



Use of Reading Strategies to Improve Reading Comprehension: Grade 7 in Focus in Addis Ababa.

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**Addis Ababa
JULY, 2024**



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Focus in Addis Ababa.

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A Thesis Submitted to Department of Foreign Languages and Literature in
Fulfillment of Master's Degree In English Language Teaching.

Adiss Ababa, Ethiopia

JULY, 2024

Approval Page

Addis Ababa University

Department of Foreign languages and Literature

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TABLE OF CONTENTS

TABLE OF CONTENTS	I
LIST OF TABLES	IV
LIST OF FIGURES	V
ACRONYMS	VI
ACKNOWLEDGEMENTS.....	VII
ABSTRACT	VIII
CHAPTER I: INTRODUCTION	1
1.1. BACKGROUND OF THE STUDY.....	1
1.2. STATEMENTS OF THE PROBLEM.....	2
1.3. RESEARCH QUESTIONS	3
1.4. OBJECTIVE OF THE STUDY	3
1.4.1. <i>General Objective</i>	3
1.4.2. <i>Specific Objective</i>	3
1.5. SIGNIFICANCE OF THE STUDY	3
1.6. SCOPE OF THE STUDY	4
1.7. LIMITATION OF THE STUDY	5
1.8. DEFINITIONS OF OPERATIONAL TERMS	5
1.9. ORGANIZATION OF THESIS	5
CHAPTER II: REVIEW OF RELATED LITERATURE	7
2.1. THEORETICAL REVIEW	7
2.1.1. <i>Conceptualization of Key Terms</i>	7
2.1.2. <i>The Importance of Reading Strategies</i>	11
2.1.3. <i>Classification of Reading Strategies</i>	11
2.1.4. <i>Theorizing Reading, Reading Fluency, and Reading Strategies</i>	13
2.2. THEORETICAL FRAME WORK	15

2.3. REVIEW OF EMPIRICAL STUDIES.....	16
2.3.1. <i>International Studies</i>	16
2.3.2. <i>Local Studies</i>	17
2.4. SYNTHESIS OF THE STUDY	18
CHAPTER III: RESEARCH DESIGN AND METHODOLOGY	19
3.1. RESEARCH METHODS	19
3.2. INSTRUMENTS OF DATA COLLECTION	19
3.2.1. <i>Questionnaire</i>	20
3.2.2. <i>In-Depth Interview</i>	20
3.3.3. <i>Reading Comprehension Achievement Test</i>	21
3.3. SUBJECTS, SAMPLES AND SAMPLING TECHNIQUES.....	21
3.3.1. <i>Subjects of the Study</i>	21
3.5.2. <i>Sampling techniques and sample size</i>	22
3.4. TECHNIQUES OF DATA ANALYSIS.....	23
3.5. VALIDITY AND RELIABILITY OF INSTRUMENTS.....	23
3.6. ETHICAL CONSIDERATION OF THE STUDY	24
CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION	25
4.1. PERSONAL PROFILE OF THE RESPONDENTS.....	25
4.2. THE LEVEL OF AWARENESS OR USE OF READING STRATEGY	26
4.2.1. <i>Global Reading Strategies</i>	26
4.2.2. <i>Problem Solving Strategies</i>	27
4.2.3. <i>Support Reading Strategies</i>	30
4.3. FREQUENCY OF USING READING STRATEGY	31
4.4. THE SCORE OF READING COMPREHENSION AND FLUENCY	35
4.4. THE NEXUS OF FREQUENCY OF USING READING STRATEGY AND THE SCORE OF READING COMPREHENSION AND FLUENCY	36
CHAPTER V SUMMARY OF FINDINGS/CONCLUSIONS AND RECOMMENDATIONS	38

5.1 SUMMARY OF FINDINGS	38
5.2. CONCLUSION	39
5.3. RECOMMENDATION	40
REFERENCES	XLI
APPENDIXES.....	XLVI
APPENDIX – A: METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY- REVISED (MARSIR, 2002) FOR STUDENTS	XLVI
APPENDIX – B: SURVEY OF READING STRATEGIES INVENTORY (SORSI, 2023).....	XLVIII
GENERAL INFORMATION	XLVIII
APPENDIX-C: READING COMPREHENSION QUESTIONS	L
APPENDIX- D: KEY INFORMANTS INTERVIEW FOR ENGLISH TEACHERS	LII

LIST OF TABLES

Table 3.1: Scale and qualitative description of responses-----	20
Table 3.2: Reliability test-----	24
Table 4.1: Basic Information about the Respondents-----	25
Table 4.2: Global Reading Strategies-----	26
Table 4.3: Problem solving Strategies-----	28
Table 4.4: Support Reading Strategies-----	30
Table 4.5: Frequency of Using Reading Strategy-----	32
Table 4.6: Sscore of Reading Comprehension and Fluency-----	35
Table 4.7 Pearson correlation-----	37

LIST OF FIGURES

Figure 2.1: Theoretical Frame Work-----	15
Figure 2.2.: Conceptual model-----	18

ACRONYMS

EFL	English in a Foreign Language
EQUIP2	Educational Quality Improvement Program 2
ESL	English in a Second Language
KG	Kinder Garten
KII	Key Informant Interview
MARSI	Metacognitive Awareness of Reading Strategy Inventory
MMR	Mixed Methods Research
MRS	Metacognitive Reading Strategy
SORSI	Survey of Reading Strategy

ACKNOWLEDGEMENTS

I am grateful to my adviser, Hailom Banteyirga (PhD), for his guidance and support. I am truly and deeply indebted to his guidance, patience, constant faith and confidence in me as a student. Successful accomplishment of this thesis would have been very difficult without his generous time devotion from the early design of the research concept to the final write-up. I am also thankful to my family for their understanding, encouragement, and support.

ABSTRACT

The study was to investigate the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis. To achieve the research objective explanatory sequential design of Mixed Methods Research (MMR) was applied. The target population for this study constituted of three hundred twenty two (322) grades 7 students who were schooling at Miazia 23 and Kidus Markos KG and Primary Schools. Pertinent data for the study were gathered through close ended structure questionnaires. In addition, for the consumption qualitative study; KII guideline was organized. Finally, descriptive statistics were employed to do quantitative analysis; while, the qualitative part of the study was summarized and analyzed using narrative description method. The result was summarized in the following way. Concerning of global reading strategies; above ¾th of the study participants (learners) are at distant prospect in terms of using typographical aids like bold face and italics to pick out key information. Under this category students sometimes use typographical aids. This is reported by 17 (19.3%) students. Learners are also occasionally use typographical aids. This is also shown by 18 (20.5%) learners. Even students never use typographical aids. This is affirmed by 33 (37.5%) students. Regarding to problem solving strategies; slim majority (68.2%) of the study participants are far off guessing the meaning of unknown words or phrases. This group is identified by students sometimes guess the meaning of unknown words or phrases. This is shown by 24 (27.3%) students. It is also characterized by students occasionally guess the meaning of unknown words or phrases. This is reported by 22 (25%) students. In addition, this category is also characterized by students never guess the meaning of unknown words or phrases. This is also affirmed by 14 (15.9%) learners. Regarding to the frequency of using reading strategy; in the selected primary schools most Grade 7 students do not practice to have a purpose in mind when they read. This is reported by the mean value (2.386) falls in the range (≤ 2.4) qualitatively signifying low strategy user. In addition, most grade 7 students are at distant prospect in terms of using context clues to help them better understood what they are reading. This is reported by the mean value (2.157) falls in the range (≤ 2.4) qualitatively signifying low strategy user. Based on the finding the study concluded that Grade 7 students do not practice to have a purpose in mind when they read. They don't have a trend of reading aloud to help them understand what they are reading. Meanwhile there was a statistically significant positive correlation between frequency of using reading strategy and the score of reading comprehension and fluency. In this sense, it is necessary for Ethiopian primary schools to pay attention to reading strategies with their syllables. In addition, teachers need to be well equipped with knowledge and experience for enhancing the frequency of using reading strategy of their learners. In this regard training packages need to be organized for the teachers.

Key words: Reading strategy, metacognitive reading comprehension,

CHAPTER I: INTRODUCTION

1.1. Background of the Study

Language is the most essential source of communication employed to share ideas and information between two or more people in the execution of their daily tasks. To succeed this aim, learning a foreign language is a growing need in this age of globalization (Temur, et al. 2010). In the early 21st century, English included in any field like social, political, and education as a very important second language (Sumponogati 2018)

In Ethiopia educational system, English is given as a foreign language at each single grade level. It is taught as a subject in the primary, junior, secondary and tertiary levels as well as it is a medium of instruction beginning from grade nine up to tertiary level. English is also the first foreign language used in Ethiopia (Temur, et al. 2010)

Any language consists of four major skills i.e. listening, reading, speaking and witting (Al-Jarrah and Ismael 2018). Reading is the meaningful interpretation of printed or written symbols which develops over time (Delbio, Abilasha and Ilankumaran 2018). It is also the highest significant element in learning process and social interaction that fetching meaning to and gaining meaning from written material (Ghaith and El-Sanyoura 2019). Reading is an astoundingly complex cognitive process that includes phonics, phonemic awareness, vocabulary, reading comprehension and fluency.

As children learn to read, they must develop reading skills to become successful readers (Mulugeta 2021). Reading skills embrace decoding, fluency, vocabulary, sentence construction and cohesion, and reasoning and background ... (Cataraja 2022). Actually, to develop fluency in language use of the students, it is quite significant to understand the reading process which is comprehension (Zare 2013). Through comprehension students have achieved a proficient level in the target English language (Abdul Aziz and Ghaffar 2019). The reader possesses the knowledge and skills necessary to employ the techniques at the required degree of proficiency in order to accomplish the reading goal. With this awareness, the comprehension of the structure of the strategies and the conscious management of the process, the reader is included in the metacognitive framework (Stewart and Tei 1983). Readers actively employ mental processes to interpret the

meaning of the texts as they are read. These strategies, also known as reading tactics, play a significant role in the development of reading fluency and comprehension.

Further, recent theory identified by metacognition is helpful to describe the reading process specially to illustrate the difference between the poor and good students in reading (Zare 2013). This theory handles knowledge of students and using their own cognitive sources. At this juncture reading strategy is the key. So, this study was interested to investigate the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis. Lessening in reading comprehension and fluency is a core problem among grade seven students in primary schools. This bleak scenario was presented annually over the past five years. Actually, the researcher has gotten opportunity to point out this problem; because, over the past one decade the writer of this thesis used to instruct students in elementary, secondary, and preparatory schools.

1.2. Statements of the Problem

Reading is a fundamental skill to acquire information. Further, Scholars believed that fluency as a skill feeds in to comprehension, which is the ultimate goal of reading (Aldhanhani and Abu-ayyash 2020).

Meanwhile, students, at the early grades, are in difficulty to decode and comprehend a text at the same time. Over 90% of comprehension problems are due to the deficiency in reading fluency (Rasinsk, et al. 2020). For enhancing reading comprehension and fluency, it is quite significant to understand the reading process (Albdour 2015), So over the past two decades; reading strategies via reading process were a source of inspiration for the research. For instance, in early days Mokhtari & Reichard (2002) assessed adolescence and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic and school related materials. Temur, et al. (2010) also has contributed his empirical monograph entitled by "Metacognitive Awareness of Grade 6, 7 and 8 Student in reading processes".

In Ethiopian context Belilew (2015) attempted to discover the rate of repetition of reading strategy use among Ethiopian EFL learners. In addition, Yechalework (2017)

investigated the reading strategies use by high and low achiever of private grade nine and ten students of Addis Ababa.

Even though the foregoing studies reported interesting results, the findings seem somehow spurious and illusory due to its inconsistency. So, this study was interested to investigate the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis.

1.3. Research Questions

1. What is the level of awareness or use of reading strategy among Grade 7 students?
2. How often students use reading strategy via reading process?
3. To what extent frequency of using reading strategy is related to the score of reading comprehension and fluency?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of the study was to investigate the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis.

1.4.2. Specific Objective

4. To assess the level of awareness or use of reading strategy among Grade 7 students
5. To assess frequency of using reading strategy via reading process among Grade 7 students.
6. To investigate the nexus of frequency of using reading strategy and the score of reading comprehension and fluency

1.5. Significance of the Study

It is believed that this study will contribute to the body of existing knowledge and as well make up for the paucity of a scholarly paper on the use of reading strategies via reading process. The quest for research-based intervention was high on the priority list for primary schools to reveal the nexus of frequency of using reading strategy and the score

of reading comprehension and fluency among Grade 7 students. Particularly, this bleak scenario was presented by academicians.

So, this study is important to bridge this gap for instance primary schools will be well informed about the nexus between the use of reading strategies via reading process and the score of reading comprehension and fluency.

In addition, the finding of this study will have the potential to provide important insight for the practitioners and policy makers with regards to making policies and taking the appropriate measures towards designing strategies for improving reading comprehension and fluency in primary schools. Lastly the study will serve as an empirical source to the researcher in the future.

1.6. Scope of the Study

Reading comprehension and fluency is a broad concept, which consists of numerous interactions but the scope of this study is restricted to the particular topical and spatial areas. The topical approach of the study was limited to the level of awareness or use of reading strategy, frequency of using reading strategy, and the nexus of frequency of using reading strategy and the score of reading comprehension and fluency.

In this study the following most influential theories i.e.; behaviorism, information processing model theory, automaticity theory, and Ehri and Mc Cormick word learning theory considered to better understand about the study.

This study applied explanatory sequential design of Mixed Methods Research (MMR). The explanatory sequential design of Mixed Methods Research (MMR) emphasizes the quantitative phase, followed by the qualitative phase (Creswell, et al. 2010)

The purpose of adopting explanatory sequential design of Mixed Methods Research (MMR) was to explain the nexus of frequency of using reading strategy and the score of reading comprehension and fluency among Grade 7 students in the first quantitative phase, and then to use the analysis of qualitative data to explain the quantitative phase's results. Having the objective of assessing the use of reading strategies via reading process among Grade 7 students; the study was conducted in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis.

1.7. Limitation of the Study

The central theme of this study was the nexus of the level of awareness or use of reading strategy & the score of reading comprehension and fluency. For this inquiry, the study concentrated on some theories i.e.; theories i.e.; behaviorism, information processing model theory, automaticity theory, and Ehri and Mc Cormick word learning theory. So, other theories are beyond the scope of this study. This may limit the representativeness of the study while intending to use it for other study context.

1.8. Definitions of Operational Terms

Reading Fluency: it is a construct consisting of three facets or indicators i.e.; the rate of one's reading, the accuracy at which words are pronounced, and the prosody (meaning expression) in one's voice that brings a text to life (Pai20)

Reading Strategies: They are self-directed actions where reader flexibly takes control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual information to achieve reading goals (Wang 2016)

Metacognition: it revolves around students' awareness of their cognitive processes as they read (Rupley, Blair and Nichols 2009)

1.9. Organization of Thesis

This dissertation is organized in to five chapters. Chapter one is dedicated to the introduction. Under this chapter, the background of the study, statement of the problem, the objective of the study, the scope of the study & limitation of the study are discussed. Chapter two reviews related literature. This chapter embarks on reviewing theoretical and empirical literatures. Under theoretical section the study reviewed literatures to define key terms such as inventory, inventory management, and inventory control.

Further This chapter embarks on reviewing theoretical and empirical literatures. Under theoretical section the study reviewed literatures to define key terms such as reading, reading comprehension, reading fluency, and reading strategies. Further the study reviewed literatures about the underlying issues linked to the research topic such as the importance of reading strategies and classification of reading strategies.

Finalize theoretical review by theorizing reading, reading fluency, and reading strategies .& developing theoretical framework. After meanwhile, the study also reviewed empirical literatures. At the end the study led in to a conceptual model consists of various ideas that are entrenched in existing theories, sources and experiences mostly influenced by the context of the study.

Chapter three deals with research methodology including research approach and design, sample size and sampling techniques, research subjects (respondents), data collection instruments and method of data analyses. Chapter four of the study is devoted to the presentation and discussion of data. Lastly chapter five summarizes summary of findings, conclusion and recommendation.

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter embarks on reviewing theoretical and empirical literatures. Under theoretical section the study reviewed literatures to define key terms such as reading, reading comprehension, reading fluency, and reading strategies. Further the study reviewed literatures about the underlying issues linked to the research topic such as the importance of reading strategies and classification of reading strategies.

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2.1. Theoretical Review

2.1.1. Conceptualization of Key Terms

2.1.1.1. Reading

Reading commonly defined as the activity to draw meaning from the written materials (Fanziah and Munir 2017.). Goodman (1967) defines reading as a process which involves using available language cues that are selected from perpetual input on the basis of readers' prediction (Ngabut 2015).

Reading is defined as the meaningful interpretation of printed or written symbols, while comprehending is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and his knowledge of the world (Albdour 2015). Reading is a complex and interactive cognitive process of extracting meaning from text. It is also an individual process, which explains the different interpretations of different readers. Reading is an extremely complex process that no one can explain satisfactorily (Maarof and Yaacob 2011). The major components of reading process are phonemic awareness, phonics, fluency, vocabulary, and comprehension (Rupley, Blair and Nichols 2009)

2.1.1.2. Reading Comprehension

Reading comprehension is a multidimensional process that includes, the text, and factors associated with the activity of reading (Lipka, 2010). Further, two information are involved in compression reading i.e.; visual information that is the one that comes from the printed page, and non-visual, the information that comes from the brain of the reader. Reading is regarded as a basic skill for second or foreign language academic learners by which they can develop independent learning of another language (Temur, et al. 2010).

In respect of reading comprehension four things should be properly digested. Namely, these are history of reading instruction, type and purpose of reading, cognitive reading skill, and variables involved in comprehension (Ngabut 2015). Silberstein (1987) divided reading instruction in to three period of development i.e.; a decade of questioning (1962-1973), reading and psycholinguistics (1970s), interactive reading (1980s) (Wang 2016).

During the first period the role reading instruction in language class room, that is, on the utility of audio-lingual in which the written text was used as grist for an oral mill (Ngabut, 2015). Meanwhile, a major transformation in the conceptual model of reading had already begun with the publication of Goodman (1967) (Lipka 2010).

The scholar refuted the view of reading as essentially a mechanical decoding of speech written down (Ngabut 2015). Further, from the modern psycholinguistic perspective reading is viewed as a complex information-processing skill in which readers seen as an active planning and decision-making individual who coordinate a number of skill and strategies to facilitate comprehension (Chen and Chen 2015).

As far as a type and purpose of reading is concerned, it indicates what to achieve after during or after reading. Actually, language is a tool of communication, so methods and material should concentrate on the message, not on the medium (Ngabut 2015). Further, cognitive learning skill refers to focusing learners' attention on a particular cognitive skill (Al-Jarrah and Ismael 2018).

Lastly, variables involved in comprehension are identified by 1) the importance of context and background knowledge in understanding input, 2) the degree to which the reader is able to merge input with previously acquired knowledge structure or schemata,

3) the purpose of reading, 4) length of text presented for comprehension, 5) type of written text presented, and 6) treatment of new vocabulary (Cataraaja 2022).

2.1.1.3. Reading Fluency

Reading fluency has been through multiple conceptualizations. These include the rapid reading of individual words, reading words correctly, the speed at which one can read connected text, and reading with expression (Paige 2020). Fluent reading is now conceptualized by the reading scholars as a construct composed of three facets or indicators. These include 1) the rate of one's reading, 2) the accuracy at which words are pronounced, and the prosody (meaning expression) in one's voice that brings a text to life (Delbio, Abilasha and Ilankumaran 2018). Reading fluency is identified as the ability to decode and comprehend a text at the same time (Akaranga and Makau 2016)

Scholars also believed that fluency as a skill feeds in to comprehension, which is the ultimate goal of reading (Aldhanhani and Abu-ayyash 2020). Padak and Rasinski (2008) and Samuels (2007) identified three main components of oral reading fluency which are accuracy, automaticity, prosody. Accuracy is the ability to decode words precisely. On the other hand, Rasinski (2014) associates automaticity with recognizing and decoding words effortlessly. The last component of fluency, prosody refers to reading smoothly with expression and intonation that presents the meaning and comprehension of connected text (Aldhanhani and Abu-ayyash 2020)

2.1.1.4. Reading Strategies

Reading strategies are self-directed actions where reader flexibly takes control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual information to achieve reading goals (AD-Heisat, et al. 2009). Readers' strategy-use while reading demonstrates their interaction with written text whereas effective use of strategies can improve their reading efficiency and text comprehension (Suebpeng 2017).

Strategies can be cognitive; that is, they can involve mental processing or they can be more social in nature, and their effective use is enhanced by metacognitive awareness (Wang 2016) Reading strategies can be categorized in to cognitive reading strategy,

metacognitive strategy, bottom-up reading strategy, top-down reading strategy, and interactive reading strategy (Suebpeng 2017)

Cognitive reading strategy can be classified in to comprehending strategy, memory strategy, and retrieval strategy. Comprehending strategy consists of several processes such as identifying main idea, differentiate author's attitude and tone, summarizing main information, analyzing author's purposes, guessing the control of the text, translating message in to native language, guessing meaning of unknown words using context clues, using dictionary to clarify unknown words and so on (AD-Heisat, et al. 2009)

Memory strategy refers to making advantage of typographical features such as bold face, italics, pictures, tables or figures in text (Suebpeng 2017). Further, retrieval strategies are using background knowledge or experiences related to the topic and text, connecting some new information in text with previously read text, using grammar structures or rules to comprehend knowledge (Wang 2016). On the other hand, metacognitive strategies include planning for learning, monitoring of comprehension, and evaluation of learning of learning after the language activity is completed (Suebpeng 2017)

As far as reading comprehension strategies are also concerned literatures discussed across four types of schemas namely, formal schema, content schema, cultural schema, and linguistic schema. Schema shows the fundamental structure responsible for the construction of a text. Content schema refers to the prior knowledge of the text content area. It incorporates conceptual information about on what typically occurs in a particular topic (Al-Jarrah and Ismael 2018) On the other hand, cultural schema determines the extent of the human knowledge of textual structures and rhetorical conventions, which can affect reading comprehension, and how this knowledge can be effectively thought (Suebpeng 2017) In addition, linguistic schema is related to the vocabulary and grammatical knowledge.

Moreover, recent literatures categorized reading strategies in to teachers read aloud, echo reading, choral reading, partner/pair reading, independent reading. Let us see in detail. As far as teachers read aloud is concerned in this strategy the teachers' model fluent reading for their students (USAID 2020). On the other hand, during echo reading students repeat phrases/sentences after the teacher models fluent reading. However, during choral

reading students are reading all together chorally. In case of partner/pair reading students, pair up and practice reading to one another. Moreover, during independent reading students whisper read and silently read the text and or story for them.

2.1.2. The Importance of Reading Strategies

According to Aldhanhani & Abu-ayyash (2020), reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill. These kinds of learners are strongly needed to these strategies to achieve reading comprehension .The continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts (Bimmel, Van Den Bergh and Oostdam 2001). Meanwhile, most of EFL learners face many problems in comprehension of written materials as they read. EFL learners are challenged to understand the meaning of texts. They are also in difficulty to understand each word and even each sentence. Moreover, they fail to achieve the meaning of text as a whole. Many psychologist and researchers associated learners problems with the lack of reading strategies (Barzegar and Fazilatfar 2019).

2.1.3. Classification of Reading Strategies

Mokhtari & Reichard (2002) suggested a reading strategy questionnaire called MARS (Metacognitive Awareness of Reading Strategies Inventory) to measure learners' strategy use while reading academic materials. They divided reading strategies into three subgroups: global strategies (orienting towards global analysis of the texts), problem-solving strategies and support strategies (using reference materials, note-taking and other practical strategies).

Based on MARS's factor analyses and theoretical framework, MARS was adjusted into a new version of survey called SORS (Survey of Reading Strategies Inventory) with three categories of reading strategies: metacognitive strategies, cognitive strategies and support strategies (Peteranetz 2018).

MRS as purposeful, carefully planned action employed by readers to monitor or manage their reading (for example, setting goals before reading, skimming the text to preview its

length and structure, etc.) (Sarıçoban and Behjoo 2017). Metacognitive strategies as executive actions that involve planning, monitoring or evaluating one's learning process. Metacognitive strategies entail three major tasks: centering one's learning, arranging and planning one's learning, and evaluating one's learning. Although these definitions are not entirely the same, all the authors agreed that metacognitive strategies involve some elements of planning and monitoring one's study (Mokhtari and Reichard 2002)..

Cognitive reading strategies are defined as the localized techniques utilized by readers while working directly with the text, especially when it becomes difficult. Some typical examples are changing reading speed, inferring from context, re-reading for better comprehension, etc. This definition is very similar to the concept of problem-solving strategies. Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning'. That is to say, one typical characteristic of this group of strategies is to deal directly with the problems arising while reading (Peteranetz 2018)..

Support strategies refer to the use of basic support mechanisms to aid comprehension. This category had not been mentioned in any previous taxonomy of language learning strategies. It was coined by Mokhtari and Reichard (2002 in MARSI. Both researches conceptualized support strategies as applying support mechanisms like using dictionaries, taking notes, summarizing, underlining key words, etc. to improve reading comprehension (Sarıçoban and Behjoo 2017).

A clear classification of reading strategies is really beneficial, especially when this research sought to measure the effects of different subgroups of strategies on reading comprehension. However, it should be noted that sometimes the distinctions between two categories are not very clear-cut. This means that a specific strategy may reflect the characteristics of more than one category, and does not entirely belong to any particular group. Such ambiguity is inevitable in many literature-based taxonomies, thus should be taken into account in the step of analyzing data for this research (Mokhtari and Reichard 2002).

2.1.4. Theorizing Reading, Reading Fluency, and Reading Strategies

In this study the following the most influential theories such behaviorism, information processing model theory, automaticity theory, and Ehri and Mc Cormick word learning theory are reviewed to better understand reading, reading fluency, and reading strategies. From the very beginning no comprehensive model account for all aspects of the reading process.

Their diverse views emerged from the two different psychology streams i.e.; cognitivism and behaviorism. In relation to these, most models of reading are partial in that they are concerned with specific aspects (perpetual and cognitive), stages (beginning, skilled reading or modes (oral or silent reading) (Cataraja 2022)

According to Harris and Sipay (1984) the model of reading process can be categorized in to bottom-up, top-down, and interactive (Ngabut 2015). Bottom-up models of reading process view reading as basically a translating, decoding, or encoding process.

In this process, reading comprehension is believed to be an automatic outcome of accurate word recognition. Top-down models of reading, the reader's cognitive and language competence play a key role in the construction of meaning from printed materials (Delbio, Abilasha and Ilankumaran 2018).

Most of these models are coined by Goodman (1967) & Smith (1971). It is based on psycholinguistic theory, that is, the theory in which there is an interaction between thought and language (Ngabut 2015). In this regard Goodman (1967) defines reading as a process which involves using available language cues that are selected from perpetual input on the basis of readers' prediction (Cataraja 2022).

On the other hand, among the theorists of interactive models Rumelhart (1980) believes that at least for skilled and advanced readers, top-down and bottom-up processing in reading seem to occur simultaneously. Rumelhart believes comprehension is dependent on both graphic information and the information in the readers' mind (Albdour 2015). In conjunction with these theories, reading is defined as the meaningful interpretation of printed or written symbols, while comprehending is a result of the interaction between the

perception of graphic symbols that represent language and the reader's language skills and his knowledge of the world (Ngabut 2015)

This paper further reviewed literatures linked to schema theory. The notion of schema results from the development of research in cognitive science where the importance of background knowledge in language comprehension is found to exist (Al-Jarrah and Ismael 2018). A schema is a theory about how knowledge is represented and how the representation facilitates the use of knowledge in particular ways (Ngabut 2015)

In relation to this definition MC-Cormick & Pressely (1997) define schemata as generalized knowledge about object, situation, and events (Aldhanhani and Abu-ayyash 2020). Related to reading, according to schema theory, the text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge, So on the basis of this theory, comprehending a text is an interactive process between reader's background knowledge and the text.

Anyway, from the modern psycholinguistic perspective reading is viewed as a complex information-processing skill in which readers seen as an active planning and decision-making individual who coordinate a number of skill and strategies to facilitate comprehension (Ngabut 2015). Scholars believed that fluency as a skill feeds in to comprehension, which is the ultimate goal of reading (Aldhanhani and Abu-ayyash 2020). There are various theories that shed light on reading fluency and reading strategies. Let us start from behaviorism.

In education behaviorism can inform literacy instructions meaningfully by leading teachers by leading teachers to use specific strategies and assessment methods. Behaviorism is criticized. It views the learner, reader, as a passive recipient of information in the text (Lipka 2010).

On the other hand, information processing model theory Slavin (2002), oral reading fluency is addressed through various systems that leads readers to engage in specific skills, such as recognizing letters and sound rapidly and retrieving knowledge that is stored in the long-term memory. Unfortunately, it has also some criticism. Further automaticity theory is the famous theory in the field of reading fluency. For automaticity

reading fluency is identified as the ability to decode and comprehend a text at the same time (Akaranga and Makau 2016). Similar to previous theories this theory has also received negative criticism. For instance, it doesn't shed light or explain, how prosody, a significant component of oral reading fluency.

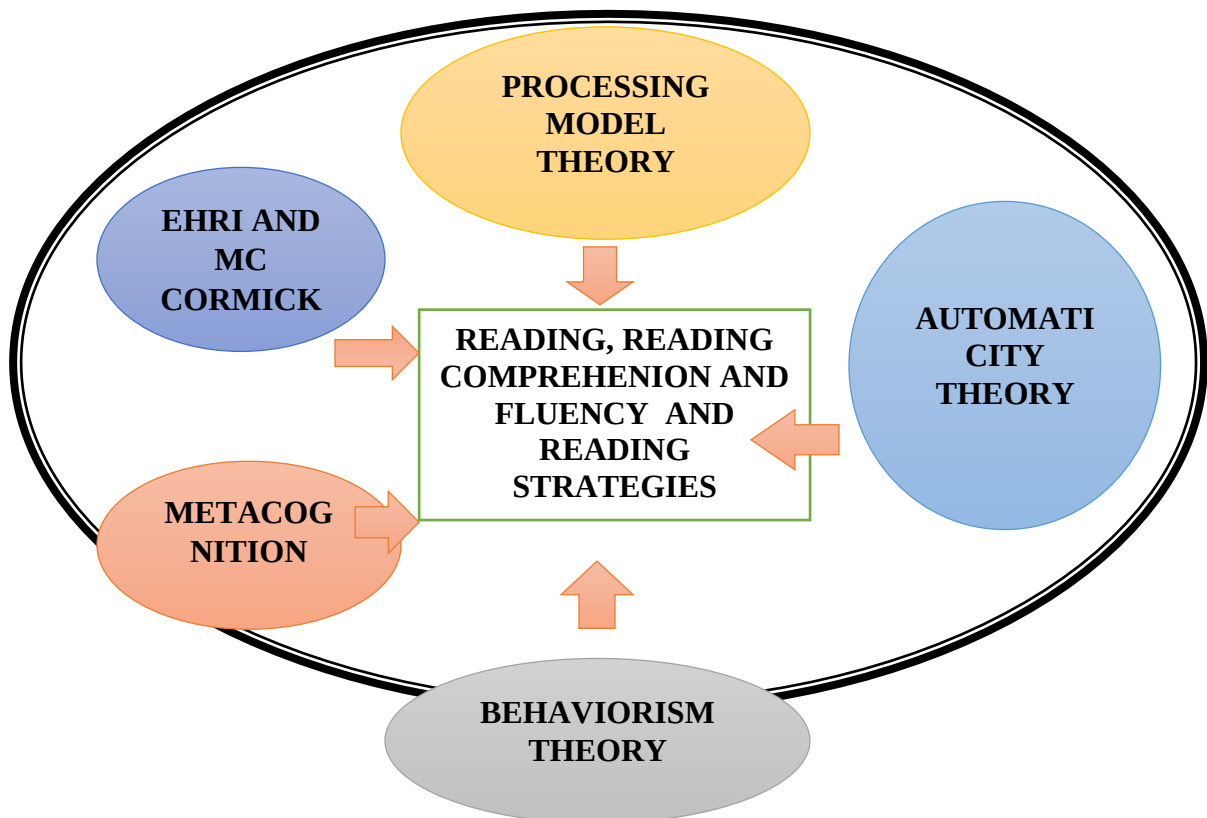
Ehri (1995) word learning theory is another widely recognized theory in the field of reading fluency (Ehri 2005). Her theory presents the reading strategies that the students go through to achieve reading fluency. Ehri (1995) identifies four stages for the development of reading words, which are pre-alphabetic (preschool), partial alphabetic (kindergarten), full-alphabetic (first grade), and consolidated alphabetic (second grade) (Al-Jarrah & Ismael, 2018).

However, later Ehri and Mc Cormick (1998) identified one more phase. Which is automatic alphabetic (beyond second grade) (Ehri 2005). Each of these stages has its own characteristics which are used to develop instructional implications for students to read words fluently. Recent theory identified by metacognition is helpful to describe the reading process specially to illustrate the difference between the poor and good students in reading.

2.2. Theoretical Frame Work

A theoretical framework of this thesis comprises the aforementioned issues expressed by theorists: Harris and Sipay (1984), Goodman (1967) & Ehri and Mc Cormick (1998) in the field into which this study plan to research, which the study draws upon to provide a theoretical coat hanger for its data analysis and interpretation of results. And the theoretical frame work is graphically presented below.

Figure 2.1: Theoretical Frame Work



Source: own synthesis from empirical literature review on Harris and Sipay (1984), Goodman (1967) & Ehri and Mc Cormick (1998)

2.3. Review of Empirical Studies

2.3.1. International Studies

In early days Mokhtari & Reichard (2002) assessed adolescence and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic and school related materials. There were three strategies subscales or factors: Global reading strategies, problem-solving strategies, and support reading strategies. As the result indicated students' internalized conceptions of reading process are often related to the textual information, they attend to (Mokhtari & Reichard, 2002). This study differ from these international studies interms of context, research method, research desighn and time.

Chen & Chen (2015) also explored the use of EFL reading strategies used by school students. The Survey of Reading Startegy (SORSI) was used as the instruemnt to collect

data. The results indicated a high awareness of reading strategy was among EFL high school students (Chen and Chen 2015).

Temur, et al. (2010) also have contributed his empirical monograph entitled by 'Metacognitive Awareness of Grade 6, 7 and 8 Student in reading process'. The scholars investigated the difference among 6th, 7th and 8th grades in respect to their metacognitive awareness in the field of reading (Temur, et al. 2010). The research was conducted using a correlational method. The study group consisted of 101 students from from a public school Kutahya province of Turkey. The result of the study revealed there was a positive correlation between grade level and metacognitive awareness in reading, but there was not statistically significant (Temur, et al. 2010).

Suebpeng (2017) also investigated the English reading strategies used by grade 9 students at Nonkhor school while reading materials in English. Based on the statistical data, the overall results revealed all of the 16 items included in the survey were all used by the student with different frequencies. In addition, the findings also showed that on average, using reference materials (e.g. dictionary), decoding of the meaning and translating the text into native language were most frequently used (Suebpeng 2017).

2.3.2. Local Studies

First, EQUIP2 (2008) determined whether schools provide adequate opportunities to learn and whether teachers and students use those opportunities to ensure that children to read fluently in the language of instruction. The study found that few children at the start of Grade 3 had learned to read fluently enough to ensure comprehension. Thirty six percent of the students could not read a single word of either Grade 2 or 3 level text. Only 15% of the students could read at a rate of 40 words per minute or faster, a rate that may be fluent enough to ensure comprehension (EQUIP2 2008).

Second, Dr. Belilew (2015) conducted on the topic "The Relation Ship Between Reading Strategy use and Reading Comprehension among Ethiopian EFL Learners". This study was attempted to discover the rate of repetition of reading strategy use among Ethiopian EFL learners. Furthermore, wanted to try to deduce the possible connection between reading strategy use and reading comprehension. In this study there were forty EFL

leaners participated and used A reading strategy inventory and a reading comprehension achievement test to collect the required data (Belilew 2015).

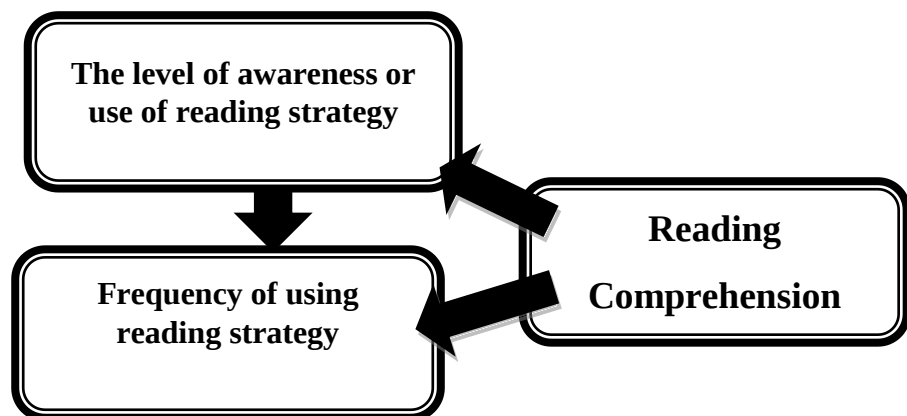
Third, Yechalework (2017) conducted the research entitled “Reading Strategy use: The case of high and low achiever at Private high school of KB Academy Grade Nine and Ten Students”. The purpose of this study was to investigate the reading strategies used by high and low achievers of private grade nine and ten students of Addis Ababa.

The focus of the study was to attain the type and range of strategy they use and frequency level thereby and assess the difference and similarities in using the reading by high and low achiever students. There were thirty students selected using stratified technique. The researcher used questionnaire and interview to gather the required data. The result of the study shows that there was a relationship between four main strategies used (memory, cognitive, metacognitive and social strategies) and language learning achievements (Yechalework 2017).

2.4. Synthesis of the Study

A conceptual framework consists of various ideas that are entrenched in existing theories, sources and experiences mostly influenced by the context of the study (Parker, et al. A scoping review). So, a conceptual model of this thesis comprises the independent and dependent variables detailed in by previous empirical studies as graphically presented below.

Figure 2.2.: Conceptual model



Source: own synthesis from empirical literature review on Temur, et al. (2010) and Suebpeng (2017).

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methods

The objective of the study focused on examining the use of reading strategies for developing reading comprehension and fluency. To achieve this objective, the research employed mixed research method to understand in detail about the research problem. Mixed method is adequate to develop multiple perspective and to acquire a complete understanding about research question (Creswell, et al. 2010).

So, this study applied quantitative and qualitative research methods. The reason behind quantitative method was to generalize the finding to the population. In addition, the study applied qualitative research method in order to enable the researcher to have detail data about the subjects.

Regarding to the research design; this study applied the sequential explanatory mixed research design. Sequential explanatory mixed research design applied quantitative data firstly followed by qualitative data (J. Creswell , Research design: qualitative, quantitative and mixed method approach, 4th edition. 2014). Therefore, in this study, the researcher collected the survey data in the first phase and then collected qualitative data by aiming to explain more detail the first quantitative data using the qualitative data.

3.2. Instruments of Data Collection

According to Wimmer and Dominick (2011), method is a specific data collection process in accordance with the assumption of the selected methodology. Primary data are those which are collected a fresh and for the first time and thus happen to be original in character.

For this study primary data sources were grade seven students of the selected schools in Addis Ababa. Quantitative and qualitative data collection methods were employed in order to obtain detail and reliable data for analysis. Thus, this study applies mainly the following information gathering tool, i.e., questionnaire, in-depth interview and reading comprehension achievement test.

3.2.1. Questionnaire

Questionnaire is a quantitative research strategy that involves the structured collection of data from a predetermined sample. The study employed questionnaire which is a survey data collection method. Questionnaire is a pre-formulated written set of questions to which respondents record their answers. It is a self-explanatory, read and answered by respondents by themselves. For this study, self-administered questionnaires which are translated in Amharic language used in which respondent answer the question by him/her.

Thus, this study employed metacognitive awareness of reading strategy inventory (MARSI) from the questionnaires designed through the measurement of those constructs contained within Temur, et al. (2010) frameworks. In addition, this study also employed strategy inventory from the questionnaires design through the measurement of those constructs contained within Suebpeng (2017) framework. The Survey of Reading Startegy (SORSI) by Mokhtary and Sheorey (2002) was used as the instruement to collect data (Suebpeng 2017). Based on previous studies summary about strategy use was analyzed using the following scale and description:

Table 3.1: Scale and qualitative description of responses

Range	Qualitative Description
≥ 3.5	High strategy user
2.5-3.4	Medium strategy user
≤ 2.4	Low strategy user

Source: Own synthesis from literature review on Zare (2013).

3.2.2. In-Depth Interview

For carrying out indepth interview KII guideline has been developed. The pupose of carrying out in-depth interview was to enable the researcher to have complete opinion of subjective conviction of key informants (teachers) who have good and broad expert knowledge and experience with the research topic. In additon, it was usewd to triangulate the information obtained by the quantitative survey According to Saringer and Shohamy (1989) an interview is preferred to get appropriate data, free discussion, response and

flexibility that could not be gained via other data gathering tools (Toyon 2021). So, four (4) key informants (teachers), represented from the selected schools, have been interviewed.

3.3.3. Reading Compression Achievement Test

Reading compression achievement test was adopted and organized from the UNESCO's ad hoc committee document for language assessment to measure grade seven students' reading comprehension level (Fletcher 2006). The comprehension test was employed to evaluate comprehension of the student.

The reading comprehension test was used to evaluate students' reading comprehension achievements. The test involved three parts; short answer with 5 items, gap filling with 2 items and reference items with 2 items and synonym 1 items. Then, the reading comprehension test was validated before administration and evaluated by research advisors, teachers and peers who have an experience in Teaching English as Foreign Language at Universities and administered to subjects. The allotted time administered to test the reading comprehension section was 55 minutes.

3.3. Subjects, Samples and Sampling Techniques

3.3.1. Subjects of the Study

Target population as defined by Frederic (2010), is a universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result (Parveen 2015). The target population for this study constituted of Grade 7 students, who were schooling at four primary schools. These four primary schools were already identified by the problem linked to reading comprehension and fluency (Yeka Subcity Education Bureau 2022).

The researcher preferred to conduct the study in Miazia 23 and Kidus Markos KG and Primary Schools among these four primary schools; because, the population of grade 7 students was outnumbered against other schools. In addition, these two schools were highly convenient to the researcher in terms of proximity to researcher's work place.

Miazia 23 KG and Primary School encompassed four grade seven sections. The researcher counted 46-48 students, per section, and summed to 190. Out of one hundred

ninty (190) students eighty six (86) of them were male; while, there were one hundred four (104) female students in the count. In this school four English teachers were also found.

On the other hand, in Kidus Markos KG and Primary School three grade seven sections were available. The researcher counted 37-42 students, per section. and totalled to 132. Out of one thirty two (132) students sixty eight (68) of them were male; while, there were sixty four (64) female students in the count. In this school four English teachers were also assigned. So, the target population was 322 grade 7 students.

3.5.2. Sampling techniques and sample size

The right selection of sampling technique is important to ensure the representativeness of the sample that can be dependable to generalize the information obtained from the sample to the whole population of the study (Kothari 2004). After fixing the research setting and source of the data, a researcher is expected to decide the size of participants using different sampling technique. As discussed earlier, the study was conducted at Miazia 23 and Kidus Markos KG and primary schools.

Among 322 students the researcher has drawn ninty three (93) students The researcher has drawn a sample of ninty three (93) students. This was determined based on the Krejcie and Morgan's sample size calculation as presented below. The reason for adapting this formula is to simplify the process of determining the sample size for a finite population.

$$n = \frac{X^2 * N * P * (1 - P)}{ME^2 * (N - 1) + X^2 * P * (1 - P)}$$

Where: n = Sample size

X^2 = Chi –Square for the specified confidence level at 1 degree of freedom

N = Population Size

P = Population proportion (.50)

ME = desired Margin of Error

Sample Size = $2.7062 * 322 * 0.5 * 0.5 / 0.12 * (321) + (2.7062 * 0.5 * 0.5) = 93$. Then the researcher proportionally allocated ninety three (93) students per schools using the following formula.

For the case of Miazia 23 KG and Primary School = $190/322 * 93 = 55$

While in case of Kidus Markos KG and Primary School = $132/322 * 93 = 38$

Then the researcher randomly selected fifty five (55) students among one hundred ninety (190) students of Miazia 23 KG and Primary School using lottery method. In addition the same procedure was done in case of Kidus Markos KG and Primary School. Out of ninety three (93) learners considered to be surveyed via SORSI and MARSII, the researcher could contact and interview 88 of them with a response rate of 94.6%.

3.4. Techniques of Data Analysis

Data analysis was done in three phases: data entry, analysis and correction. Data collected from the field let in to Excel and then transferred to SPSS v 22 for demonstrating factorial validity of the scale of MARSII. Further, descriptive statistics for the scales such as frequency, percent, and valid percent were analyzed. Further correlation analysis was carried out. The qualitative part of the study was summarized and analyzed using narrative description method. .

3.5. Validity and Reliability of Instruments

Collecting realistic data using a variety of methods can provide important insights into research themes (Fraenkel and Wallen 2009). This made the findings more valid and reliable (Bowen 2009). However, a measure is not valid if it is not reliable (J. Creswell, Educational research: Planning, conducting and evaluating quantitative and qualitative research (2nd ed.) 2005). In this research, the researcher checked for the reliability and validity of two instruments: (MARSII and SORSI questionnaire). Regarding to validity; a copy of the survey was sent to two TEFL experts who reviewed the interview questions, and the survey questions to ensure validity (Zohrabi 2013). The researcher got feedback from the research advisor and peers on the process of the study. In addition, data collected was subjected to Cronbach Alpha and the reliability coefficient returned $\alpha =$

0.85 and $\alpha = 0.88$ to the overall questionnaire of variables i.e., SORSI and MARSII items respectively (Table 3.1).

Table 3.2: Reliability test

Reliability Statistics	
Cornbrash's Alpha	N of Items
<i>SORSI</i>	
0.85	30
<i>MARSII</i>	
0.88	15
Reading comprehension test	
0.9	

Source: own survey SPSS V22 (2024)

3.6. Ethical Consideration of the Study

Confidentiality was considered in all levels of the study during information gathering. This section of the research presents the ethical concern to be considered by the researcher while conducting this study and handling the respondents' information (confidentiality), honesty of the information, data collection and analysis.

In respective of data collection, there are a number of ethical principles to which the researcher strictly sticks and considers. For instance, to collect pertinent data from participant the researcher took support letter from Addis Ababa University. Once the necessary data were collected, the researcher tried to handle and process the data obtain with great care by considering ethical principles.

The data was handled property after it had been received from the participants, and then was kept carefully. Finally, the researcher would keep the collected data for the coming five years in safe custody.

Regarding data analysis and reporting, the researcher was found to be honest, while analyzing and reporting the obtained results. A great deal of trust was placed in each researcher's integrity, and it was predominantly taken as a major ethical issue. Therefore, the duty to represent data honestly was extended to the analysis and reporting stage of the research. This protected the distortion of the study's conclusion and recommendation.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter attempted to analyze and interpret the collected data. The results are made to relate to the key considerations discussed in the literature review sections. This study investigated the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis. The presentation and analysis of the data in this chapter were organized in to five sections. Section one presented and analyzed about personal profile of the respondents. Section two describes about the level of awareness or use of reading strategy. Section three illustrated and analyzed about frequency of using reading strategy. Section four presented and analyzed the the score of reading comprehension and fluency. Section five presented and analyzed the nexus of frequency of using reading strategy and the score of reading comprehension and fluency.

4.1. Personal Profile of the Respondents

Information about respondents' personal profile was collected from the surveyed participants as presented (Table 4.1).

Table 4.1: Basic Information about the Respondents

	Frequency	Percent
Sex		
Male	32	65.59
Female	61	34.41
Schools		
Miazia 23 KG and Primary School	55	59.1
Kidus Markos KG and Primary School	38	33.9
Total	93	100

Source: own survey SPSS V22 (2024)

As illustrated in the Table 4.1 the sex matrix of the students does not lead to a similar category but it indicates variety in sex. Thus, it can imply that the randomly selected respondents were in different sex categories, which is very important to get vital information for the study. In addition, school matrix of the students does not lead to a similar category but it indicates variety in school. Thus, it can imply that the randomly selected respondents were in different schools, which is very important to get vital information for the study.

4.2. The Level of Awareness or Use of Reading Strategy

This study assessed the level of awareness or use of reading strategy among Grade 7 students via MARS items as presented

4.2.1. Global Reading Strategies

This study employed items linked to global reading strategies as part of metacognitive reading strategy in order to measure the level of awareness or use of reading strategy among grade 7 students as presented (Table 4.2)

Table 4.2: Global Reading Strategies

Strategy	MARS items	Responses	Value (%)
Global Reading Strategies	Having a purpose in mind when I read	Never	23 (26.1)
		Occasionally	16 (18.2)
		Sometimes	20 (22.7)
		Usually	16 (18.2)
		Always	13 (14.8)
	Previewing the text to see what it is about before reading it	Never	16 (18.2)
		Occasionally	20 (22.7)
		Sometimes	12 (13.6)
		Usually	21 (23.9)
		Always	19 (21.6)
	Checking to see if the content of the text fits my purpose for reading	Never	18 (20.5)
		Occasionally	23 (26.1)
		Sometimes	19 (21.6)
		Usually	16 (18.2)
		Always	11 (12.5)
	Using typographical aids like bold face and italics to pick out key information	Never	33 (37.5)
		Occasionally	18 (20.5)
		Sometimes	17 (19.3)
		Usually	16 (18.2)
		Always	4 (4.5)
	Critically analyzing and evaluating the information read	Never	13 (14.8)
		Occasionally	27 (30.7)
		Sometimes	17 (19.3)
		Usually	16 (18.2)
		Always	4 (4.5)

Source: own survey SPSS V22 (2024)

Concerning of global reading strategies; above $\frac{3}{4}$ th of the study participants (learners) are at distant prospect in terms of using typographical aids like bold face and italics to pick out key information. Under this category students sometimes use typographical aids (Table 4.2). This is reported by 17 (19.3%) students. Learners are also occasionally use typographical aids. This is also shown by 18 (20.5%) learners. Even students never use typographical aids. This is affirmed by 33 (37.5%) students (Table 4.2)..

Still a majority (67%) of the study participants are also too far left to have a purpose in mind when they read. This group is identified by students sometimes have a purpose in mind when they read. This is shown by 20 (22.7%) students (Table 4.2). It is also characterised by students occasionally have a purpose in mind when they read. This is reported by 16 (18.25%) students. In addition, this category is also identified by students never have a purpose in mind when they read. This is also affirmed by 23 (26.1%) learners (Table 4.2).

Transcribed information obtained by key informants also strengthened the foregoing results. For key informants, during the interview session, illustrated the issue in part by saying that

To some extent learners might use global reading strategies in their learning, but the use of global reading strategies were accomplished unconsciously into their reading practice.

The use of global reading strategy by students in specified schools is not planned or knowledge based

Meanwhile, scholars advised that metacognitive awareness generates more constructive and responsive reading tradition. Pressley & Afflerbach (1995) found that efficient and constructively responsive readers were those with higher degree of metacognitive awareness (Pressley and Lundeberg 2008).

4.2.2. Problem Solving Strategies

This study also applied items linked to problem solving strategies as part of metacognitive reading strategy in order to measure the level of awareness or use of reading strategy among grade 7 students as presented (Table 4.3)

Table 4.3: Problem solving Strategies

Strategy	MARSI items	Responses	Value (%)
Problem solving Strategies	Getting back on track when getting sidetracked or distracted	Never	15 (17)
		Occasionally	16 (18.2)
		Sometimes	22 (25)
		Usually	14 (15.9)
		Always	21 (23.9)
	Adjusting my reading pace or speed based on what I'm reading	Never	19 (21.6)
		Occasionally	14 (15.9)
		Sometimes	17 (19.3)
		Usually	18 (20.5)
		Always	20 (22.7)
	Stopping from time to time to think about what I'm reading	Never	18 (20.5)
		Occasionally	28 (31.8)
		Sometimes	15 (17)
		Usually	12 (13.6)
		Always	15 (17)
	Re-reading to make sure I understand what I'm reading	Never	24 (27.3)
		Occasionally	14 (15.9)
		Sometimes	15 (17)
		Usually	15 (17)
		Always	20 (22.7)
	Guessing the meaning of unknown words or phrases	Never	14 (15.9)
		Occasionally	22 (25)
		Sometimes	24 (27.3)
		Usually	15 (17)
		Always	12 (13.6)

Source: own survey SPSS V22 (2024)

Regarding to problem solving strategies; slim majority (69.3%) of the study participants are far off stopping from time to time to think about what they are reading. Under this category students sometimes stop from time to time to think about what they are reading (Table 4.3). This is reported by 15 (17%) students. Learners are also occasionally stop from time to time to think about what they are reading. This is also shown by 28 (31.8%) learners. Even students never stop from time to time to think about what they are reading. This is affirmed by 18 (20.5%) students (Table 4.3).

In addition, slim majority (68.2%) of the study participants are far off guessing the meaning of unknown words or phrases. This group is identified by students sometimes guess the meaning of unknown words or phrases.. This is shown by 24 (27.3%) students (Table 4.3). It is also characterised by students occasionally guess the meaning of unknown words or phrases..This is reported by 22 (25%) students. In addition, this category is also characterised by students never guess the meaning of unknown words or phrases. This is also affirmed by 14 (15.9%) learners (Table 4.3).

Furthermore, slim majority (60.2%) of the study participants far off getting back on track when getting sidetracked or distracted. This group is identified by students sometimes getting back on track when get back sidetracked or distracted. This is shown by 16 (18.2%) students (Table 4.3). It is also characterised by students occasionally get back on track when get sidetracked or distracted..This is reported by 22 (25%) students. In addition, this category is also characterised by students never get back on track when getting sidetracked or distracted..This is also affirmed by 15 (17%) learners (Table 4.3).

Transcribed information obtained by key informants also strengthened the foregoing results. For key informants, during the interview session, demonstrated the issue in part by saying that

Learners might use problem solving strategies in their learning, but the use of any of the strategies were accomplished unconsciously into their reading practice. This is because; Ethiopia's primary school curriculum or syllabus does not treat to teach strategies to students.

The use of problem solving strategy by students in specified schools is not planned or knowledge based

However, scholars suggested that metacognitive awareness is central to productive learning because it includes preparing and planning, monitoring, evaluating as well as selecting appropriate use of strategies in reading (Anderson 2005). Moreover, the use of MRS ignites one's thinking and can lead to learners' improved performance.

Regarding to getting back on track when get back sidetracked or distracted; reviewing the length of a text before engaging into reading will minimize the reading anxiety of students.

A number of research studies dealing with affect and L2 reading in a foreign language ends in anxiety and finally poor language achievement related to students' levels of reading anxiety, general foreign language anxiety and fear of the length of a text where the problem solving strategy is found to be important (Saito, Thomas and Horwitz 1998).

4.2.3. Support Reading Strategies

This study employed items linked to support reading strategies as part of metacognitive reading strategy in order to measure the level of awareness or use of reading strategy among grade 7 students as presented (Table 4.4)

Table 4.4: Support Reading Strategies

Strategy	MARSI items	Responses	Value (%)
Support Reading Strategies	Taking notes while reading	Never	11 (12.5)
		Occasionally	23 (26.1)
		Sometimes	17 (19.3)
		Usually	16 (18.2)
		Always	21 (23.9)
	Reading aloud to help me understand what I'm reading	Never	24 (27.3)
		Occasionally	23 (26.1)
		Sometimes	18 (20.5)
		Usually	12 (13.6)
		Always	10 (11.4)
	Discussing what I read with others to check my understanding	Never	16 (18.2)
		Occasionally	11 (12.5)
		Sometimes	23 (26.1)
		Usually	21 (23.9)
		Always	17 (19.3)
	Underlining or circling important information in the text	Never	8 (9.1)
		Occasionally	24 (27.3)
		Sometimes	12 (13.6)
		Usually	18 (20.5)
		Always	26 (29.5)
	Using reference materials such as dictionaries to support my reading	Never	13 (14.8)
		Occasionally	32 (36.4)
		Sometimes	13 (14.8)
		Usually	14 (15.9)
		Always	16 (18.2)

Source: own survey SPSS V22 (2024)

As far as support reading strategies are concerned; nearly to 3/4th of the study participants (learners) are at distant prospect in terms of reading aloud to help them understand what they are reading. This category is identified by students sometimes read aloud to help them understand what they are reading. This is shown by 18 (20.5%) students (Table 4.4).

It is also characterised by students occasionally sometimes read aloud to help them understand what they are reading. This is reported by 23 (26.1%) students. In addition, this category is characterised by students never read aloud to help them understand what they are reading. This is also affirmed by 24 (27.3%) learners (Table 4.4).

Still majority (66%) of the study participants are also too far left to use reference materials such as dictionaries to support my reading. This group is identified by students sometimes use reference materials such as dictionaries to support my reading. This is shown by 13 (14.8%) students (Table 4.4).

The category is also characterised by students occasionally use reference materials such as dictionaries to support my reading. This is reported by 32 (16.4%) students. In addition, this group is also identified by students never use reference materials such as dictionaries to support my reading. This is also affirmed by 13 (14.8%) learners (Table 4.4).

4.3. Frequency of Using Reading Strategy

This study employed questionnaires designed through the measurement of those constructs contained within Mokhtari & Sheorey (2002) framework to analyze frequency of using reading strategy of the learners as presented (Table 4.5)

Table 4.5: Frequency of Using Reading Strategy

S/N	Items	M	SD
1	Having a purpose in mind when I read	2.386	1.137
2	Taking notes while reading	2.567	1.033
3	Think about what I know to help me understand what I read	2.424	1.117
4	Previewing the text to see what it is about before reading it	2.55	1.09
5	Reading aloud to help me understand what I'm reading	2.233	1.062
6	Think about whether the content of the text fits my reading purpose	3.116	1.87
7	Read slowly and carefully to make sure I understand what I am reading	2.545	1.04
8	Review the text first by noting its characteristics like length and organization	2.246	1.115
9	Try to get back on track when I lose concentration.	2.522	1.063
10	Underline or circle information in the text to help me remember	2.645	1.041
11	Adjust my reading speed according to what I am reading.	2.5	1.165
12	Decide what to read closely and what to ignore.	2.542	1.013
13	Use reference materials (e.g. a dictionary) to help me understand what I read	2.588	1
14	Pay closer attention to what I am reading; while text becomes difficult	2.555	1.161
15	Use tables, figures, and pictures in text to increase my understanding	2.55	1.105

S/N	Items	M	SD
16	Stop from time to time and think about what I am reading.	2.287	1.02
17	Use context clues to help me better understand what I am reading	2.157	1.058
18	Paraphrase (restate ideas in my own words) to better understand what I read	2.6324	1.077
19	Try to picture or visualize information to help remember what I read	2.578	1.086
20	Use typographical features like bold face and italics to identify key information	2.19	1.156
21	Critically analyze and evaluate the information presented in the text	3.066	1.84
22	Go back and forth in the text to find relationships among ideas	2.684	1.078
23	Check my understanding when I come across new information	2.577	1.104
24	Try to guess what the content of the text is about when I read	2.55	1.131
25	Reread it to increase my understanding; while text becomes difficult,	2.308	1.175
26	Ask myself questions I like to have answered in the text	2.479	1.028
27	Check to see if my guesses about the text are right or wrong.	2.347	0.9809
28	Guess the meaning of unknown words or phrases; while I read	3.223	1.98
29	Translate from English into my native language; while reading	2.237	1.139
30	Think about information in both English and my mother tongue; while reading	2.298	1.124
	Overall mean	2.52	

Source: own survey SPSS V22 (2024)

As the result demonstrated on Table 4.5, in the selected primary schools most Grade 7 students do not practice to have a purpose in mind when they read. This is reported by the

mean value (2.386) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 3.1).

Meanwhile, Donald Martin (1991) recommended that reading is an activity with a purpose and a person may read in order to gain information or verify existing knowledge (Barzegar and Fazilatfar 2019). Further she may also read for enjoyment, or to enhance knowledge of the language being read. Therefore, based on the finding, there is still the need creating awareness about the purpose of reading for our students.

Most of the study participants also agree on, for they don't have a trend of reading aloud to help them understand what they are reading. This is shown by the mean value (2.233) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

In line with this, the findings of experimental research work by Hoyt (2007) empowered students as readers of all the texts in their world, by ensuring an ample opportunity to listen to and reflect upon the broadest possible range of text types. Read-aloud weaves were found to be a rich tapestry of wonder and thoughtful reflection that gains strength and momentum when built upon a wide range of subjects and differing text structures.

In addition, most grade 7 students are too far left to review the text first by noting its characteristics like length and organization. This is affirmed by the mean value (2.246) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

Most grade 7 students are also far off stopping from time to time and think about what they are reading. This is shown by the mean value (2.287) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

In addition, most grade 7 students are at distant prospect using context clues to help them better understood what they are reading. This is reported by the mean value (2.157) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

Most of the study participants (learners) also agree on, for they don't have a trend of using typographical features like bold face and italics to identify key information. This is

shown by the mean value (2.19) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

As the result illustrated on Table 4.5, in the selected primary schools most Grade 7 students do not reread text to increase their understanding; while text becomes difficult. This is reported by the mean value (2.308) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

In addition, most of the study participants (learners) don't check to see if their guesses about the text are right or wrong.. This is shown by the mean value (2.347) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

Most of the study participants (learners) also agree on, for they don't have a trend of translating from English into their native language; while reading. This is shown by the mean value (2.237) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

Moreover, most of the study participants (learners) don't think about information in both English and their mother tongue; while reading. This is shown by the mean value (2.298) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).

4.4. The Score of Reading Comprehension and Fluency

This study also sought to find out the score of reading comprehension and fluency as presented below (Table 4.6).

Table 4.6: Sscore of Reading Comprehension and Fluency

Descriptive Statistics	
Scores	
Minimum score	3
Maximum score	9
Mean average	6.5
Standard Deviation	2.28827

Source: own survey SPSS V22 (2024)

As the result demonstrated above; students' scores in reading comprehension were between minimum of 3 and maximum of 9. Their overall means score (6.5) shows that the students have an average reading comprehension level. Based on this finding, it is obvious that readers need to learn five abilities of reading comprehension to make them easy to read. Those include activating word senses, comprehending sentences, inferencing, monitoring comprehension, and understanding text structure (Moreillon 2007).

The finding also revealed that reading strategy, one of language learning strategies, is characterized as a mental behavior strategy to attain a reading objective was not well applied (Bimmel, Van Den Bergh and Oostdam 2001). Furthermore, there are several strategies of reading comprehension in teaching reading such as setting out information, utilizing visual stimuli, asking, predicting, drawing conclusions, and defining key points that support students' reading comprehension and fluency level (Soleimani and Hajghani 2013).

4.4. The Nexus of Frequency of Using Reading Strategy and the Score of Reading Comprehension and Fluency

This study has employed correlation analysis to investigate the nexus of the frequency of using reading strategy and the score of reading comprehension and fluency. Correlation analysis shows the degree of association between variables and indicates the direction in which the variables associate - positively or negatively. The correlation coefficient is a measure of this relationship and depends on the variability of each of the two variables. Because of covariance, correlation coefficient can take a number with + or – sign (Reimann , et al. 2018).

One of the widely used methods to calculate a correlation coefficient is the Pearson product moment correlation. According to Reimann et al. (2018) this method results in a number between -1 and $+1$ that expresses how closely the two variables are related, ± 1 shows a perfect 1:1 relationship (positive or negative) and 0 indicates that no systematic relationship exists between the two variables. In relation to the magnitude of correlation coefficient, Cohen (1988) stated that a correlation coefficient (0.10 to 0.29) can be considered as small or weak, (0.30 to 0.49) moderate and (0.50 to 1.00) large or strong.

Table 4.7 Pearson correlation

Correlations		
		The score of reading comprehension and fluency.
Frequency of using reading strategy	Pearson Correlation	0.34**
	Sig. (1-tailed)	0.02
	N	88

Source: own survey SPSS V22 (2024)

N.B: **- significant association (P value <0.01);

The above table 4.7 shows correlation between the frequency of using reading strategy and the score of reading comprehension and fluency. As indicated in this table, there was a statistically significant positive correlation between these variables. The correlation between frequency of using reading strategy and the score of reading comprehension and fluency was moderate with $r = 0.34^{**}$, $p < 0.05$.

CHAPTER V SUMMARY OF FINDINGS/CONCLUSIONS AND RECOMMENDATIONS

This chapter presents findings, conclusion and some relevant recommendations to practice as well as for future researchers based on objective of the study mentioned in Chapter One.

5.1 Summary of Findings

In this thesis work, the study investigated the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis. This study applied explanatory sequential design of Mixed Methods Research (MMR). The purpose of adopting explanatory sequential design of Mixed Methods Research (MMR) was to explain the nexus of frequency of using reading strategy and the score of reading comprehension and fluency among Grade 7 students in the first quantitative phase, and then to use the analysis of qualitative data to explain the quantitative phase's results. Finally, the quantitative study was analyzed by descriptive statistics, while, the qualitative part of the study was summarized and analyzed using narrative description method. The following results were revealed i.e.

- Concerning of global reading strategies; above ¾th of the study participants (learners) are at distant prospect in terms of using typographical aids like bold face and italics to pick out key information. Under this category students sometimes use typographical aids (Table 4.2). This is reported by 17 (19.3%) students. Learners are also occasionally use typographical aids. This is also shown by 18 (20.5%) learners. Eve students never use typographical aids. This is affirmed by 33 (37.5%) students (Table 4.2).
- Regarding to problem solving strategies; slim majority (68.2%) of the study participants are far off guessing the meaning of unknown words or phrases. This group is identified by students sometimes guess the meaning of unknown words or phrases.. This is shown by 24 (27.3%) students (Table 4.3). It is also characterized by students occasionally guess the meaning of unknown words or phrases. This is reported by 22 (25%) students. In addition, this category is also

characterized by students never guess the meaning of unknown words or phrases. This is also affirmed by 14 (15.9%) learners (Table 4.3).

- As far as support reading strategies are concerned; nearly to 3/4th of the study participants (learners) are at distant prospect in terms of reading aloud to help them understand what they are reading. This category is identified by students sometimes read aloud to help them understand what they are reading. This is shown by 18 (20.5%) students (Table 4.4).
- In the selected primary schools most Grade 7 students do not practice to have a purpose in mind when they read. This is reported by the mean value (2.386) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 3.1). Most of the study participants also agree on, for they don't have a trend of reading aloud to help them understand what they are reading. This is shown by the mean value (2.233) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1). In addition, most grade 7 students are at distant prospect using context clues to help them better understood what they are reading. This is reported by the mean value (2.157) falls in the range (≤ 2.4) qualitatively signifying low strategy user (Table 4.5 & Table 3.1).
- There was a statistically significant positive correlation between frequency of using reading strategy and the score of reading comprehension and fluency. The correlation between frequency of using reading strategy and the score of reading comprehension and fluency was moderate with $r = 0.34^{**}$, $p < 0.05$.

5.2. Conclusion

Various scholars and academicians have conducted many studies across the globe regarding reading comprehension. This research work was an attempt to investigate the use of reading strategies via reading process among Grade 7 students in Miazia 23 and Kidus Addis Kindergarten and primary schools, Ababa Addis. Concerning of global reading strategies; Grade 7 students are at distant prospect in terms of using typographical aids like bold face and italics to pick out key information. Regarding to problem solving strategies; students are far off guessing the meaning of unknown words or phrases. As far as support reading strategies are concerned; students are at distant prospect in terms of reading aloud to help them understand what they are reading.

In the selected primary schools most Grade 7 students do not practice to have a purpose in mind when they read. They don't have a trend of reading aloud to help them understand what they are reading. Meanwhile there was a statistically significant positive correlation between frequency of using reading strategy and the score of reading comprehension and fluency

5.3. Recommendation

Based on the findings and the conclusions made before, the following recommendations are provided. Currently, primary schools are with high demand of students' use of reading strategy. In this regard this study has shown that Meanwhile there was a statistically significant positive correlation between frequency of using reading strategy and the score of reading comprehension and fluency In this sense, it is necessary for Ethiopian primary schools to pay attention to reading strategies with their syllables. In addition, teachers need to be well equipped with knowledge and experience for enhancing the frequency of using reading strategy of their learners. In this regard training packages need to be organized for the teachers.

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APPENDIXES

Appendix – A: Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSIR, 2002) For Students

General Information

Dear respondents, you are kindly requested to complete the questionnaire. To this end, your responses are going to be primary source of data for this particular research.

Name: _____

Age: _____ Grade: _____

Gender: _____ Male _____ Female

Instructions for Completing the Inventory

The statements listed on this inventory describe 15 strategies or actions readers use when reading academic or school-related materials such as book chapters, journal articles, stories, etc. and your focus is on your English for Ethiopian textbook reading sections only.

Directions:

Step 1: Read each statement to indicate whether you are aware of or use these strategies when you read your English for Ethiopian textbook reading comprehension sections.

Step 2: Use the following scale to show your reading strategy use:

1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.

Step 3: After reading each strategy statement, place the numbers (1, 2, 3, 4, or 5) in the spaces preceding each statement to show your level of awareness or use of each strategy.

Strategy scale:

1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.

Strategies 1-15

- _____ 01. I have a purpose in mind when I read my English for Ethiopian textbook.
- _____ 02. I take notes while reading.
- _____ 03. I preview the text to see what it is about before reading it.
- _____ 04. I read aloud to help me understand what I'm reading.
- _____ 05. I check to see if the content of the text fits my purpose for reading.
- _____ 06. I discuss what I read with my friends to check my understanding.
- _____ 07. I get back on track when I get sidetracked or distracted.
- _____ 08. I underline or circle important information in the text.
- _____ 09. I adjust my reading pace or speed based on what I am reading.
- _____ 10. I use reference materials such as dictionaries to support my reading.
- _____ 11. I stop from time to time to think about what I am reading.
- _____ 12. I use typographical aids like bold face and italics to pick out key information.
- _____ 13. I critically analyze and evaluate the information I read from my textbook.
- _____ 14. I re-read to make sure I understand what I am reading.
- _____ 15. I guess the meaning of unknown words or phrases.

Source: (Temur, et al., 2010).

APPENDIX – B: Survey of Reading Strategies Inventory (SORSI, 2023)

General Information

The purpose of this survey is to collect information about the various strategies you use when you read school-related academic materials in ENGLISH (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

1. Means that ‘I r never do this’.
2. Means that ‘I do this only occasionally’.
3. Means that ‘I sometimes do this’. (About 50% of the time.)
4. Means that ‘I usually do this’.
5. Means that ‘I always do this’.

Personal information

Name: _____ Age: _____ Grade: _____

Gender: _____ Male _____ Female

General Direction

Dear respondents, after reading each statement, please **circle** the number (1, 2, 3, 4, or 5) which applies to you. Note that there is no right or wrong responses to any of the items on this survey.

No	Statement					
1.	I have a purpose in mind when I read.					
2.	I take notes while reading to help me understand what I read.					
3.	I think about what I know to help me understand what I read.					
4.	I take an overall view of the text to see what it is about before reading it.					
5.	When text becomes difficult, I read aloud to help me understand what I read.					
6.	I think about whether the content of the text fits my reading purpose.					
7.	I read slowly and carefully to make sure I understand what I am reading.					
8.	I review the text first by noting its characteristics like length and organization.					
9.	I try to get back on track when I lose concentration.					
10.	I underline or circle information in the text to help me remember it.					
11.	I adjust my reading speed according to what I am reading.					

12.	When reading, I decide what to read closely and what to ignore.						
13.	I use reference materials (e.g. a dictionary) to help me understand what I read.						
14.	When text becomes difficult, I pay closer attention to what I am reading.						
15.	I use tables, figures, and pictures in text to increase my understanding.						
16.	I stop from time to time and think about what I am reading.						
17.	I use context clues to help me better understand what I am reading.						
18.	I paraphrase (restate ideas in my own words) to better understand what I read.						
19.	I try to picture or visualize information to help remember what I read.						
20.	I use typographical features like bold face and italics to identify key information.						
21.	I critically analyze and evaluate the information presented in the text.						
22.	I go back and forth in the text to find relationships among ideas in it.						
23.	I check my understanding when I come across new information.						
24.	I try to guess what the content of the text is about when I read.						
25.	When text becomes difficult, I re-read it to increase my understanding.						
26.	I ask myself questions I like to have answered in the text.						
27.	I check to see if my guesses about the text are right or wrong.						
28.	When I read, I guess the meaning of unknown words or phrases.						
29.	When reading, I translate from English into my native language.						
30.	When reading, I think about information in both English and my mother tongue.						

Source: Survey of Reading Strategies by (Kouider Mokhtari & Ravi Sheorey, 2002).

Appendix-C: Reading comprehension Questions

Dear students please read the following text entitled: “Language Vitality and Endangerment” and answer questions that follow:

Language Vitality and Endangerment

A language is endangered when it is on a path toward extinction. Without adequate documentation, a language that is extinct can never be revived. A language is in danger when its speakers cease to use it, use it in an increasingly reduced number of communicative domains, and cease to pass it on from one generation to the next. That is, there are no new speakers, adults or children. About 97% of the world’s people speak about 4% of the world’s languages; and conversely, about 96% of the world’s languages are spoken by about 3% of the world’s people (Bernard 1996: 142). Most of the world’s language heterogeneity, then, is under the stewardship of a very small number of people. Even languages with many thousands of speakers are no longer being acquired by children; at least 50% of the world’s more than six thousand languages are losing speakers. We estimate that, in most world regions, about 90% of the languages may be replaced by dominant languages by the end of the 21st century. ¹

Language endangerment may be the result of external forces such as military, economic, religious, cultural, or educational subjugation, or it may be caused by internal forces, such as a community’s negative attitude towards its own language. Internal pressures often have **their** source in external ones, and both halt the intergenerational transmission of linguistic and cultural traditions. Many indigenous peoples, associating their disadvantaged social position with their culture, have come to believe that their languages are not worth retaining. They abandon their languages and cultures in hopes of overcoming discrimination, to secure a livelihood, and enhance social mobility, or to assimilate to the global marketplace. ²

The extinction of each language results in the **irrecoverable** loss of unique cultural, historical, and ecological knowledge. Each language is a unique expression of the human experience of the world. Thus, the knowledge of any single language may be the key to answering fundamental questions of the future. Every time a language dies, we have less evidence for understanding patterns in the structure and function of human language, human prehistory, and the maintenance of the world’s diverse ecosystems. Above all,

speakers of **these** languages may experience the loss of their language as a loss of their original ethnic and cultural identity (Bernard 1992, Hale 1998). ³

Raising awareness about language loss and language diversity will only be successful when meaningful contemporary roles for minority languages can be established, for the requirements of modern life within the community as well as in national and international contexts. Meaningful contemporary roles include the use of these languages in **everyday life, commerce, education, writing, the arts, and the media**. Economic and political support by both local communities and national governments are needed to establish such roles. There is an urgent need in almost all countries for more reliable information about the situation of the minority languages as a basis for language support efforts at all levels.

Source: (UNESCO Ad Hoc Expert Group on Endangered Languages, 2002)

General information

Name: _____ Grade: _____

Gender: _____ Male _____ Female

Direction I: give short answers for the following questions

1. What are the external forces that may result in language endangerment?
2. What is the estimated number for the replacement of dominant languages by the end of the 21st century?
3. When do you call a language is endangered?
4. Why do you think many indigenous peoples have come to believe that their languages are not worth retaining?
5. What is the function of adequate documentation for a certain language?

Direction II: fill in the blank space using the right words or phrases

6. The **irrecoverable** loss of unique cultural, historical, and ecological knowledge is the result of _____
7. Meaningful contemporary roles include the use of these languages in _____, _____, _____, _____ and _____.

Direction III: what are the following words or phrases refer to?

8. “**their**” para.2, line 3, refers to _____
9. “**these**” para.3, line 6, refers to _____

Direction IV: Find the right synonym; nearly the same meaning from these list for the following words (leading, death, consciousness, risk)

10. A. Extinction B. Dominant C. Awareness D. Danger

Appendix- D: Key informants interview for English teachers

Dear teachers, the objective of this key informants interview is to triangulate the primary data obtained from students on their use of reading strategies towards their reading comprehension and fluency. Therefore, you are kindly requested to forward your valuable ideas and experiences accordingly.

Thanks in advance!

General information

Teacher's name: _____

Teaching experience: _____ years

Name of the school: _____

Key Informants Interview Question For English Teachers

1. What is your students' reading experience looks like?
2. Do your students reading practice found to be any of the following reading practices?
 - 2.1 Global reading strategies?
 - 2.2 Problem solving strategies?
 - 2.3 Support reading strategies?
 - 2.4 Overall reading strategies? If so, who help them to do so?
3. What is your experience to include metacognitive awareness of reading strategies while teaching reading skill to grade 7 students?
4. What do you think is the contribution of students' use of reading strategies to their reading comprehension and fluency?
5. What is your frequency of the reading strategies use to grade 7 students while teaching reading skill? Please share us your teaching and learning practice on reading strategies use concerning the frequency of the reading strategies use.

Thanks in advance!

አዲስ አበባ ዩኒቨርሲቲ
የሂወማኒቲስ፣ ቋንቋ ጥናት፣ ጋዜጠኝነት እና ኮሙኒኬሽን ኮሌጅ
የውጭ ቋንቋ እና ሥነ ጽሑፍ ክፍል

አባሪ - ሀ

**METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY-
REVISED (MARSI-R, 2002) FOR STUDENTS**

ጠቅላላ መረጃ

ውድ ተሳታፊዎች፣ ይህንን መጠይቅ እንድትሞሉ በትህትና እንጠይቃለን። የምትሰጧቸው ምላሾች ለዚህ ጥናት ዋነኛ የመረጃ ምንጭ ሆነው ያገለግላሉ።

ስም፡- _____

ዕድሜ፡ _____ የትምህርት ደረጃ፡- _____

ጾታ፡- _____ ወንድ _____ ሴት _____

የመጠይቁ አሞላል መመሪያ

በዚህ መጠይቅ ውስጥ አንባቢዎች ትምህርታዊ ወይም ከትምህርት ቤት ጋር ተያያዥ የሆኑ ጽሑፎችን ለምሳሌ የመጽሐፍትን ምዕራፎች፣ የጋዜጦች ወይም መጽሔቶች መጣጥፎችን፣ ታሪኮችን ወዘተ በሚያነቡበት ጊዜ የሚጠቀሙባቸውን 15 ስልቶች/ ስትራቴጂዎች ተዘርዝረዋል፤ የእርስዎ ትኩረት እንግሊዝኛ ለመመሪያ መጽሐፍት (“English for textbook”) በሚሉት ክፍሎች ላይ ብቻ የተወሰነ ይሆናል።

መመሪያዎች፡-

ደረጃ 1፡- እያንዳንዱን ዓረፍተ ነገር በማንበብ እንግሊዝኛ ለመመሪያ መጽሐፍ የምንባብ ክፍሎችን በሚያነቡበት ጊዜ ብቻ እነዚህን ስትራቴጂዎች ይጠቀሙ።

ደረጃ 2፡- የንባብ ስልት/ስትራቴጂ አጠቃቀምዎን በተመለከተ ከዚህ የሚከተለውን መለኪያ ይጠቀሙ፡-

1. ከዚህ ቀደም ስለዚህ ስትራቴጂ ሰምቼ አላውቅም።
2. ስለስትራቴጂው ሰምቻለሁ፤ ነገር ግን ምን ማለት እንደሆነ አላውቅም።
3. ስለዚህ ስትራቴጂ ከዚህ ቀደም ሰምቻለሁ፤ ምን ማለት እንደሆነ አውቃለሁ ብዬ አስባለሁ።
4. ይህንን ስትራቴጂ አውቃለሁ፤ እንዴት እና መቼ መጠቀም እንደምችል ማብራራት እችላለሁ።
5. ይህንን ስትራቴጂ በሚገባ አውቀዋለሁ፤ ሳነብም ብዙ ጊዜ እጠቀምበታለሁ።

ደረጃ 3፡- እያንዳንዱን የስትራቴጂ ዓረፍተ ነገር ካነበባችሁ በኋላ ስለእያንዳንዱ ስትራቴጂ ያለዎትን ግንዛቤ ለማመልከት ከእያንዳንዱ ስትራቴጂ ፊት ለፊት ባለው ስፍራ ላይ ቁጥሮች (1፣ 2፣ 3፣ 4 ወይም 5) ያስቀምጡ።

የስትራቴጂ ሚዛን፡-

- ✓ ስለዚህ ስትራቴጂ ከዚህ ቀደም ሰምቼ አላውቅም።
- ✓ ስለዚህ ስትራቴጂ ከዚህ ቀደም ሰምቼ አውቃለሁ፤ ነገር ግን ምን ማለት እንደሆነ አላውቅም።
- ✓ ስለዚህ ስትራቴጂ ከዚህ ቀደም ሰምቼ አውቃለሁ፤ ምን ማለት እንደሆነም አውቃለሁ ብዬ አስባለሁ።

- ✓ ይህንን ስትራቴጂ አውቀዋለሁ፤ እንዴት እና መቼ እንደምጠቀምበትም ማብራራት እችላለሁ፡፡
- ✓ ይህንን ስትራቴጂ በሚገባ አውቀዋለሁ፤ ሳነበም ብዙ ጊዜ እጠቀምበታለሁ፡፡

ስትራቴጂዎች 1-15

- _____ 01. የእንግሊዝኛ መመሪያ መጽሐፌን ሳነብብ የማንብበትን ዓላማ በማስታወስ ነው፡፡
- _____ 02. በማንብበት ጊዜ ማስታወሻ እይዛለሁ፡፡
- _____ 03. ጽሑፉን ከማንበቤ በፊት ስለ ምን እንደሆነ ምልክታ አድርጋለሁ፡፡
- _____ 04. የማንብበው ምን እንደሆነ ለመረዳት እንድችል ድምጹን ከፍ አድርጌ አነባለሁ፡፡
- _____ 05. የጽሑፉ ይዘት ከንባቤ ዓላማ ጋር የሚጣጣም መሆኑን አረጋግጣለሁ፡፡
- _____ 06. ግንዛቤዬን ለማረጋገጥ ከጓደኞቼ ጋር እነጋገርበታለሁ፡፡
- _____ 07. ከሃሳቤ ስወጣ ወይም ትኩረቴ ወደ ሌላ ሲሳብ ወደ ንባቤ እመለሳለሁ፡፡
- _____ 08. በጽሑፉ ውስጥ ያሉ ወሳኝ መረጃዎች ላይ አስምራለሁ ወይም አከባለሁ፡፡
- _____ 09. በማንብበው ነገር ላይ ተመስርቶ የንባቤን ፍጥነት እና እርምጃ አስተካክላለሁ፡፡
- _____ 10. ንባቤን ለመደገፍ እንደ መዝገበ ቃላት ያሉ ማጣቀሻ ጽሑፎች እጠቀማለሁ፡፡
- _____ 11. ስለማንብበው ነገር ለማሰብ በየመሃሉ ቆም እላለሁ፡፡
- _____ 12. ቁልፍ መረጃዎችን ለማውጣት እንደ ቦልድ ፌስ እና ኢታሊክ ያሉ የአጻጻፍ ስልቶች እጠቀማለሁ፡፡
- _____ 13. ከጽሑፉ የማንብበውን መረጃ በጥንቃቄ እመረምራለሁ፤ እመዘናለሁ፡፡
- _____ 14. የማንብበውን ነገር መረዳቴን ለማረጋገጥ ጽሑፉን ደግሜ አነብባለሁ፡፡
- _____ 15. የማላውቃቸውን ቃላት ወይም ሐረጎች ትርጉም ለመረዳት ግምት እጠቃማለሁ፡፡

ምንጭ:- (Temur, et al., 2010).

አባሪ - ለ

የንባብ ስትራቴጂዎች ዝርዝር ጥናት (SORS, 2023)

አጠቃላይ መረጃ

የዚህ ጥናት ዓላማ ከትምህርት ጋር ተያያዥ የሆኑ ትምህርታዊ ጽሑፎች በእንግሊዝኛ ቋንቋ በሚያነብቡ ጊዜ (ለምሳሌ የቤት ሥራ ለመስራት ወይም ለፈተና በሚዘጋጁበት ጊዜ፤ በጋዜጦች ወይም መጽሔቶች ያሉ ጽሁፎች ስታነብቡ) ሊጠቀሙባቸው የሚችሏቸውን ልዩ ልዩ ስትራቴጂዎች በተመለከተ መረጃ ለማግኘት የሚያግዝ ነው፡፡ ከእያንዳንዱ መግለጫ ጎን አምስት ቁጥሮች አሉ፤ እነርሱም፡- 1፣ 2፣ 3፣ 4 እና 5 ያሉ ሲሆን፤ የእያንዳንዱም ቁጥር ትርጉም ከዚህ እንደሚከተለው ነው፡-

1. ማለት “ይህንን አድርጌ አላውቅም” ማለት ነው
2. ማለት “ይህንን የማድርገው አልፎ አልፎ ብቻ ነው” ማለት ነው
3. ማለት “ይህንን የማድርገው አንዳንድ ጊዜ ብቻ ነው” (50% ያህሉን ጊዜ) ማለት ነው

4. ማለት “ይህንን አብዛኛውን ጊዜ አደርጋለሁ” ማለት ነው

ማለት “ይህንን ሁል ጊዜ አደርጋለሁ” ማለት ነው፡፡

ግላዊ መረጃ

ስም: _____ ዕድሜ: _____ የትምህርት ደረጃ: _____

ጾታ: _____ ወንድ _____ ሴት _____

አጠቃላይ መመሪያ

ውድ መልስ ሰጪዎች ፣ እርስዎን በሚመለከተው በእያንዳንዱ ቁጥር (1፣ 2፣ 3፣ 4 ወይም 5) ላይ ያክብቡ፡፡ ቢዚህ

ጥናት ለእያንዳንዱ መጠይቅ በሚመልሱት መልስ ትክክለኛ ወይም ስህተት የሚባል መልስ የለም፡፡

ቁጥር	ዓ ረ ፍ ተ ነ ገ ሮ ች	1	2	3	4	5
1.	በ ማ ነ ብ በ ት ጊ ዜ ዓ ላ ማ ዬ ን በ ማ ሰ ብ ነ ው ፡ ፡	1	2	3	4	5
2.	የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ን ዲ ረ ዳ ጃ ማ ስ ታ ወ ሻ እ ይ ዛ ለ ሁ ፡ ፡	1	2	3	4	5
3.	የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ን ዲ ያ ግ ዘ ጃ ስ ለ ማ ው ቀ ው ነ ገ ር አ ስ ባ ለ ሁ ፡ ፡	1	2	3	4	5
4.	የ ማ ነ ብ በ ው ን ነ ገ ር ስ ለ ም ን እ ን ደ ሆ ነ ለ መ ረ ዳ ት ከ ማ ን በ ቤ በ ፊ ት ጠ ቅ ላ ላ ው ን ሃ ሳ ብ እ መ ለ ከ ታ ለ ሁ ፡ ፡	1	2	3	4	5
5.	አ ስ ቸ ካ ሪ በ ሚ ሆ ን ጊ ዜ የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ን ዲ ያ ግ ዘ ጃ ድ ም ጴ ን ከ ፍ አ ድ ር ኔ አ ነ ብ ባ ለ ሁ ፡ ፡	1	2	3	4	5
6.	የ ማ ነ ብ በ ው ጽ ሑ ፍ ይ ዘ ት ከ ን ባ ቤ ዓ ላ ማ ጋ ር አ ብ ሮ እ ን ደ ሚ ሄ ድ አ ስ ብ በ ታ ለ ሁ ፡ ፡	1	2	3	4	5
7.	የ ማ ነ ብ በ ው ን ነ ገ ር መ ረ ዳ ቴ ን ለ ማ ረ ጋ ገ ጥ በ ቀ ስ ታ እ ና በ ጥ ን ቃ ቄ አ ነ ብ ባ ለ ሁ ፡ ፡	1	2	3	4	5
8.	እ ን ደ ር ዝ መ ት፣ አ ደ ረ ጃ ጆ ት የ መ ሳ ሰ ሰ ሉ ት ን ባ ሕ ር ያ ቴ ን በ ማ ጤ ን በ መ ጀ መ ሪ ያ ጽ ሑ ፉ ን አ ያ ለ ሁ ፡ ፡	1	2	3	4	5
9.	ት ኩ ረ ት በ ማ ጣ በ ት ጊ ዜ ወ ደ ን ባ ቤ ለ መ መ ለ ስ እ ሞ ክ ራ ለ ሁ ፡ ፡	1	2	3	4	5
10.	በ ጽ ሑ ፉ ው ስ ጥ ያ ለ ው ን ለ ማ ስ ታ ወ ስ እ ን ዲ ያ ግ ዘ ጃ መ ረ ጃ ው ላ ይ አ ሰ ም ራ ለ ሁ ወ ይ ም አ ከ ብ በ ታ ለ ሁ ፡ ፡	1	2	3	4	5
11.	በ ማ ነ በ ው ን ነ ገ ር ይ ዘ ት ላ ይ በ መ መ ስ ረ ት የ ን ባ ቤ ን ፍ ጥ ነ ት አ ስ ተ ካ ክ ላ ለ ሁ ፡ ፡	1	2	3	4	5
12.	በ ማ ነ በ በ ት ጊ ዜ የ ት ኛ ው ን ጉ ዳ ይ በ ጥ ል ቀ ት ማ ን በ ብ፣ የ ት ኛ ው ን ደ ግ ሞ መ ተ ው እ ን ዳ ለ ብ ጃ እ ወ ስ ና ለ ሁ ፡ ፡	1	2	3	4	5
13.	የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ን ዲ ያ ግ ዘ ጃ እ ን ደ መ ዝ ገ በ ቃ ላ ት ያ ሉ ማ ጣ ቀ ሻ ዎች እ ጠ ቀ ማ ለ ሁ ፡ ፡	1	2	3	4	5
14.	ጽ ሑ ፉ አ ስ ቸ ጋ ሪ በ ሚ ሆ ን ጊ ዜ ፣ ለ ማ ነ ብ በ ው ን ነ ገ ር ት ኩ ረ ት እ ሰ ጣ ለ ሁ ፡ ፡	1	2	3	4	5
15.	ግ ን ዛ ቤ ዬ ን ለ ማ ሳ ደ ግ፣ በ ጽ ሑ ፉ ው ስ ጥ ያ ሉ ት ን ሰ ን ጠ ረ ነ ጥች፣ ቁ ጥ ሮች እ ና ም ስ ሎች እ ጠ ቀ ማ ለ ሁ ፡ ፡	1	2	3	4	5
16.	ከ ጊ ዜ ወ ደ ጊ ዜ ቆ ም በ ማ ለ ት ስ ለ ማ ነ ብ በ ው ን ነ ገ ር አ ስ ባ ለ ሁ ፡ ፡	1	2	3	4	5
17.	የ ማ ነ ብ በ ው ን ነ ገ ር በ ተ ሻ ለ ለ መ ረ ዳ ት እ ን ዲ ያ ግ ዘ ጃ አ ው ዱ ን እ ጠ ቀ ማ ለ ሁ ፡ ፡	1	2	3	4	5
18.	ሃ ሳ ቦችን በ ራ ሴ አ ገ ላ ለ ጽ በ ማ ስ ቀ መ ጥ ወ ይ ም በ መ ግ ለ ጽ የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ሞ ክ ራ ለ ሁ ፡ ፡	1	2	3	4	5
19.	የ ማ ነ ብ በ ው ን ነ ገ ር ለ ማ ስ ታ ወ ስ እ ን ዲ ረ ዳ ጃ መ ረ ጃ ው ን በ ም ስ ል መ ል ከ ለ መ ረ ዳ ት እ ሞ ክ ራ ለ ሁ ፡ ፡	1	2	3	4	5
20.	እ ን ደ ቦ ል ድ እ ና ኢ ታ ሊ ከ ያ ሉ የ አ ጻ ጻ ፍ ስ ል ቶችን በ መ ጠ ቀ ም የ ማ ነ ብ በ ው ን ነ ገ ር ለ መ ረ ዳ ት እ ጥ ራ ለ ሁ ፡ ፡	1	2	3	4	5
21.	በ ጽ ሑ ፉ የ ቀ ረ በ ው ን መ ረ ጃ በ ቅ ር በ ት ለ መ ረ ዳ ት በ ጥ ን ቃ ቄ እ ተ ነ ት ና ለ ሁ ፣ እ መ ዝ ና ለ ሁ ፡ ፡	1	2	3	4	5

22.	በጽሑፉ ውስጥ ባሉት ሃሳቦች መካከል ያለውን ዝምድና ለማወቅ ወደ ኋላ እና ወደፊት በመሄድ እፈትሻለሁ፡፡	1	2	3	4	5
23.	አዲስ መረጃ በሚገጥመኝ ጊዜ መረዳቴን ለማረጋገጥ እሞክራለሁ፡፡	1	2	3	4	5
24.	በማነብበት ጊዜ የጽሑፉ ይዘት ምን እንደሆነ ለመገመት እሞክራለሁ፡፡	1	2	3	4	5
25.	ጽሑፉ አስቸጋሪ በሚሆን ጊዜ፣ ግንዛቤዬን ለመረዳት በድጋሚ አነብበዋለሁ፡፡	1	2	3	4	5
26.	በጽሑፉ ውስጥ መልስ እንዲጥበት የምፈልገውን ጉዳይ በተመለከተ ለራሴ ጥያቄዎች እጠይቃለሁ፡፡	1	2	3	4	5
27.	ስለጽሑፉ የነበረኝ ግምት ትክክል ወይም ስህተት መሆኑን አረጋግጣለሁ፡፡	1	2	3	4	5
28.	በማንብበት ጊዜ የማላውቃቸውን ቃላት እና ሃረጎች ትርጓሜ እገምታለሁ፡፡	1	2	3	4	5
29.	በማንብበት ጊዜ እንግሊዝኛ ቋንቋውን ወደ ራሴ ቋንቋ እተረጉመዋለሁ፡፡	1	2	3	4	5
30.	በማንብበት ጊዜ ስለ መረጃው በእንግሊዝኛ እና በአፍ መፍቻ ቋንቋዬ አስበዋለሁ፡፡	1	2	3	4	5

ምንጭ- Survey of Reading Strategies (Kouider Mokhtari & Ravi Sheorey, 2002).