. What, if any, additional training, post-college, have you received in teaching reading comprehension using pre, while, and post-reading strategies?
 12. How do you view the notion "Implementing the strategies during the pre-, while, and post-reading phases can improve EFL students' reading comprehension skills?"
 13. Which notion do you believe is more important in teaching reading comprehension lessons?
 - a. Teachers should only teach their students the strategies useful to answer comprehension questions because the ultimate purpose of teaching reading comprehension is only to help students understand the concept and the idea of the topics given. Why?
 - b. The purpose of teaching reading comprehension is not only to help students understand the text but also to make them familiar with the reading strategies that will help them deal with a reading text independently. Why?
 5. How do you view /evaluate/ your pedagogical /instructional/ role in implementing the strategies through pre, while, and post-reading stages in your reading comprehension lessons and assisting students with low reading comprehension skills?
 6. What challenges or obstacles do you encounter in teaching reading comprehension?
- RQ.2: What pre, while and post-reading strategies do EFL teachers implement in their actual reading comprehension classes to assist students in reading comprehension classes?

2.1. Implementation of Pre-reading Strategies

2.1.1. Before the actual act of reading begins (pre-reading stage), what strategies do you execute to facilitate students' comprehension of a text they are going to read?

2.1.2. In what ways do you assist your students to avoid comprehension barriers and read smoothly with better comprehension?

1. Unfamiliar words they may encounter while they are reading the passage.
2. Text structure barriers.

2.1.3. During the pre-reading stage, what strategies do you implement to assist your students predict the content of the text they are going to read?

2.1.4. During the pre-reading stage, what strategies do you implement to activate the background knowledge of students (activate the schema) related to the text they are going to read? [You can also intentionally activate your students' schema by asking them to think about, write, or discuss what they already know about the topic - or to share what the title of the passage reminds them of.]

2.1.5. During the pre-reading stage, what strategies do you perform to motivate students to engage in the reading comprehension process?

2.2. Implementation of while-reading strategies

2.2.1. During the actual reading comprehension process, what strategies do you use to help students comprehend the text better?

2.2.2. In what ways do you assist students in finding out the general (global) understanding of the text they are reading?

2.2.3. What strategies do you use to assist your students to read the text and answer comprehension questions?

2.2.4. In what ways do you organize students to help them discuss comprehension questions and find answers?

2.2.5. What strategies do you use to help your students to relate their prior knowledge with the new information they get from the passage they are reading for better comprehension?

2.2.6. What strategies would you devise for your students to use when they face unknown words while they are reading the text?

2.2.7. How do you assist your students in reading the text in the shortest possible time?

1. To get an overall idea about the text? (skimming)
2. To find out specific information from the given text? (scanning)

2.2.8. Which one do you implement as a method of teaching reading comprehension to assist students with low reading comprehension skills? Explain the rationale behind implementing such strategies.

- a. Loud reading strategy/ by the teachers or by model students/
- b. Silent /individual/ reading
- c. Reading the text orally and explaining the ideas of the text to the students

2.3. **Implementation of post-reading strategies**

2.3.1. After the actual act of reading process takes place, what strategies do you use to help students extend their initial understanding of the text and

2.3.2. During the post-reading stage, in what ways do you check students' comprehension of the text they have already read?

2.3.3. During the post-reading phase, how do you assist students to make them comprehend the information in the text that they didn't completely understand or correctly understand while reading?

2.3.4. During the post-reading phase, how do you assist your students to extend their initial understanding of the text?

2.3.5. After the reading stage, in what ways do you support your students to develop more meaningful interpretations of the meanings of the text and connect them to their life situations?

2.3.6. How do you integrate speaking and writing activities related to the passage to help students extend their understanding?

2.3.7. Do you encourage students to read extensively other materials (authentic) outside the classroom? If you say 'yes' why? If 'No' why?

RQ.3. Which research-based or proven reading comprehension strategies do EFL teachers integrate into their reading instruction to enhance students' reading comprehension strategy use?

These interview questions aim to gather data to get insight into EFL teachers' endeavors to integrate research-based reading comprehension strategies in their reading instruction to improve the students' reading comprehension strategy use.

Theme No.1.Integrating reading comprehension strategies into pre-reading stage

- 3.1. How do you assist your students to activate their background knowledge and apply that knowledge to comprehend what they are reading?
- 3.2. Do you assist your students to consciously think and determine the purpose of what they read to facilitate their understanding of the text?
- 3.3. Do you assist your students by asking questions to elicit a general understanding of the text to facilitate comprehension when they start reading?
- 3.4. Do you remind students to use reading comprehension strategies before reading? Why?

Theme No.2.Integrating reading comprehension strategies into while reading stage

- 3.5. In what ways do you help your students make predictions about the content of the text to facilitate comprehension during reading?
- 3.6. In what ways do you assist your students make inferences to integrate information from the text with their previous knowledge?
- 3.7. How do you assist your students in connecting their knowledge with the text they are reading for better comprehension?
- 3.8. Do you assist students to generate and answer questions when they read the text to make them focus on the main idea? If 'yes' why?
- 3.9. Do you help your students to bring together/form/ ideas using graphic organizers while reading the text to provide them with means to portray relationships, concepts, and ideas in flowcharts, story maps etc.?
- 3.10. In what ways do you assist your students to monitor their comprehension (become conscious of their thought process) while reading whether they comprehend the text or not and apply suitable strategies to better understand the text?
- 3.11. Which problem-solving strategies such as (re-reading, reading slowly and guessing meanings of words, etc.) would you assist your students to use and fix up comprehension difficulties they may encounter while reading?

3.12. Which global strategies (like setting the purpose for reading, using prior knowledge, skimming the text, etc.) do you assist your students to use and fix up comprehension difficulties?

3.13. Which support strategies such as (taking notes, reading aloud, summarizing, etc.) would you assist your students to use reading strategies and fix up comprehension difficulties?

Theme No.3.Integrating reading comprehension strategies into post- reading stage

1. .In what ways do you assist your students to combine the information in the text to elaborate in their own words what the text is about (summarize) if No, Why? if 'yes' why?[to help them to remember the text rapidly]
2. Do you help your students to retell what they understood from the passage? Why and why not? [to facilitate their overall comprehension of the text]
3. In what ways, do you support your students to make mental pictures of the main ideas of the text (visualize)? [To better comprehend the text]
4. After reading, do you integrate speaking and writing activities related to the passage? If „yes“ why? If 'No' why? [to help students extend their understanding]
5. How do you help your students to relate the text with their background knowledge or life experience?

Appendix-E: Focus-Group Discussion Protocol

The objective of conducting the FGD is to collect supplementary data for this study. Thus, the focus of the FGD was EFL teachers' endeavors to implement the reading comprehension strategies incorporated in to the pre, while, and post-reading stages, and integrating the research-based or proven reading strategies to enhance the students' reading comprehension strategy use.

Theme No.1: EFL teachers' beliefs

Theme No.1.Implementation of pre-, while, and post-reading strategies while teaching reading comprehension lessons

1. Before the actual act of reading begins, what strategies do you execute to facilitate students' comprehension of a text they are going to read? (Motivation to read, interest, engagement, readiness, general understanding of the text, activating schema, etc.)
2. During the actual reading comprehension process, what strategies do you use to help students comprehend the text better?
3. After the actual act of reading process takes place, what strategies do you use to help students extend their initial understanding of the text and develop more meaningful interpretations and connections of reading activities to their life situations?

Theme No.2.Integrating the research-based reading strategies in the RC instruction to enhance students' RC strategy use.

4. How do you activate the prior knowledge (schema) of your students regarding the reading text before reading?
5. How do you assist students to enable them to predict about the text while reading the passage?
6. In what ways do you assist your students while they are reading the passage to avoid comprehension barriers like unfamiliar words?
7. How do you arrange for students to read and find meanings of the text collaboratively?

Appendix F: Sample Individual Interview Transcript

Date: December 8, 2023

Time: 6:00-6:58

Venue: Edget Chora Secondary School Meeting Hall

Interviewee 02 , Age 51, has been teaching English for 32 years. He completed his Bed degree at Addis Ababa University. He also received his MA degree in TEFL from Mekele University. He is currently teaching English ninth graders at Edget Chora Secondary School, Addis Ababa.

Interviewer: Thank you very much for volunteering to provide data significant to complete my PhD study. The purpose of the first section of this interview is to obtain data about your beliefs regarding the strategies employed during pre, while, and post-reading phases of RC lessons. Besides, the second portion is aimed at collecting data about the pre, while and post-reading strategies that EFL teachers apply in their reading comprehension instruction. Also, the third section of the interview is intended to gather data related to EFL teachers' experience of integrating research-based or proven reading comprehension strategies in their instruction to enhance the student's reading comprehension strategy use.

Orany: Thank you.

PART I: Interview Transcript: Beliefs regarding the strategies employed during the pre, while, and post-reading phases

Interviewer: Do you believe that teaching reading comprehension to students with low reading skills is a difficult task for EFL teachers? Why?

Orany: First of all, I believe teaching low achievers is time taking by itself. Due to poor background knowledge and low reading comprehension skills, most students take too much time to read and comprehend the passage. Thus, assisting such students during comprehension lessons, consumes much of the instructional time. Therefore, this situation imposes pedagogical challenge up on EFL teachers.

Interviewer: Do you feel pedagogical comfort when you teach reading comprehension to students with low reading skills? If 'yes' why? If 'No' Why?

Orany: Generally, since I served for a long time, it is comfortable for me not only to teach reading skills but also to do the whole job. Hence, my role in teaching reading

comprehension is to instruct students to read the passage and respond to comprehension questions instead of mindlessly copying answers from classmates. So, I feel comforted.

Interviewer: What do you think is the instructional importance of implementing pre-reading strategies?

Orany: pre-reading strategies help students to activate their prior knowledge to get ready for the actual reading since reading the text without prior knowledge blocks the comprehension process.

Interviewer: What do you think is the instructional importance of the while-reading strategies?

Orany: At this stage, students read the passage individually and answer comprehension questions. They navigate through the passage back and forth to find the required information to address questions to the passage.

Interviewer: What about the post-reading strategies?

Orany: I believe after reading the passage students try to relate the information they gained from the passage with their day-to-day life experience and environment.

Interviewer: Do you believe that using pre, while, and post-reading strategies are time-consuming and unnecessary?

Orany: I don't think so. I believe the strategies employed through pre, while, and post-reading stages are accomplished within the time planned to do so. Of course, much of the instructional time should be devoted to the while reading phase. It is undeniable that assisting students with low reading comprehension skills is time taking and tiresome job.

Interviewer: Relatively speaking, which one do you frequently implement pre, while, and post-reading strategies? Why?

Orany: I try to implement the pre-reading strategies since pre-reading activities are available in the textbook. Much of the instructional time should be given to the while-reading phase. Hence, in most cases, I give much emphasis to the while-reading strategies to save time. Also, less emphasis is given to post-reading strategies due to large class, demotivation of students, and shortage of instructional time.

Interviewer: How did your English teachers teach you the reading comprehension lessons when you were a secondary school student? Do you model your former teachers' way of teaching?

Orany: I remember my former teachers were telling us the page number of the passage and assign students to answer comprehension questions based on the passage. I can't blame them because the curriculum doesn't permit them to use pre, while, and post-reading strategies when teaching reading comprehension. Currently, the textbook and teachers' guide support us how to teach reading comprehension. Hence, I don't model my former teachers' methods of teaching reading.

Interviewer: Do you remember any strategy you have learned from your teachers' training courses that can be employed through pre, while and post-reading stages?

Orany: Yes, I have already taken training on how to implement the pre, while, and post-reading strategies. However, the actual practice depends on students' motivation to read and comprehend the passage.

Interviewer: What, if any, additional training, post-college, have you received in teaching reading comprehension using pre, while and post-reading strategies?

Orany: I did not take in-service training on how to teach reading comprehension lessons through implementing reading strategies and related issues.

Interviewer: Which notion do you believe is more important in teaching reading comprehension lessons to students with low reading comprehension skills?

- a. Teachers should only teach their students the strategies useful to answer comprehension questions because the ultimate purpose of teaching reading comprehension is only to help students understand the concept and the idea of the topics given. Why?
- b. The purpose of teaching reading comprehension is not only to help students understand the text but also to make them familiar with the reading strategies that will help them deal with a reading text independently. Why?

Orany: I believe that if students frequently focus on doing comprehension questions only they become exercise-oriented. However, the aim of reading comprehension lessons should be to assist students to become familiar with reading strategies and become strategic readers. It is also to assist students to apply reading strategies and comprehend the text whenever they read individually.

Interviewer: How do you view /evaluate/ your pedagogical /instructional/ role in implementing the strategies through pre, while ,and post-reading stages in your reading comprehension lessons and assisting students with low reading comprehension skills?

Orany: I believe as much as possible, I should implement pre, while, and post-reading strategies during reading comprehension strategies to assist students in comprehending the text better. Meanwhile, I sometimes escape the pre and post-reading strategies to devote most of the instructional time to help students read and answer comprehension questions. Students with low reading comprehension skills need more help to read and comprehend the text so, it is imperative to implement while-reading strategies though other stages of reading are equally important.

Part II: Interview Transcript: Implementation of pre, while, and post- reading strategies in the actual reading comprehension classes to assist students with low reading comprehension skills.

Implementation of Pre-reading Strategies

Interviewer: Before the actual act of reading begins (pre-reading stage), what strategies do you execute to facilitate students' comprehension of a text they are going to read?

Orany: First, discussing in small groups, students do pre-reading questions and share ideas to activate their previous knowledge about the given passage to facilitate comprehension.

Interviewer: In what ways do you assist your students to avoid comprehension barriers and read smoothly with better comprehension? First, tell me the strategy that you use to avoid obstacles due to unfamiliar words students may encounter while reading the passage.

Orany:I believe teachers should preview the text before reading classes to evaluate the difficulty level of the passage in terms of content and language. I advise students to guess the meaning of unfamiliar words based on context clues or use antonyms and synonyms of words.

Interviewer: What about text structure barriers?

Orany: There are expository and scientific texts. I believe knowing text structure helps students to comprehend the text better. However, I have no experience of pre-teaching

students about text structure. It is new for me. I try to use this strategy in the future when I teach reading comprehension lessons.

Interviewer: During the pre-reading stage, what strategies do you implement to assist your students in predicting the content of the text they are going to read?

Orany: Students discuss pre-reading questions in small groups and reflect ideas turn by turn. Hence, they can predict the content of the passage they are going to read. Sometimes, during pre-reading phase, students look at the title and pictures related to the coming passage. Therefore, they can predict about the content.

Interviewer: During the pre-reading stage, what strategies do you implement to activate the background knowledge of students (activate the schema) related to the text they are going to read?

Orany: Yes, I ask questions to dig out students' background knowledge related to the passage to facilitate the students' comprehension of the text during actual reading.

Interviewer: During the pre-reading stage, what strategies do you use to motivate students to engage in the reading comprehension process?

Orany: I believe students should be highly motivated to read the passage. Thus, I usually advise them that they can read and comprehend the passage if they have an interest.

B. Implementation of while-reading strategies

Interviewer: During the actual reading comprehension process, what strategies do you use to help students comprehend the text better?

Orany: After students get motivated and gain background information about the passage, they immediately read individually and answer comprehension questions later. Then, they exchange ideas they gained from the passage.

Interviewer: In what ways do you organize students to help them discuss comprehension questions and find answers?

Orany: During the pre-reading stage students discuss in groups and do pre-reading questions. Most commonly, they read the text and respond to comprehension questions individually. Then, they crosscheck answers with peers. Students exchange ideas they gained from the passage to be able to digest the gist of the passage more instead of expecting the correct answers of comprehension questions from the teacher.

Interviewer: What strategies would you devise to your students to use when they face unknown words while they are reading the text?

Orany: I advise them to use context clues in the passage to guess the meaning of words. Using different mechanisms like guessing from context, synonyms, and antonyms of words, students can learn key vocabularies. There are exercises in the textbook that help students to learn new words taken from the passage. I don't usually pre-teach key vocabulary taken from the passage.

Interviewer: do you assist your students to read the text in the shortest possible time?

1. To get an overall idea about the text? (skimming)
2. To find out specific information from the given text? (scanning)

Orany: Sometimes, I instruct students to find out specific information from the passage like identifying the location of key vocabularies in the passage. By asking general questions, we can check whether the students can identify the main ideas from each paragraph.

Interviewer: Do you use a loud reading strategy (by yourself or by model students)?

Orany: When enough textbooks are not available, students are assigned to read each paragraph loudly.

Interviewer: What about silent /individual/ reading?

Orany: Students read the passage silently and individually. I advise them to avoid bad habits such as pointing out words with fingers and nodding heads while reading.

Interviewer: Translating the passage into L1 (Afan Oromo or Amharic)

Orany: I use this strategy occasionally. This strategy is useful when it is necessary to clarify some key points related to the passage.

Interviewer: What about reading the text orally and explaining the ideas of the text to the students?

Orany: After the actual reading of the passage, if I feel that students do not adequately comprehend the passage, I read each paragraph and explain the themes of the paragraph using simple language.

3. Implementation of post-reading strategies

Interviewer: After the actual act of reading process takes place, what strategies do you use to help students extend their initial understanding of the text?

Orany: I try to check students' overall comprehension of the passage through general comprehension questions raised during post-reading phase. If the students reflect the central theme of the passage, then we recognize that they read and comprehend it properly.

Interviewer: During the post-reading stage, in what ways do you check students' comprehension of the text they have already read?

Orany: Through comprehension questions, we can check students' understanding. I ask students questions randomly and check whether they comprehend the text or not. For example, what do you understand from the passage?

Interviewer: After the reading stage, in what ways do you support your students to develop more meaningful interpretations of the meanings of the text and connect it to their life situations?

Orany: We sometimes discuss important issues taken from the passage and try to relate them conceptually with students' real-life experiences. I do not intentionally assign students to do further tasks at home on the theme of the passage they have already read interpret it and connect it with their real life situation.

Interviewer: How do you integrate speaking and writing activities related to the passage to help students extend their understanding?

Respondent: During post-reading phase, students reflect on the central theme of the passage orally. Besides, they write sentences and paragraphs while they respond to comprehension questions. These activities would help students to develop their language skills in an integrated manner.

Interviewer: Do you encourage students to read extensively other materials (authentic) out of the classroom? If you say 'yes' why? If 'No' why?

Orany: Sometimes, I assign students to read their textbooks at home. I do not have experience of giving them homework and assignments on reading authentic materials and reflecting on what they comprehend from the text.

Part III: Interview Transcript: Research-based or proven reading comprehension strategies in their reading instruction to enhance students' reading comprehension strategy use.

Theme No.1.Integrating reading comprehension strategies into pre-reading stage

Interviewer: How do you assist your students to activate their background knowledge and apply that knowledge to comprehend what they are reading?

Orany: Mostly, I ask students questions to help them reflect on their prior knowledge related to the passage. They also respond to pre-reading questions.

Interviewer: Do you assist your students to consciously think and determine the purpose of what they read to facilitate their understanding of the text?

Orany: When students do pre-reading question on the way they will be able to set the purpose for reading.

Interviewer: Do you remind students to use reading comprehension strategies before reading? Why?

Orany: Sometimes I advise them to use some reading strategies like skimming and scanning. The textbooks also include such activities.

Theme No.2 Integrating the Reading Comprehension Strategies into while reading stage

Interviewer: In what ways do you help your students to make predictions about the content of the text to facilitate comprehension during reading?

Orany: During pre-reading stage, students respond to pre-reading activities to activate their background knowledge regarding the text they are going to read. Hence, they can predict about the content of the passage.

Interviewer: In what ways do you assist your students in making inferences to integrate information from the text with their previous knowledge?

Orany:I advise students to infer the information which is not explicitly available in the text to assist students to comprehend the passage in a complete sense. I collaboratively digest the theme of each paragraph through discussion with my students.

Interviewer: Do you assist students in generating questions and answer when they read the text to make them focus on the main idea?

Orany: I guess students can ask themselves questions while reading the text. I think teachers also generate questions related to the passage to check students' comprehension.

Interviewer: Do you help your students to bring together/form/ ideas using graphic organizers while reading the text to provide them with means to portray relationships, concepts, and ideas in flowcharts, story maps etc. ?

Orany: Yes , if the text book orders them to do so, but I do not make students display ideas taken from the passage using different forms of graphic organizers to assist them in digesting the text more.

Interviewer: In what ways do you assist your students to monitor their comprehension (become conscious of their thought process) while reading whether they comprehend the text or not and apply suitable strategies to better understand the text?

Orany: I remind students to control their thought process and check whether they comprehend the text or not during the actual reading process.

Interviewer: Which problem-solving strategies such as (re-reading, reading slowly, and guessing meanings of words, etc.) would you assist your students in using and fix-up comprehension difficulties they may encounter while reading?

Respondent: To better understand the text, students are encouraged to read the text slowly and to reread the text to facilitate comprehension. I also encourage them to guess the meaning of unfamiliar words from the surrounding context to avoid comprehension barriers.

Interviewer: Which global strategies (like setting the purpose for reading, using prior knowledge, skimming the text, etc.) do you assist your students to use and fix up comprehension difficulties?

Orany: As I explained earlier, students try to adjust the purpose of reading. They are also encouraged to connect their prior knowledge with the text they are going to read. This might help them to comprehend the text more smoothly.

Interviewer: Which support strategies such as (taking notes, reading aloud, summarizing, etc.) would you assist your students to use reading strategies and fix up comprehension difficulties?

Orany: I advise students to take notes while reading both to respond to comprehension questions and to record the possible general knowledge they get from the text.

Theme No.3.Integrating reading comprehension strategies into post reading stage

Interviewer: In what ways do you assist your students to combine the information in the text to elaborate in their own words what the text is about (summarize) if No, Why? if 'yes' why?

Orany: After reading students summarize the text in short using two or three sentences and reflect orally in the classroom to share ideas with peers.

Interviewer: Do you help your students to retell what they understood from the passage?

Orany: I don't let students retell the overall gist of the passage.

Interviewer: In what ways, do you support your students to make mental pictures of the main ideas of the text (visualize)?

Orany: I don't frequently use this strategy.

Interviewer: After reading, do you integrate speaking and writing activities related to the passage? If „yes“ why? If 'No' why?

Orany: Students reflect orally about the central theme of the passage. They also write sentences and paragraphs about the passage they have already read. Thus, I believe this strategy helps students to develop language skills in an integrated manner.

Interviewer: How do you help your students to relate the text with their real-life experience?

Orany: Yes, I assist students to use this strategy. For instance, after students read the text about cities and rural areas, they are assigned to write a paragraph by comparing and contrasting the two areas depending on their prior knowledge. Hence, they can have more interpretation of the issues and connect such issues with their real-life experiences. However, I don't regularly implement this strategy.

Interviewer: Thank you very much for your insights and wholehearted participation.

**Appendix G: Sample Descriptive and Reflective Notes from RC Lesson
Observations**

RC Lessons of Teacher 01

No.	Descriptive Notes (extracts of RC lesson)	Reflective Notes
1.	Lesson1: Lesson1: Unit 4: Reading Skills: National Parks in Ethiopia Pre-reading phase [1:30-1:40] <i>T: Good after noon.</i> <i>Ss: Good after noon teacher.</i> <i>T: Previously, we have learnt about how to write an informal letter. (Revision).Today we are going to read the passage. Then, he writes on the white board"" Unit Four: National Parks in Ethiopia. Page, 88."" He jot down on the white board key vocabularies taken from the passage [reserve, endemic, wild life and species.]</i> <i>Ss: Copy list of vocabularies from the white board.</i> <i>T: Rearranges students since most of the students didn't bring the text books.</i> <i>Ss: Move from one group to another to get access to the text books</i>	<u>Reflection on implementation of Pre-reading Strategies</u> During the pre-reading phase of the first round observation, among the regular instructional time (40 minutes), Teacher Tulu took 10 minutes to revise the previous lesson. It seems excess time. Most of the instructional time should be devoted to execute the while reading strategies. Teacher Tulu emphasizes lesson revision than implementing pre-reading strategies. The teacher ignores pre-reading questions available on students' text book page 88. He didn't pre-teach key vocabularies to minimize comprehension barriers. He simply jot down the list of key words from the passage and students copy them (page 88).He didn't motivate students to read. He didn't draw students' attention to the title and sub-titles of the passage. He didn't elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to

		connect students' prior knowledge with the given text. He didn't activate the background knowledge of students about National Parks. He did nothing to assist students to become familiar with difficult words available in the passage to minimize linguistic barriers the students might face during reading. In sum, Teacher Tulu didn't effectively implement the pre-reading strategies to assist students activate their prior knowledge, predict about the passage, be motivated to read, and avoid comprehension barriers.
2	Lesson 1: Unit 4: Reading Skills: National Parks in Ethiopia Lesson 1: While reading phase [1: 41-2:00] <i>T: "Take out your text books and read the passage on page 88. Then, you will answer comprehension questions."</i> <i>Ss: Ok, teacher. Then they start reading in groups (three up to four students) based on their regular sitting arrangements. (National Parks in Ethiopia page 88 ;Awash National Park page 89;Bale Mountains National Park page 90;Omo National Park page: 91 and Simien Mountains National Park page: 92). Loud reading dominates</i>	<u>Reflection on implementation of while reading strategies</u> During the while reading stage, Teacher Habamu said, "...take out the text book and read the passage..." This is a traditional way of teaching reading comprehension. Loud reading dominates so that the classroom became noisy. Teacher Tulu tries to monitor students' reading activities. However, due to large class size and inadequate number of text books, he was unable to make the students fully engaged in reading. He guides the students to skim the passage for general gist and scan for

	<i>since there are no adequate text books in the classroom.</i> <i>T: Please read silently.</i> <i>Ss: Read aloud ignoring teachers' instruction</i> <i>T: Go round and try to control students whether they are reading or not.</i> <i>T: I hope you are finished reading the passage.</i> <i>Ss: Yes, teacher.</i> <i>T: Now, we are going to answer comprehension questions.</i> <i>Ss: Students start doing comprehension questions in groups. (due to shortage of text books)</i>	specific information. In general, the data revealed Teacher Tulu didn't effectively implement the while reading strategies to make the students concentrate on reading and comprehending the passage. Students sit in small groups and share text books; however, due to inadequate number of text books they were unable to skim and scan the passage effectively. Therefore, the teacher and the students didn't employ the while reading strategies to achieve the objectives of the reading comprehension lesson as expected.
3	Lesson1: Post-reading phase [2:00-2:07] <i>T: Now, let us do the true false questions on page 93. The natural beauty of Ethiopia amazes visitors for its mountains, savannah lands, lakes and rivers.</i> <i>Ss: True (paragraph 1, line 2)</i> <i>T: Correct</i> <i>T: Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.</i> <i>Ss: True (paragraph 4, line 6)</i> <i>T: Are you sure?</i>	<u>Reflection on implementation of the post-reading strategies</u> During the post reading stage, Teacher Tulu instructs the students to do true false questions based on the given passage. Some students who have access to the text book try to skim the passage and search for evidences to say 'true' or 'false'. Nevertheless, majority of the students sit idle since they don't have access to text books. Very few students who can read the text book within the small groups respond to the comprehension questions. Teacher Tulu

	<i>Ss: No, it is false.</i> <i>T: Sure.</i> <i>T: Three endemic mammals are found in the Semien National Park.</i> <i>Ss: True (paragraph 8, line 5)</i> <i>T: Yeah, you are right.</i> <i>T: The Omo National Park can be easily accessible using water transport.</i> <i>Ss: False (paragraph 7, line 1)</i> <i>T: It is false...</i>	reads each comprehension question and leads the instruction since individual students do not have access to text books. Teacher Tulu ignores post-reading questions on page 93 though the remaining instructional time indicates 8 minutes more. He gave the students to answer matching questions as a home work. In sum, Teacher Tulu didn't meaningfully implement the post reading strategies. He emphasized letting the students answer RC questions than assisting them to extend their initial understanding of the passage, give more interpretations for the theme of the passage and connect ideas with their real life situations.
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Appendix H: Open Coding Results of Participants' Beliefs on Reading Strategies
(Exported from Nvivo-10 software)

Sub Q1: Beliefs about the difficulties of teaching reading comprehension

- R1-inability to read and comprehend the passage
- R1-lack of background knowledge related to the passage
- R1-Pauses pedagogical challenges
- R2-Teaching reading to low achievers is time-taking
- R2-students low reading comprehension skills
- R2- most students take too much time to read & comprehend
- R2-assisting students with lowreading comprehension skills takes most of the instructional time
- R3-shortage of instructional time to teach reading comprehension
- R3- students take too much time to read & comprehend
- R4-teaching reading comprehension is challenging due to students ' poor background knowledge
- R5-it is challenging since students' poor background knowledge and low reading comprehension skills
- R5-assisting students to comprehend the text is a complex task
- R6-it is challenging due to students' poor background knowledge and experience in reading
- R6 teaching reading comprehension is challenging

Sub Q2.Beliefs about pedagogical comfort in teaching reading comprehension

- R1-feel discomfort when teaching reading comprehension
- Students do not extract meaning from the text
- R1-students remain silent
- R2-feels comfort to teaching reading comprehension
- R2-feel comfort to instruct students to read & answer comprehension questions
- R3 feels discomfort due to students' lack of interest & motivation
- R3- very much interested in carrying out reading comprehension instruction
- R4-the textbook contains difficult passages beyond the comprehension level of students
- R4-currently teaching reading comprehension is difficult

R4-feel discomfort while teaching reading comprehension due to lack of students' interest & motivation

R5-since I have personal interest to read I feel comfort to assist students read & comprehend the passage

R6- inadequacy of text books makes teaching reading more difficult

R6- do not feel comfort since students are demotivated to read

Sub Q3.Beliefs about instructional importance of pre-reading strategies

R1-escape the pre-reading strategies due to shortage of time

R2-pre-reading activities activate students' background knowledge

R2-pre-reading activities help students to get ready for reading

R3 it helps students to predict what comes next in the passage

R3 pre-reading strategies help to connect students' background knowledge with the passage

R4-helps to activate the background knowledge of students

R4-motivates the students to get ready for reading

R5 helps to assist students connect their background knowledge with the text they are assigned to read

R5-it is also important to make students curious and motivated

R6-pre-reading strategies help students to get ready for reading and to predict the content of the passage

R6 pre-reading strategies initiate students to connect their prior knowledge with the content of the passage

Sub Q4.Beliefs about the instructional importance of while -reading strategies

R1-helps to guess the contextual meaning of words

R1-helps students to comprehend the text

R2-while reading strategies help them to read and comprehend the text

R2-while reading strategies help students to find the required information from the passage

R3-beliefs that while-reading phase has greater instructional importance among others

R3-helps to check students understanding through comprehension questions

R3-students read & comprehend the text

R4-the while reading strategies helps students to check their level of comprehension

R5-while reading strategies help students to read, comprehend and predict about the next issue in the passage

R6 students read and comprehend the passage & develop comprehension skills

Sub Q5. Beliefs about the instructional importance of post-reading strategies

R1-Helps to check students' level of comprehension

R2-post-reading strategies help them to relate the information gained from the passage with their real-life situation

R3-post-reading phase helps students to interpret the text and connect it with their real-life experiences

R4-post-reading phase helps them to do various related activities

R5-post reading strategies would help to check how much the students comprehend the central theme of the text

R6 post-reading strategies help students to connect the content of the passage with their real-life experiences

Sub Q6. Beliefs whether reading strategies is unnecessary & time taking

R1-beliefs that reading strategies are necessary

R1-scarcity of time to handle pre, while & post-reading strategies

R2-if done according to plan, they are not time-consuming

R2-most of the instructional time should be devoted to the while reading phase

R2-assisting students with low reading comprehension skills is tiresome & time taking R1-believes that they are important

R1-scarcity of time to handle reading strategies

R3- believes that reading strategies are important

R4-pre-reading strategies help them to relate their prior knowledge with the text they are going to read

R4-post-reading strategies are given less emphasis

R5-believe that except my negligence, pre, while and post-reading strategies are necessary

R5-due to time constraints, I ignore the pre-reading activities

R6 30 minutes is left to accomplish while reading activities

R6 believes they are time taking since they take 5-10 minutes

Sub Q7. Beliefs about implementation of pre, while & post-reading strategies

R1- escapes the pre-reading strategies due to a shortage of instructional time

R1-devoting most of the instructional time for while reading phase

R2-less emphasis is given for the post-reading phase

R2- most of the instructional time should be given for the while-reading phase

R3- devotes much of the instructional time for the while reading stage

R4-the aim of reading comprehension lesson is to help students develop the reading comprehension skills

R4-beliefs much attention should be given for the while-reading phase

R5-post-reading strategies are inescapable since it is helpful to check students' overall comprehension

R6 -beliefs that the aim of teaching reading is to assist students comprehend the passage

R6- believes much attention should be given to the while-reading phase

SubQ8. Beliefs about modeling former teacher way of teaching reading comprehension

R1-feel embarrassed when the practice contradicts with the knowledge of teaching reading comprehension

R1-following former teacher method of teaching i.e., explaining the theme of the text for the students

R1-following former teachers' method of teaching reading aloud

R1-former teachers believe that reading means decoding the text

R1-former teachers' emphasize accuracy than comprehension

R2-do not follow former teachers' method of teaching reading comprehension

R2-former teachers tell page numbers and assign the students to read and answer comprehension questions

R2-the old curriculum did not allow them to teach reading strategies

R3-beliefs former teachers apply inappropriate method of teaching reading comprehension

R3-convert reading comprehension lessons into listening

R3-former teachers assign students to read aloud

R4-former teachers let students read the passage aloud

R4-teachers emphasize doing reading comprehension questions

R4-the curriculum did not enable teachers to implement the pre, while and post-reading strategies

R5-former teachers assign students to read & answer comprehension questions at home

R5-teachers were not aware of reading strategies

R5-the old curriculum was not designed through communicative approach

R6 former teachers emphasize doing reading comprehension

R6 teachers make students to read aloud turn by turn

R6- they don't give attention to pre, while and post-reading strategies

Sub Q9. Reading comprehension strategies learnt during teachers' training course

R1-encouraging students to focus on skills practice than grammar lessons

R1-integrating language skills is important than merely teaching grammar

R1-teaching language skills in an integrated manner.

R2-the practice of reading strategies depends on students' motivation

R2-took training how to implement pre, while & post reading strategies

R3-its aim is to assist students to develop reading comprehension skills

R3-reading comprehension can be taught through offering students various types of texts

R3-the aim of teaching reading is not to help students to be familiar with the content of the passage

R4 remembers skimming, scanning, extensive & intensive reading

R5-I took method of teaching reading courses though they were not helpful to be familiar with reading comprehension strategies

R5-learnt skills development methodology

R5-most of the teaching reading courses were focused on theoretical issues of reading

R6 from my college experience i remember skimming, scanning, extensive and intensive reading

Sub Q10. Post college training on teaching reading comprehension

R1-do not receive in-service training on teaching reading comprehension

R2-did not take in-service training on how to teach reading comprehension

R3-did not take in-service training on how to teach reading comprehension lessons

R4-did not take in service training on teaching reading

comprehension R5-participated in ELIP program delivered by MoE

R6-didn't take in-service training on teaching reading comprehension

Sub Q11. Beliefs about the notion of teaching reading comprehension lessons

R1-The purpose of teaching reading is not only to help students understand the text

R1-It is also to assist them to become familiar with the reading comprehension strategies

R1-It is also to help students become strategic readers

R2-the aim of reading is to help students to be strategic readers

R2-it is also to help students apply reading comprehension strategies in both academic and nonacademic contexts

R2-the aim of reading should be assisting students to be familiar with reading comprehension strategies

R2-when students emphasize comprehension questions they become exercise oriented

R3 -pre-reading strategies help students to be familiar with the passage

R3- doing comprehension questions helps students to be aware of reading comprehension strategies

R3-while reading strategies would help to check students' comprehension

R4 -its aim is to assist students to become strategic readers

R4-its aim is to help students develop reading comprehension skills

R4-to make students apply the reading strategies in both academic and non-academic contexts

R4-to make students familiar with the reading comprehension strategies

R5 believes that reading becomes mechanical if teachers allow students to use strategies

R5 believes that when students try to use reading strategies, they fail to comprehend the passage

R5 beliefs that student shouldn't know the reading strategies not to divert their attention while reading

R5 believes that teachers should know the strategies and techniques of reading

R5-beliefs that the aim of teaching reading comprehension is to assist students to develop the skills

R6-beliefs that the aim of teaching reading is both to assist students to comprehend the passage and to make them familiar with reading comprehension strategies

Appendix I: Open coding results of interview data on implementation of reading strategies during the pre, while and post-reading phases

Part 1: Implementation of pre-reading strategies

Q1.Facilitataing students' comprehension of the passage

R1-asking students question related to the passage

R1-show pictures related to the pass5age so that they can predict

R2-students share ideas about pre-reading questions to facilitate their schema

R3-asking their expectation about the passage

R3-students do pre-reading questions

R4 they reflect on ideas of the pre-reading questions

R4-students do pre-reading questions in pairs

R5-eliciting students'' prior knowledge through questioning

R6-students do pre-reading questions in pairs and in groups

Q.2-Assisting students to avoid comprehension barriers (unfamiliar words)

R1 advising students to consult a dictionary

R1-advising students to read the text at home before the actual reading

R1-pre teaching key vocabularies (antonym & synonym) taken from the passage

R1-teaching prefixs and suffixes of words to help students guess the meaning of unfamiliar words

R2-advising students to guess the meaning of words based on context clues, antonyms and synonyms

R2-I encourage them to preview the passage before the actual reading

R3-pre teach unfamiliar words taken from the passage

R4 students do vocabulary activities after reading the passage

R5-I do not pre-teach key vocabulary before reading

R6- pre teaching key vocabularies taken from the passage

R6-advising students to use context clues and guess the meaning of words

Q 3.Avoiding text structure barriers

R1.do not teach students text structures

R1-assist students to re-read the text

R2-believes knowing text structures facilitate comprehension

R2-I don't teach students the text structures

R3 -I don't teach text structures before reading

R4 advise students to look at the source and information about the type of text at the end

R4 do not teach text structures

R5-assisting students to guess the meaning of unfamiliar words

R6- do not teach text structure for the students

Q 4.Assisting students to predict about the content of the passage

R1-assisting students to do pre-reading questions

R1-helping students to answer teacher-made questions related to the passage

R2 sometimes students look at the title of the passage and pictures to predict the contents

R2-student discuss pre-reading questions

R3 -ask questions related to the passage to help students predict the passage

R4 students do pre-reading questions

R4 they can predict about the content of the passage

R5 -students do pre-reading questions to predict about the passage

R6 letting students do pre-reading questions to help them predict the content of the given passage

Q 5.Activating schemata (background knowledge) of students related to the passage

R1-student reflect on ideas they know about the passage

R2-before reading, asking students questions related to the passage to activate their prior knowledge

R3 to facilitate schema students reflect on their experiences related to the passage

R3-I also let students reflect orally what they know about the title of the passage

R4 students reflect on what they know about the given passage

R5-helping students to reflect on what they know related to the passage

R6-asking students to respond to questions related to the passage

Q 6.Strategies to motivate students to engage in reading comprehension

R1-help the students to do pre-reading questions

R2-encouraging students to read and comprehend the passage

R4 pre-reading questions help students to get motivated for reading

R5 -by activating the students „prior knowledge to create curiosity for reading

R5-assisting students to do pre-reading questions to predict the passage

R6- students do pre-reading questions to motivate them to read

Part 2 .Implementation of the while-reading strategies

Q.7.Stratgies used to help students comprehend the text

R1-monitoring students whether they read the passage or not

R1-motivating them to answer comprehension questions within the given time

R2-read individually and answer comprehension questions in groups

R2-they exchange ideas gained form the passage

R3 they exchange ideas gained form the passage

R3-after students get motivated and read the passage they will answer comprehension questions

R3-I tell them that they can read & comprehend the text if they have interest

R4 adjust strategies necessary for finding general and specific information from the given passage

R4 identify the type of comprehension questions first

R5-assign students to read within the given time

R6-students read silently & individually

Q 8-Organize students to help them discuss & answer comprehension questions

R1-help students to answer comprehension questions in groups and pairs

R2 -read and answer comprehension questions individually

R2- to digest than content of the passage, they exchange ideas gained from the passage

R2They cross check answers with peers

R3 sometimes they read in small groups

R3 They answer comprehension questions individually

R3-students read the passage individually

R4 do not regularly arrange students in groups and pairs

R4 students answer comprehension questions in small groups

R5 students read individually based on their sitting arrangements

R5-do not organize students in different way

R6-students answer comprehension questions based on their sitting arrangement

Q9.Helping students to read the text in the shortest possible time

R1 students skim the passage to get general ideas and scan for specific ideas

R2-asking general questions to help them identify main ideas from the passage

R2-assisting student to identify the location of key vocabularies

R3-assist students to skim for general information and scan the passage for specific information

R4 based on the curriculum they skim for general ideas and scan for specific ideas

R5 -encouraging students to scan for specific information and skim for general information

R5 -the curriculum delivers skimming and scanning questions

R6-instruct the students to skim and scan the passage

Part 3: Implementation of the post-reading strategies

Q10.Strategies used to assist students extend their initial understanding of the passage

R1-after reading the passage, students answer comprehension questions

R1-after reading they also reflect on ideas they gained from the passage

R2-through general questions, I check students' overall comprehension of the passage

R2-to check comprehension let students reflect on the theme of the passage

R3-believes that post-reading strategies are important to help students extend their understanding

R3-students do post-reading activities in the classroom and at home

R4 students become bored to extend their understanding during post-reading phase

R5-making students respond to comprehension questions turn by turn

R6-students read the passage and comprehend accordingly

Q11.Assisting students to develop meaningful interpretation and connect the ideas gained from the passage to their real-life experiences

R1-asking them more questions related to the passage to help students entertain and extend ideas they gained from the passage

R2 -Discussing the important issues to connect it with students' real-life experiences

R2-after reading, do not assign students to do more tasks related to the passage to help them connect it with their real-life situations

R3- post-reading phase is given very less attention

R4 due to students demotivation and time constraints post-reading phase is usually ignored

R4 most of the instructional time is devoted to the while reading phase

R5 encouraging students to evaluate the significance of ideas of the passage

R5-encouraging students to relate the content of the passage with their real life situations

R6-students reflect orally about the theme of the passage

Q12. Integrating language skills to help students extend their understanding of the given passage

R1-make students to write sentences and paragraphs to help them connect ideas of the passage with their real-life situations

R2 -students reflect on some issues of the passage orally

R2 -they also write paragraphs when they respond to comprehension questions

R3 believes that skills integration is important to develop language skills

R3 students reflect orally on ideas gained from the passage

R3 students write paragraphs related to the passage

R4 students discuss orally and take notes while reading

R4 through skills integration, students digest the theme of the passage &

R5-speak and write paragraphs while responding to comprehension questions

R5- students reflect on the theme of the passage orally

R6-to learn skills in an integration manner, students write the summary of the text

Q13-Assisting students to read extensively (authentic materials) to improve reading comprehension skills

R1- after reading the passage, few students usually speak and write about the passage

R1-assisting students to read authentic materials to improve personal reading comprehension skills

R2- assigning students to read the textbooks at home

R2 do not have experience of giving home take assignments to read authentic materials and share it with peers

R3 advise students to read authentic materials during leisure time
R3 -I read sample paragraphs from the given passage to motivate them to read
R4 advises students to read authentic materials during leisure time
R5-initiate students to read authentic materials
R6-students read authentic material

Open coding results of interview data on integrating research-based RC strategies in to pre-reading stage

Q1.Activating students' background knowledge...schema

R1-asking students what they know about the passage they are going to read
R1-connecting students' prior knowledge with the theme of the passage they're going to read
R2-through pre-reading questions I activate students prior knowledge related to the passage
R3-asking students to reflect on their prior knowledge related to the passage
R4 by doing pre-reading questions students activate their prior knowledge
R5 asking students questions to reflect on their prior knowledge
R5 students respond to pre-reading questions
R6 asking students questions to activate their prior knowledge

Q2.Helping students to determine the purpose of reading

R1-my role is to assist students to do activities related to the passage
R2 -by doing pre-reading questions students set purpose for reading
R3-believes that students can set purpose for reading
R4-students skim the passage before reading to determine the purpose of reading
R5 do not assist students to use this strategy
R6 fluent readers set purpose for reading than weaker ones

Q3.Teaching students reading strategies

R1-using pre-reading questions to elicit background knowledge
R2 I advise students to use skimming & scanning strategies
R3-helping students to use skimming & scanning strategies
R4-creating awareness of skimming & scanning strategies
R5-do not assist students to use this strategy

R6-assisting students to use skimming & scanning strategies

Helping students to predict about the passage

R1-by asking students questions related to the passage, to make them elicit their previous knowledge

R1-do not implement this strategy

R2-through responding to pre-reading questions, they can predict about the passage

R3-Activating prior knowledge can help students predict about the passage

R4 students do pre-reading activities to predict about the passage

R5 students try to predict about the passage during pre-reading phase

Part 2- Integrating research-based reading comprehension strategies in to while reading strategies

Q5-assisting students to make inference

R1-students do inference questions related to the passage

R2-by answering inference questions students can infer information that is not explicitly mentioned in the passage

R2-through collaborative discussion students digest the central theme of the passage

R3-student infer the ideas that are not clearly described in the passage

R4 it is difficult to assist students infer about the passage

R5 do not assist students to use this strategy

R6-students do inference questions

Q6.Assisting students to generate questions when reading

R1 do not implement this strategy

R2 generating questions from the passage to make students focus on the theme of the passage

R2 students can ask themselves questions while reading the passage

R3 advising students to ask themselves questions while reading

R4 I do not encourage students to generate questions while reading

R5 I do not assist students to use this strategy

R6- generating questions and letting students respond

Q7.Helping students to organize ideas using graphic organizers

R2 I don't help students display ideas of the passage using graphic organizer

R3 do not assist students to represent ideas of the passage using graphic organizers

R4 students do not summarize core ideas of the passage using graphic organizers.

R5 students are not encouraged to summarize the text using graphic organizer

R6 do not assist students to summarize the text using graphic organizers

Q8.Helping students to monitor their comprehension

R1 advising then to revise the passage for better comprehension

R1-monitoring students to read & comprehend

R2-during reading I advise students to monitor their thought process

R3-reminding students to monitor their thought process whether they comprehend the text or not

R4 -advising students that using dictionary while reading interrupts comprehension

R4-encouraging students to guess the meaning of unfamiliar words using context clues

R4-instruct students to underline key concepts while reading to facilitate comprehension

R5 do not inform students to use this strategy

R6 assist students to monitor their thought process to check comprehension level

Q9.helping students to use problem-solving strategies

R1.assisting students to guess the meaning of unfamiliar words using context clues

R2 encouraging students to find meanings of unfamiliar words using context clues

R2-assisting students to read the passage slowly

R2-encouraging students to reread the text to facilitate comprehension

R3-advising students to read slowly for better comprehension

R4- assisting students to guess the meaning of unfamiliar words from context

R5 -while reading poems i assist students to use this strategy

R6 assist students to guess the meaning of unfamiliar words using context clues

Q10.helping students to use global strategies

R1-I encourage the students to skim the passage to extract the general gist of each paragraph and scan for specific information.

R2- they are encouraged to connect with their prior knowledge with the passage

R2 students are encouraged to set purpose for reading

R3-advising students to use skimming and scanning strategies

R4-help students use skimming and scanning strategies

R5 helping students to recall and connect their prior knowledge with the text they are going to read

R6 assist students in activating their prior knowledge for better comprehension

Q11.assisting students to use support strategies

R1-supports students to summarize the text

R2-students are encouraged to record the general knowledge gained from the passage

R2-students are encouraged to take notes while reading

R3 -helping students to take notes while reading

R4 -encouraging students to summarize the text based on the topic sentences

R4 encouraging students to take notes while reading

R5 do not help students to use this strategy

R6 advising students to take notes while reading

Part 3: Integrating reading strategies into the Post-reading stage

Q12-helping students to summarize the text

R1-assisting students to report the text orally turn by turn

R2 assist students to summarize the text orally and in written form

R3 -students summarize the text and reflect orally after reading

R4 assist students to summarize key points of the text

R5 assisting students to summarize the text orally and through writing

R6 assisting students to summarize the passage and reflect ideas orally

Q13.Helping students to make mental pictures /visualization /of the main ideas

R1: I do not use this strategy

R2- do not frequently use this strategy

R4 -visualizing ideas of the text helps them to comprehend the passage better

R3 encouraging students to visualize the ideas of descriptive text

R4-dependending on the nature of the text, assist students to visualize ideas of the text

R5-do not assist students to use this strategy

R6 do not assist students to use this strategy

Q14.Integrating reading & writing activities

R1 students write and speak by contrasting ideas

R2 students write paragraph based on the passage

R2-students reflect orally on the theme of the passage
R3 students reflect ideas taken from the passage orally
R3-students write sentences and paragraphs after reading the passage
R4 students do different skills integration activities
R5 students reflect the ideas taken from the passage orally
R5- they write the paragraphs and sentences based on the passage
R6 students reflect ideas of the passage orally
R6 students write sentences and paragraphs after reading the passage

Q15.Helping students to relate the content of the passage with their real-life situations

R1-assisting students to connect ideas of the passage with their real-life experience
R2- Sometimes helps students to give more interpretations about the passage & connect it to their life experiences
R3 due to scarcity of time I do not assist students to relate ideas of the passage with their real-life situations
R4 advising students to develop a habit of reading authentic materials
R4 discouraging being exam oriented
R5 -students digest the text and interpret it to give meaning based on their life experience.
R6 students try to connect ideas taken from the passage with their real- life experiences
R6 students reflect on the passage through discussion

Appendix J: Open coding results of FGD data regarding integrating the RC strategies through pre, while and post-reading stages

Q1 integrating the reading comprehension strategies into pre-reading phases

R1 through responding to pre-reading questions students can determine the purpose of reading

R2 teachers can assist students to determine the purpose of reading

R3 do not assist students to use this strategy

R4 when students skim the passage on the way they can determine the purpose of reading

Q2 Reminding the students to use the reading comprehension strategies before reading

R1 do not let students use this strategy

R2 remind students to use this strategy but they forget

R3 assist students to apply skimming and scanning strategies

R4 assist students to use skimming and scanning strategies

Q3.integrating the reading strategies in to the while reading stage...Helping students to make predictions about the passage

R1 students predict the passage during pre-reading phase

R2 after students connect their prior knowledge with the passage they can predict the passage

R3 students predict the passage when responding to pre-reading questions

R4 when students do pre-reading activities they predict the passage

Q4.Making students generate questions when reading the passage

R1 students intuitively generate questions when reading the passage

R1 teachers also can generate questions and help students to respond

R2 advise students to generate questions while reading the passage

R3 do not use this strategy

R4 i don't intentionally assist students to generate questions while reading

Q5.The problem solving strategies you assist students to use to monitor their comprehension level while reading

R1-advise students to use context clues to find the meanings of unfamiliar words

R2 advise students to use context clues to guess the meanings of difficult words

R2 encourage students to reread the text

R3 encouraging students to read the passage slowly

R4 encourage students to use this strategy during reading poem

Q6.Support strategies that you encourage students to use

R1 encouraging students to take notes while reading

R2 encouraging students to take notes while reading

R3 do not assist students in using support strategies

R4 encourage students to take notes

R4 get students to summarize the passage based on the topic sentence

ppendix K: Sample Transcript of RC Lesson Observation 01(based on field notes)

- Name of the School : Edget Chora Secondary School, Addis Ababa
- Grade -9 - Section-I (56 students)
- Date of Observation: Jan 01,2024
- Time-9:30-10:15 (45 Minutes) -Third period
- Name of the teacher observed: Samuel
- Observation Round–First Round
- Lesson topic: Unit 4: 4.2. Reading Skills : National Parks in Ethiopia

Key: T=Teacher

S/Ss=Student/Students Lesson 1:

Pre-reading phase (9:30 -10:40) T:

Good morning students.

Ss: Good morning teacher.

T: For today we are reading lesson entitled, "National Parks in Ethiopia. Page, 88 and he writes the title of the passage on the whiteboard. But, before that let's try pre-reading questions on page 88. This will help you to predict the passage. What do you know about national parks?

Ss: Different wild animals live in national parks.

T: Yes, we know that various wild animals live in national parks. S: Tourists come to national parks to visit wild animals.

T: Yeah, tourists usually visit national parks. Good, he said. Then, he jot down list of key words taken from the passage. (reserve, endemic, wildlife, species) on the whiteboard. Copy the words in your exercise book and study them. You can do together in your groups.

Ss: Copy down the words in their exercise book.

T: Now, be in your groups and read the passage silently as much as possible.

Lesson 1: Reflective Notes on Implementation of Pre-reading Strategies

The teacher let the students do pre-reading activities available on students' text book page 88. Hence, the teacher tried to activate the background knowledge of students about national park to assist them to connect their prior knowledge with

the text they are going to read and to comprehend the passage better. He tried to motivate students to read. He drew students' attention to the title of the passage. Then, he let the students be familiar with key vocabularies on page 88 to minimize comprehension barriers though he didn't give them the definitions. He didn't elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to assist students to better comprehend the passage.

Lesson 1 : While reading phase (9:40-10:00)

T: "Take out your textbooks and read the passage on page 88. After you finish reading, you will answer comprehension questions that follow the passage."

Ss: Few students start reading in groups (three up to four students) based on their regular sitting arrangements. (National Parks in Ethiopia page 88 ;Awash National Park page 89;Bale Mountains National Park page 90;Omo National Park page: 91 and Simien Mountains National Park page: 92).

T: Read the passage silently.

Ss: Few students read aloud the passage (due to shortage of text books).

T: Moves around and check students activities. He also assists students to read. T: Students, have you finished reading the passage?

Ss: Very few students say "yes"

T: Based on the passage, the students try to answer comprehension questions on page 93. Ss: Students start doing comprehension questions. Most of them were idle due to inadequate number of textbooks available in the classroom.

Lesson 1: Reflective notes on implementation of the while-reading strategies

Loud reading dominates which disturbs the classroom. Students do not concentrate on and engaged in reading and comprehending the passage fully. The teacher tries to monitor students' reading activities; however, it was not possible for him to make most of the students engaged in reading due to large class size and inadequate number of textbooks available. The teacher guides the students to skim for the general gist and to scan for specific ideas of the passage. Students sit in small groups to share text books. However, it is difficult for individual students to read and search for the general gist as well as the specific information from the passage since there was scarcity of textbooks. Therefore, the teacher and the students were not in a position to meet the objectives of the

reading comprehension lesson.

Lesson 1: Post-reading phase (10:00-10:15)

T: "Now, let us do the true or false questions on page 93." Then, he starts reading the questions. The natural beauty of Ethiopia amazes visitors for its mountains, savannah lands, lakes and rivers.

Ss: True (paragraph 1, line 2)

T: Yes, you are right. Next, Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.

Ss: False (paragraph 4, line 6) T: Yes, it is false.

T: Three endemic mammals are found in the Semien National Park. Ss: True (paragraph 8, line 5)

T: Yes, you are right. The Omo National Park can be easily accessible using water transport.

Ss: False (paragraph 7, line 1)

T: Yes, it is false. Next, the Awash National Park is the oldest and most developed wildlife reserve in Ethiopia, with 3007 meters.

s: True (paragraph 2 line 1) T: You are correct.

T: This is the end of today's lesson. There are matching questions on page 94. Let it be for your homework.

Lesson 1: Reflective Notes on the Implementation of the Post-reading Strategies

The teacher instructs the students to do true false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidences to say 'true' or 'false'. Nevertheless, majority of the students sit idle since they don't have access to textbooks. Within the small groups, very few students who can read the textbook respond to the comprehension questions randomly. The teachers had no choice except following some students who participate actively. The teacher ignores post- reading questions on page 93. He gave the students to do matching questions at home. By doing post-reading activities, the teacher didn't assist students to extend their understanding. Also, he didn't try to help them to interpret the theme of the

passage and connect it with their real-life situations.

Appendix L: Excerpts from the Research Journals (Reflective Notes)

Produced Based the Reading Comprehension Lesson Observations

The following excerpts were taken from the researcher's journal produces based on the RC lesson observations.

December 6, 2023

The first lesson observation was held on December 6, 2023. After five solid years, it was my first experience to visit RC class. I felt pleasure when I first entered the classroom. The purpose of recording the research journal (reflective notes) was to get insight into what was observed during the pre, while and post-reading phases of each RC lesson. It was also helpful to shed light on the observation data so that the data were interpreted accordingly.

Reflective notes on the data obtained through observing the pre-reading phase

During the pre-reading phase of the first round observation among the regular instructional time (40 minutes), Teacher Tulu took 10 minutes to revise the previous lesson. It seems excess time. This implies that most of the instructional time should be devoted to execute the while reading strategies. Teacher Tulu emphasizes lesson revision rather than implementing pre-reading strategies. The teacher ignores the pre-reading questions available on students' textbook page 88. He didn't pre-teach key vocabulary to minimize comprehension barriers. He simply jot down the list of key words from the passage and students copy them (page 88). He didn't motivate students to read. He didn't draw students' attention to the title and sub-titles of the passage. He didn't elicit students' prior knowledge by assisting them to look at pictorial descriptions given for each paragraph to connect students' prior knowledge with the given text. He didn't activate the background knowledge of students about National Parks. He did nothing to assist students to become familiar with difficult words available in the passage to minimize linguistic barriers the students might face during reading. In sum, Teacher Tulu didn't effectively implement the pre-reading strategies to assist students activate their prior knowledge, predict the passage, motivated to read, and avoid comprehension barriers before the actual reading.

Reflective notes on the data obtained through observing the while-reading phase

During the while reading stage, Teacher Tulu said, "... take out the text book and read the passage..." This is a traditional way of teaching reading comprehension. Loud reading dominates so that the classroom became noisy. Teacher Tulu tries to monitor students' reading activities. However, due to large class size and inadequate number of textbooks, he was unable to make the students fully engaged in reading. He guides the students to skim the passage for general gist and scan for specific information. In general, the data revealed Teacher Tulu didn't effectively implement the while-reading strategies to make the students concentrate on reading and comprehending the passage. Students sit in small groups and share textbooks; however, due to inadequate number of textbooks they were unable to skim and scan the passage effectively. Therefore, the teacher and the students didn't employ the while-reading strategies to achieve the objectives of the reading comprehension lesson as expected.

Reflective notes on the data obtained through observing the post-reading phase

During the post-reading stage, Teacher Tulu instructs the students to do true or false questions based on the given passage. Some students who have access to the textbook try to skim the passage and search for evidences to say 'true' or 'false'. Nevertheless, the majority of the students sit idle since they don't have access to textbooks. Very few students who can read the textbook within the reading questions on page 93 though the remaining instructional time indicates 8 minutes more. He gave the students to do matching questions as a homework. In sum, Teacher Tulu didn't meaningfully implement the post-reading strategies. He emphasized letting the students do RC questions rather than assisting them to extend their initial understanding of the passage, give more interpretations for the theme of the passage and connect ideas with their real-life situations.

small groups

Appendix M: Sample Interview Transcript (Amharic Version)

ቃለመጠይቅ ተደራጊ ኮድ ቁጥር 02 ሲሆን ዕድሜው 51 ነው ። ሰላሳ ሁለት ዓመት ያህል የማስተማር አገልግሎት ሰጥቷል። የመጀመሪያ ዲግሪውን ከመቀሌ ዩኒቨርሲቲ ያገኘ ሲሆን የድህረ ምረቃ ትምህርቱን በአዲስ አበባ ዩኒቨርሲቲ ተከታትሎ እንግሊዘኛን እንደ ውጭ ቋንቋ በማስተማር ዘርፍ ተሰማርቷል።

ጠያቂ: ይህንን ጥናት ለማከናወን የሚረዳ መረጃ ለመስጠት ፈቃደኛ በመሆንህ በቅድሚያ እያመሰገንኩ ፡ የቃለ መጠይቁ የመጀመሪያ ክፍል አንብቦ መረዳትን ከማስተማር አንጻር በቅድመ ንባብ ፣ በንባብ ጊዜና ከንባብ በኋላ የምንጠቀምባቸውን ስልቶች (Strategies) በተመለከተ ያለህን ግላዊ እሳቤ ወይም እምነት (Belief) ይመለከታል። ሁለተኛው የቃለ መጠይቅ ክፍል ደግሞ ከላይ የተዘረዘሩትን ስልቶች አተገባበር ይመለከታል። ሶስተኛው የቃለ-መጠይቅ ክፍል በጥናት የተረጋገጡ አንብቦ የመረዳት ስልቶችን በክፍል ውስጥ አንብቦ መረዳትን ስታስተምር ምን ይህል አቀናጅተህ ትጠቀማለህ የሚለውን ፅንሰ ሀሳብ ይመለከታል።

አራኒ ፣ አመሰግናለሁ ።

የቃለመጠይቅ ትርጓሜ ክፍል አንድ ፣

1. **ጠያቂ ፡** አንብቦ የመረዳት ክሂላቸው ዝቅተኛ ለሆኑ ተማሪዎች አንብቦ መረዳትን ማስተማር ከባድ ነው ብለህ ታስባለ?

አራኒ ፡ አንብቦ የመረዳት ክሂላቸው ዝቅተኛ የሆኑ ተማሪዎችን ንባብ ማስተማር በራሱ ጊዜ ወሳጅ ነው ። እነዚህን ተማሪዎች በክፍል ውስጥ አንብቦ መረዳትን ማስተማር አብዛኛውን የትምህርት ክፍል ጊዜ ይጨርሳል። ስለሆነም መምህሩ ላይ ጫና ይፈጥራል።

2. **ጠያቂ:** አንብቦ መረዳትን በማስተማር ጊዜ ቅድመ ንባብ ስልቶችን መተግበር ምን ጥቅም አለው?

አራኒ: ቅድመ ንባብ ስልቶች ተማሪዎች ለንባብ እንዲዘጋጁ ያግዛሉ ። በተጨማሪም የተማሪዎቹን ቅድመ ዕውቀት ለማነቃቃትና ከተሰጣቸው ንባብ ጋር ለማያያዝ ይረዳቸዋል። ያለ ቅድመ ዕውቀት አንብቦ መረዳት አስቸጋሪ ስለሆነ ነው ።

3. **ጠያቂ ፡** በንባብ ጊዜ የምንጠቀምባቸው አንብቦ የመረዳት ስልቶች ጠቀሜታ ምንድን ነው ?

አራኒ ፡ እነዚህ ስልቶች ተማሪዎች በግላቸው አንብበው እንዲረዱ ያግዛሉ ።

4. **ጠያቂ ፡** በድህረ- ንባብ ጊዜ የምንጠቀምባቸው ስልቶች ምን ጥቅም አላቸው ?

አራኒ ፡ እኔ እንደማስበው ተማሪዎች አንድን ምንባብ አንብበው ከጨረሱ በኋላ የምንባቡን ፅንሰ ሀሳብ ከራሳቸው ዕውቀትና የህይወት ተሞክሮ ጋር እንዲያያይዙ የድህረ ንባብ ስልቶችን መጠቀም በእጅጉ ያግዛሉ።

5. **ጠያቂ ፡** የቅድመ ንባብ ፣ የንባብ ጊዜና የድህረ-ንባብ ስልቶች አላስፈላጊና ጊዜ ወሳጅ ናቸው ብለህ ታምናለህ ?

አራኒ ፡ እንደዚህ አላስብም ። እነዚህ ስልቶች በታቀደ ሁኔታ ከተተገበሩ ጠቃሚ ናቸው ። በእርግጥ በርከትያለውን የትምህርት ክፍል ጊዜ መስጠት ያለብን ለንባብ ጊዜ ነው ።

6. **ጠያቂ ፡** በንፅፅር ከቅድመ- ንባብ፣ ከንባብ ጊዜና ከድህረ-ንባብ ስልቶች አብዛኛውን ጊዜ የምትተገብሯቸው ስልቶች የትኞቹን ነው ?

አራኒ : የቅድመ ንባብ መልመጃዎች መማሪያ መጽሀፍ ላይ ስላሉ የግድ መተግበር አለባቸው ብዬ አምናለሁ።

7. ጠያቂ : የሁለተኛ ደረጃ ት/ቤት ተማሪ እያለህ የእንግሊዘኛ ቋንቋ መምህራን አንብቦ መረዳትን ፍንዴት ባለ ሁኔታ እንዳስተማሩህ ብትገልጽልኝ ?

አራኒ : የማስታውሰው መምህራን በንባብ ጊዜ ምንባቡ የሚገኝበትን ገጽ ይነግሩን እና አንብቡ ይሉናል። እነሱን መውቀስ አይቻልም በጊዜው የነበረው ሥርዓተ-ትምህርት የሚፈቅደውን አድርገዋል። በአዲሱ ሥርዓተ ትምህርት የመምህሩ መምሪያ አንብቦ መረዳትን ስለማስተማር በብዙ መልኩ ያግዛል ። የቀድሞ መምህራን አንብቦ መረዳትን የሚያስተምሩበትን መንገድ አርአያ አድርጌ አልከተልም ።

8. ጠያቂ : የቅድመ ንባብ ፣ የንባብ ጊዜና የድህረ-ንባብ ስልቶችን አስመልክቶ ከመምህራን ማሰልጠኛ ተቋም ያገኘኸውን ስልጠና ብትገልጽልኝ ?

አራኒ : ከላይ የገለጽካቸውን ስልቶች በተመለከተ ስልጠና ወሰጃለሁ። ነገር ግን አተገባበራቸው የሚወሰነው በተማሪዎች የአንብቦ መረዳት ክህሎት ደረጃና ግላዊ ተነሳሽነት ላይ የተንጠለጠለ ነው።

9. ጠያቂ : የቅድመ ንባብ ጊዜ ፣ የንባብ ጊዜና የድህረ-ንባብ ወቅት የምንጠቀምባቸውን ስልቶች በተመለከተ ያገኘኸው የሥራ ላይ ስልጠና ካለ ግለጽልኝ ?

አራኒ : ከላይ የዘረዘርካቸውን ስልቶች በተመለከተ በመምህራን ማሰልጠኛ ተቋም እያለሁ ከወሰድኩት ትምህርት ባሻገር በስራ ላይ እያለሁ ያገኘሁት የሥልጠና አድል የለም ።

10. ጠያቂ : ከሚከተሉት ሁለት እሳቤዎች (Notions) መካከል አንብቦ መረዳትን አስመልክቶ ይበልጥ የምታምንበት የትኛውን እሳቤ ነው ?

ሀ/ የእንግሊዘኛ ቋንቋ መምህራን ለተማሪዎች ማስተማር ያለባቸው ከንባብ በኋላ የቀረቡ ጥያቄዎችን የሚመልሱበት ስልቶችን ነው ።

ለ/ አንብቦ መረዳትን የማስተማር አላማ ምንባቡን እንዲረዱና ጥያቄዎችን እንዲመልሱ ብቻ ሳይሆን የንባብ ስልቶችንም እንዲካኑ ለማድረግና ግለ-ንባብ ለማድረግ እንዳይቸገሩ ማስቻል ነው ።

አራኒ: ተማሪዎች ከንባብ በኋላ የሚቀመጡ ጥያቄዎችን ብቻ የሚሰሩ ከሆነ አንብቦ ስለመረዳት ያላቸው እሳቤ የተዛባ ይሆናል ። እኔ የማምነው ተማሪዎች የንባብ ስልቶችን አውቀው ግለ-ንባብ ማድረግና ስልታዊ አንባቢዎች እንዲሆኑ ማስቻል ነው ።

11. ጠያቂ : አንብቦ መረዳትን በማስተማር ጊዜ የቅድመ-ንባብ ፣ የንባብ ጊዜና የድህረ-ንባብ ስልቶችን ከመተግበር አንጻር ያለህን ስነዘዴያዊ ሚና ልትገልጽልኝ ትችላለህ ?

አራኒ : ተማሪዎች በተሻለ ሁኔታ የቀረበላቸውን ምንባብ አንብበው እንዲረዱ ለማድረግ እነዚህን ስልቶች መተግበር እንዳለብኝ አምናለሁ ። ሆኖም ግን ከጊዜ አንጻር ቅድመ-ንባብ ስልቶችን እዘላቸዋለሁ። ይህም ተማሪዎች ለንባብ በርከት ያለ ጊዜ እንዲያኙ ከማሰብ ነው ። ተማሪዎች አንብቦ የመረዳት ክህላቸው አናሳ በመሆኑ አብዛኛውን ጊዜ አንብቦ ለመረዳት ትኩረት መስጠት እንዳለብኝ ይሰማኛል ።

ክፍል ሁለት : ይህ የቃለ-መጠይቅ ትርጓሜ ፣ የቅድመ-ንባብ ፣ የንባብ ጊዜ እና የድህረ-ንባብ ስልቶች አተገባበርን የተመለከቱ ጥያቄዎች ይመለከታል

2.1. የቅድመ ንባብ ስልቶች አተገባበር ፣

1. ጠያቂ : የተማሪዎችን አንብቦ የመረዳት ችሎታ ለማፋጠን ምን አይነት የቅድመ-ንባብ ስልቶችን ትተገብራለህ ?

አራኒ : ተማሪዎች በቡድን / በንዑስ ቡድን / እንዲደራጁ አድርጌ የቅድመ ንባብ ጥያቄዎችን በውይይት እንዲሰሩ አደርጋለሁ። ሀሳብ እንዲለዋወጡና ስለምንባቡ የሚያውቁትን እንዲነጋገሩ አደርጋለሁ።

2. ጠያቂ : አንብቦ መረዳትን የሚከለክሉ ተግዳሮቶችን ለመቅረፍ ምን ዓይነት ስልቶችን ትተገብራለህ ?

አራኒ : ከምንባብ በፊት ተማሪዎቹ ምንባቡን ገረፍ ገረፍ እንዲያደርጉ አቅጣጫ እሰጣለሁ። የምንባቡን ክብደት በመገምገም ማሻሻያ ማድረግ ሌላው ስልት ነው። የከባድ ቃላትን ፍች የመገመቻ ስልቶችን ቀይሰው እንዲጠቀሙ አደርጋለሁ።

3. ጠያቂ : ከምንባብ ቅርጽ ጋር የተያያዙ ተግዳሮቶችን እንዴት ባለ ስልት ትፈታለህ ?

አራኒ : የቅድመ ንባብ ስልቶችን አስመልክቶ የምንባብ ቅርጽ ማወቅ አንብቦ መረዳትን እንደሚያፋጥን አውቃለሁ። ነገር ግን የንባባ ቅርጹን በተመለከተ በቅድመ ንባብ ጊዜ ተማሪዎችን የማስተማር ልምድ የለኝም። ለወደፊቱ ግን ይህን ስልት እንደ ግብአት እጠቀምበታለሁ።

4. ጠያቂ : በቅድመ ንባብ ጊዜ ተማሪዎች ስለመጮው ምንባብ ይዘት ቅድመ-ግምት እንዲኖራቸው ምን ምን ስልቶችን ትተገብራለህ ?

አራኒ : ተማሪዎች የቅድመ ንባብ ጥያቄዎችን በውይይት ይሰራሉ ይህም ስለምንባቡ የቅድመ ግምት ሀሳብ ወይም ፍንጭ እንዲኖራቸው ያደርጋል። አንዳንድ ጊዜ ከምንባቡ ጋር የተያያዙ ስዕላዊ መግለጫዎችን እና የምንባቡን ርዕስ በወፍ በረር እንዲመለከቱ በማድረግ ስለሚያነቡት ምንባብ ቅድመ ግምት እንዲኖራቸው አደርጋለሁ።

5. ጠያቂ : በቅድመ-ንባብ ጊዜ ተማሪዎቹን የቀደመ ዕውቀት ለማነቃቃት እና ከመጮው ምንባብ ጋር ለማስተሳሰር ምን ዓይነት ስልቶችን ትተገብራለህ ?

አራኒ : ለተማሪዎቹ ከምንባቡ ጋር የተያያዙ ጥያቄዎችን በማንሳት ዳራዊ እውቀታቸውን እገመግማለሁ።

6. ጠያቂ : በቅድመ-ንባብ ጊዜ ተማሪዎች ለንባብ እንዲነሳሱ ምን ምን ስልቶችን ትጠቀማለህ ?

አራኒ : አንብበው መረዳት እንደሚችሉ መምከር የዘወትር ተግባራ ነው።

2.2. የንባብ ጊዜ ስልቶች አተገባበር፡

1. ጠያቂ : በዋናው የንባብ ጊዜ የተማሪዎችን አንብቦ የመረዳት ተግባር ውጤታማ ለማድረግ ምን ምን ስልቶችን ትተገብራለህ?

አራኒ: ተማሪዎች ለንባብ ከተነሳሱ በኋላ : እና ዳራዊ ዕውቀታቸው ከተፈተሽ በኋላ ግለ-ንባብ እንዲያደርጉ ማገዝ፤ አንብቦ የመረዳት ጥያቄዎችን እንዲመልሱና ሀሳብ እንዲለዋወጡ አደርጋለሁ።

2. ጠያቂ: ተማሪዎች በንባብ ጊዜ እንዲደራጁና በጋራ ከምንባቡ ጋር የተያያዙ ጥያቄዎችን እንዲመልሱ የምትተገብረው ስልት አለ ?

አራኒ: በቅድመ ግብብ ጊዜ ተማሪዎች በቡድን ይደራጁና ጥያቄ ይሰራሉ። በንባብ ጊዜ ባብዛኛው ግላዊ ንባብ ያደርጋሉ። ከዚያም በመልሶቻቸው ላይ ሀሳብ ይለዋወጣሉ። ያነጻጽራሉ። ይህም ከምንባቡ : ለወጡ ጥያቄዎች መልስ ከመምህሩ ብቻ እንዳይጠብቁ ያነቃቸዋል።

3.ጠያቂ : በምንባብ ጊዜ ተማሪዎች የማያውቋቸውን ቃላት ሲያገኙ ፍቻቸውን ለማወቅ የሚረዷቸው ዘዴዎች ከማሳወቅ አንጻር ምን ምን ስልቶችን ትከተላለህ ?

አራኒ : አውዳዊ ፍች እንዲጠቀሙ እመክራለሁ። የትርጉም መገመቻ ስልቶችን እንዲጠቀሙ አግዛለሁ።

የተመሳሳይ እና ተቃራኒ ቃላት ፍች እንዲጠቀሙ ፡ አደርጋለሁ፡፡ በቅድሚያ ግን ወይም ከንባብ

በፊት የከባድ ቃላትን ፍች የማስተማር ልምድ የለኝም ፡፡

4. **ጠያቂ:** ተማሪዎች በዋናው የንባብ ጊዜ በፈጠነ ሁኔታ የምንባቡን ጠቅለል ያለ ሀሳብ ወይም በተቃራኒው ዝርዝር ሀሳቦች እንዲለዩ ለማድረግ ምን ምን ስልቶችን ትተገብራለህ?

አራኒ : አንዳንድ ጊዜ ዝርዝር ቁልፍ ሀሳቦችን ከምንባቡ አንቀጾች እንዲለዩ አደርጋለሁ ፡፡ ከየአንቀጾቹ ቁልፍ ቃላትን እንዲያወጡና ጠቅለል ያሉ ጥያቄዎችን በመጠየቅ የአንቀጾቹን ጥቅል ሀሳብ በመለየት እንዲያንፀባርቁ አደርጋለሁ፡፡

5. **ጠያቂ :** አንብቦ መረዳትን ከማስተማር አንጻር ጮክ ብሎ ማንበብ (በመምህሩ ወይም በተማሪዎች)

የመጠቀም ሁኔታን ብትገልጽልኝ?

አራኒ: በክፍል ውስጥ በቂ የመማሪያ መጽሀፍ በሚኖሩ ጊዜ ተማሪዎች ተራ በተራ እየተነሱ ጮክ ብለው እንዲያነቡ አደርጋለሁ፡፡

6. **ጠያቂ :** ተማሪዎች በፀጥታ እንዲያነቡ ከማድረግ አንጻርስ?

አራኒ : ተማሪዎች በተናጠል እና በፀጥታ እንዲያነቡ አደርጋለሁ፡፡ በንባብ ጊዜ ባጣት በመጠቆምና አንገት ማወዛወዝ የመሰሉ የንባብ ፍጥነትን የሚቀንሱ ልማዶችን እንዲያስወግዱ እመክራለሁ፡፡

7. **ጠያቂ :** ምንባቡን ወደ አፍ መፍቻ ቋንቋ መተርጎምን እንጅ አንብቦ መረዳትን የማስተማር ስልት የመጠቀም ሁኔታ ምን ይመስላል?

አራኒ : ይህን ስልት የምጠቀመው አልፎ አልፎ ነው ፡፡ ይህ ስልት የሚጠቅመው ከምንባቡ ጋር የተያያዙ ቁልፍ አሳቦችን ተማሪዎች በአፍ መፍቻ ቋንቋቸው እንዲረዱ ለማድረግ ነው ፡፡

2.3. የድህረ-ንባብ ስልቶች አተገባበር ፣

1. **ጠያቂ :** ዋናው የንባብ ጊዜ ከተገባደደ በኋላ ተማሪዎች በድህረ -ንባብ ወቅት የተረዱትን ነገር ይበልጥ እንዲያጎለብቱት ለመርዳት ምን ምን ስልቶችን ትተገብራለህ ?

አራኒ : በድህረ ንባብ ጊዜ ጠቅለል ያሉ ጥያቄዎችን በማንሳት ተማሪዎቹ እንዲመልሱ ይደረጋል ፡፡ ይህም ሁኔታ ምንባቡን የተረዱበትን ደረጃ ለመገምገም ያግዛል፡፡

2. **ጠያቂ :** በድህረ ንባብ ጊዜ ተማሪዎች ያነበቡትን ምንባብ ይበልጥ ትርጓሜ እንዲሰጡትና ከህይወት ተሞክሯቸው ጋር እንዲያያይዙ ማድረጊያ ስልቶችን ትጠቀማለህ ? ምን ምን ስልቶችን ?

አራኒ : ጠቃሚ ሀሳቦችን በማንሳት ከዕለት ተዕለት የህይወት ሁኔታዎች ጋር እንዲያያያዙ ይደረጋል፡፡ ተጨማሪ የፕሮጀክት ስራዎችን በቤታቸው እንዲሰሩ በማድረግ ይበልጥ ምንባቡን እንዲያብላሉት ግን አላደርግም ፡፡

3. **ጠያቂ :** የተማሪዎችን ግንዛቤ ለማስፋት ምንባቡን ተመርኩዘው ይበልጥ እንዲናገሩና እንዲጽፉ የተቀናጁ ስልቶችን ነድፈህ ትተገብራለህ ?

አራኒ : የምንባቡን ማዕከላዊ ነጥቦች በተመለከተ ቃላዊ-ጽብረታዊ እንዲያደርጉ አግዛለሁ ፡፡ ከዚህ ባሻገር ምንባቡን ተመርኩዘዋል ዐረፍተ ነገሮችን አንቀጾችን እንዲጽፉ አደርጋለሁ፡፡ በቂ ግን አይደለም ፡፡ እነዚህን ተግባራት ተማሪዎች በተቀናጀ መልክ የቋንቋ ክሂሎታቸውን እንዲያዳብሩ ያደርጋሉ ፡፡

4. **ጠያቂ :** ዘወትር ከምንባብ በኋላ ተማሪዎች ሌሎች ተያያዥነት ያላቸውን ጽሁፎች በትርፍ ጊዜያቸው እንዲያነቡ ታበረታታለህ ?

አራኒ : የመማሪያ መጽሀፍቶቻቸውን ቀድመው በቤታቸው አንብበው እንዲመጡ ከማድረግ በዘለለ ሌሎች መጽሀፍትን እንዲያነቡ የመመከርና የመከታተል ልምዴ አነስተኛ ነው ።

ክፍል ሶስት : የቃለ መጠይቅ ትርጓሜ በጥናት የተረጋገጡ አንብቦ መረዳትን የሚያሳልጡ ስልቶችን በቅድመ ንባብ ፣ በንባብ ጊዜና ከንባብ በኋላ አቀናጅቶ የመጠቀም ተግባርን ይመለከታል ።

1ኛ. ማዕከላዊ ነጥብ : በጥናት የተረጋገጡ አንብቦ መረዳትን አሳላጭ ስልቶች ከቅድመ -ንባብ ጋር ማያያዝ

1. ጠያቂ : የተማሪዎቹን ዳራዊ ዕውቀት ከመጭው ምንባብ ጋር ከማያያዝ አንጻር ምን ምን ስልቶች ትጠቀማለህለ ?

አራኒ : የቅድመ ንባብ ጥያቄዎችን ይመልሳሉ ። ከምንባቡ ጋር የተያያዘ የሚያውቁትን እንዲያንፀባርቁ ቆስቋሽ ጥያቄዎችን እጠቀማለሁ ።

2. ጠያቂ : የተማሪዎችን አንብቦ መረዳት ለማቀላጠፍ የሚያነቡበትን ፋይዳ እንዲተልሙ የማድረግ ስልቶችን ትተገብራለህ ?

አራኒ : የቅድመ- ንባብ ጥያቄዎችን እንዲመልሱ ሲደረግ እግረመንገድ የንባብ ፋይዳ እንዲተልሙ ይረዳቸዋል።

3. ጠያቂ : ከንባብ በፊት ተማሪዎች ዋና ንባብ አንብቦ ለመረዳት የሚያስችሉ ስልቶችን እንዲያስታውሱ ታደርጋለህ ?

አራኒ : አንዳንድ ጊዜ አንብቦ የመረዳት ስልቶችን እጠቁማቸዋለሁ ለምሳሌ፡- ጥቅልና ዝርዝር ሀሳቦችን ከምንባቡ ውስጥ ነቅሰው እንዲያወጡ የሚያስችላቸውን ስልቶች ጥቆማ አደርጋለሁ ።

2ኛ ማዕከላዊ ነጥብ : በጥናት የተረጋገጡ አንብቦ የመረዳትና አሳላጭ ስልቶች በዋና ምንባብ ጊዜ የማቀናጀት ሁኔታ

1. ጠያቂ : በንባብ ጊዜ መጭውን ሀሳብ መገመቻ ስልቶችን (Prediction) አቀናጅቶ መጠቀም እንዲችሉ ተማሪዎችን ከመርዳት አንጻር ምን ምን ስልቶችን ትከተላለህ ?

አራኒ : የቀደመ ዕውቀታቸውን ለመቀስቀስና ከጊዜው ምንባብ ጋር ለማዋሀድ እንዲችሉ ቅድመ ምንባብ ጥያቄዎችን ይመልሳሉ ። በዚህም የመጭውን ምንባብ ይዘት ግመታ እድል ይኖራቸዋል።

2. ጠያቂ : ተማሪዎች ከሚያቡት ነገር በመነሳት ለምንባቡ ግላዊ ትርጓሜ (Inference) እንዲሰጡ ማድረጊያ ስልቶችን ትጠቀማለህ ?

አራኒ : በምንባቡ ውስጥ በግልጽ ያልተቀመጡ ሀሳቦችን በራሳቸው መረዳት እንዲተነብዩ ለማድረግ የያንዳንዱ አንቀጽ ጥቅል ሀሳብ ለማብላላት ጥረት እናደርጋለን ።

3. ጠያቂ : በዋና ምንባብ ጊዜ ተማሪዎች በልቦናቸው ጥያቄ እያነሱ እዚያው እንዲመልሱና በአይነ ህሊናቸው ይበልጥ የምንባቡን የትኩረት ነጥብ እንዲለዩ ማድረጊያ ስልቶችን ትጠቀማለህ ?

አራኒ : ተማሪዎች ምንባብ ሲያነቡ በአዕምሯቸው የሚመለሱ ጥያቄዎችን በአፍላው እየመለሱ እንደሚቀጥሉ እገምታለሁ። የተለየ ስልት ግን መተግበር ይከብዳል ። ይህ ሁኔታ ግላዊ ፣ ስሜታዊና፣ አዕምሮአዊ ሁኔታ ስለሆነ መግለጽ ይከብዳል።

4. ጠያቂ : ተማሪዎች በዋና ምንባብ ጊዜ ያገኙትን ሀሳብ ለማነፃፀር ፣ልዩነትና አንድነትን ለማውጣት የታሪክ ፍሰት፣ ተያያዥነት ማሳያ ስዕላዊ መግለጫ ወ.ዘ.ተ እንዲጠቀሙ የምትቀይሰውን ስልት ግለጽልኝ ?

አራኒ : ይህንን እንዲያደርጉ አልፎ አልፎ መማሪያ መጽሀፍ ያዛል ። በተለየ ሁኔታ ግን በስዕላዊ መግለጫ በምንባቡ ላይ የተመሠረተ የሀሳብ ጽብረታ እንዲያከናውኑ የምከተለው ስልት የለም።

5. **ጠያቂ :** በዋናው የንባብ ክፍለ ጊዜ ተማሪዎች ግለ-ንባብ ሲከውኑ የምንባቡን ጽንሰ-ሀሳብ እየተረዱ አልያም ሳይረዱ እያነበቡ መሆኑን አስመልክቶ አዕምሮአቸውን እንዲቆጣጠሩ ማድረጊያ ስልቶችን ትተገብራለህ ?

አራኒ : ሲያነበቡ መረዳት አለመረዳታቸውን በሂደት እንዲነቁና እንዲቆጣጠሩ እመክራለሁ ። ከማስታወስ ውጭ በነጠላው የምተገብረው ስልት የለም ።

6. **ጠያቂ :** የትኛውን በንባብ ጊዜ ችግር የመፍቻ ስልት እንዲጠቀሙ ታግዛለህ ? (ዳግም ንባብ፣ የቀስታ ንባብ ፣ ትርጉም ግመታ)

አራኒ : ምንባቡን በቀስታ በምንባብ እንዲረዱ፣ እንግዳ ቃላትን መፍቻ ስልቶችን እንዲጠቀሙ እመክራለሁ ።

7. **ጠያቂ :** ከሚከተሉት ሉላዊ ስልቶች (Global Strategies) በንባብ ጊዜ ተማሪዎች እንዲጠቀሙ ትረዳለህ ? (የንባብ ግብ መጣል፣ዳራዊ እውቀት መጠቀም ፣የወፍበረር ንባብ መከወን)

አራኒ : የንባብ ግብ እንዲጥሉ ማድረግ ፣ ዳራዊ እውቀታቸውን ከምንባብ ጋር ማያያዝ እንዲችሉ ማድረግ የምተገብራቸው ስልቶች ናቸው ።

8. **ጠያቂ :** ከሚከተሉት የመረጃ ስልቶች (ጭር ማስታወሻ መያዝ ፣ ጮክ ብሎ ማንበብ ጭምቅ ሀሳብ ማውጣት)በንባብ ጊዜ ተማሪዎች እንዲተገብሩ እንደ ስልት ትጠቀማለህ ?

አራኒ : ተማሪዎች በንባብ ጊዜ ማስታወሻ እንዲወስዱ አደርጋለሁ። እነዚህም ከምንባቡ የወጡ

ጥያቄዎችን ለመመለስና ይበልጥ ምንባቡን ለመረዳት አስፈላጊ ስልቶች ናቸው ።

3ኛ ማዕከላዊ ነጥብ: በጥናት የተረጋገጡ አንብቦ የመረዳት ስልቶች ከድህረ ንባብ ጋር የማያያዝ ሁኔታ

1. **ጠያቂ :** የምንባቡን ጭምቅ ሀሳብ (summary) ከምንባቡ በኋላ ተማሪዎች እንዲያወጡ ታደርጋለህ?

አራኒ : ከምንባቡ በኋላ በሁለት ወይም በሶስት ዐረፍተ ነገር የምንባቡን አጠቃላይ ይዘት በቃል ወይም በጽሁፍ እንዲያቀርቡ አደርጋለሁ።

2. **ጠያቂ :** ከምንባቡ የተረዱትን ሀሳብ በቃል ድጋሜ እንዲናገሩ ታደርጋለህ ?

አራኒ : በድጋሜ እንዲናገሩ ማድረግ ላይ ይቀረኛል ።

3. **ጠያቂ :** የምንባቡን አጠቃላይ ማዕከላዊ ነጥብ : በተመለከተ አዕምሮአዊ ምስል እንዲከስቱ ታደርጋለህ?

አራኒ : ይህንን ስልት አልተገብርም ።

4. **ጠያቂ :** ምንባቡን ከህይወት ልምድ ጋር እንዲያያይዙ ታደርጋለህ ?

አራኒ : ይህ ስልት ጠቃሚ መሆኑን አውቃለሁ ። ለምሳሌ ምንባቡ ስለከተማና ገጠር አኗኗር ከሆነ ተማሪዎች በከተማና በገጠር መካከል ያለውን የኑሮ ሁኔታ አስመልክቶ የሚያውቁትን በንፅፅር ቢገልፁት የምንባቡን ጽንሰ-ሀሳብ ይበልጥ ማብላላት ይችላሉ። ይህንን ስልት አዘውትሬ አልጠቀመውም ።

ጠያቂ : ስለተሳትፎህና ስለሰጠኸኝ ጠቃሚ ሀሳቦች እጅግ አድርጌ አመሰግናለሁ።

