

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

*Reading Strategy Training and Its Impact on the Comprehension Skills of
Secondary School Learners*



A Thesis Submitted to the Department of Foreign Languages and Literature in the
Partial Fulfilment of the Requirements of the Degree of Masters of Art in TEFL

By

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June, 2009

Addis Ababa

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Dedicated to:

My father, *Mulatu Bachore*

and

My Brother, *Mulugeta Mulatu*

Who were looking forward to be part in my academic success



Acknowledgments

Above all, I would like to thank my LORD Jesus Christ who made me strong and healthy enough to cope up with this job.

I'm very much grateful to my advisor Mr. Ammanuel Gebru whose insightful and constructive comments with friendly feedbacks have had a great significant role for the appearance of this paper in such a way.

I express my heartfelt thanks my mother, W/r Bizunesh and all my brothers Mehiretab and Teshale and sisters Almaz, Abeba, Yenenesh and Tsehay for their moral and financial support. Also, I'm grateful to Hiwot H/mariam and Fitsum Desta who encouraged me a lot during my study. Once again, I want to use this moment to thank Brother Haile Nuro whose lap top was with me through out the study and Abraham Benti for his unlimited material and moral support.

Finally, I should thank the students, English language teachers and the administrative staff of Goro Comprehensive Secondary School for their co-operations during data collection.



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Abstract

Many scholars agree that reading is among the most important skills for second or foreign language learning academic contexts. This indicates that reading skills are very essential for our high school students who are basically learning English as a foreign language and as a means to cope up with the challenges of the academic situations. However, it is generally agreed that many Ethiopian secondary school and higher educational institution students have low reading proficiency. Similarly, some local studies revealed that the learners' reading ability is dependent on the extent to which they exploit various reading strategies during their reading.

Therefore, this study is conducted to experiment the significance of the reading strategies training to enhance the reading skills of the secondary school learners. To do this, one sample school of 120 students and 8 EFL teachers was selected. Reading tests were given before and after strategy training for the target group. Also, questionnaires were administered and reading classes were observed to see the ongoing experience.

The findings of the study showed that following the reading strategy training, the students improved their reading performance on the reading test. Moreover, data from the other tools disclosed that the learners were not being trained the various reading strategies consistently. As a result, most of them didn't use reading strategies efficiently. In addition, there was a gap on the training among the varieties reading strategies: meta cognitive, cognitive and affective strategies.

CHAPTER ONE

1. Introduction



1.1 Background of the Study

English language is being used as the medium of instruction in high schools and tertiary levels in Ethiopia. Hence, learners are expected to have adequate skills in using the language. This is basically because the learners' skill in using the language highly determines their academic success (Atkins et.al, 1995). In other words, the success of EFL learners in English language can be determined by their performance in listening, speaking, writing and reading. Efficient users of the language display their competence in those skills using proper grammatical structure and vocabulary.

However, among the competencies, reading is the most important which learners in the upper level are expected to develop (Mc Donough, 1994 and Getachew, 1996). This is because most of the knowledge that learners get in this level comes through the ability to read and comprehend the texts and the notes they received from the various subjects they study. In addition, almost all examinations which test the learners' knowledge and abilities are based on their reading and comprehending ability in English. As a whole, it assists the learners' in academic performance and facilitates their autonomous learning.

As it is shown Atkins et.al (1996), ineffective reading hinders the learners' broader studies and inevitably limits their academic performance. Among the significant factors which result in poor reading skills are ineffective teachings of reading and inadequate texts, containing tasks which have little potential to develop the skill. Ineffective teaching of reading skill can be realised as the EFL teachers' ability to teach reading strategies and let the learners practice them through reading tasks.

Reading strategies are derived from a wider context of language learning strategies. Rubin (1987) shows that language learning strategies are any sets of operations, steps, plans and routines used by the learners to facilitate the obtaining, storage, retrieval and use of new information. Nunan (1995) tries to put the concept of language learning strategies as a mental

process which learners employ to learn and use the target language. Since reading strategies are extracted from language learning strategies, they have common conceptual background.

So far, a number of local researches have been conducted on reading proficiency of EFL learners. These are Gebrmedhin Simon (1993), Girma Gezahagn (1994), Berhanu Wunete (2004), Mengesha Fantahun (2003), Nigussie Angessa (2006) and Rufael Dissassa (2007). Regardless of their difference in their aim and the methodology they used, almost all of them underlined that the learners' English language reading ability and their use of strategies seems to be below the standard which they are expected to have. At the end, each of them proposed recommendations based on the outcome of their studies.

1.2 Statement of the problem

As it has been said so far, reading skills are very important as far as high school learners' academic achievement is concerned. Thus, to equip our learners with this basic skill, it would be very important to consider reading strategies. The basic activity to be carried out in this study is identifying reading strategies which are used by a successful reader and how to help less successful readers through training.

According to the local researches, there is an indication that Ethiopian secondary level students don't manage their reading effectively and efficiently. However, the existing domestic research has focused on the frequency of reading strategies used by EFL learners and the gender difference in using reading strategies mainly by the first year university and preparatory students (Rufael, 2007). Moreover, research like Berhanu Wunete (2004), Mengesha Fantahun (2003) and Nigussie Angessa (2006) focused on assessing the reading strategies used by different levels of students. However, they didn't consider the existing classroom situation either by experimenting or observing the condition. Rather, they administered interviews and questionnaires. This enforces the researcher to carry out more studies on reading strategies, particularly making an intervention through reading strategy training so as to evaluate the progress. As a whole, this study different is from the previous studies in that it focuses on the classroom procedure of training of reading strategies and their impact on developing learners' comprehension. The study helps to identify the teachers' role in developing learners' reading ability which exhibits its impact on many other subjects of their study (Atkins et.al, 1995).

1.3 Objectives of the Study

This study aims to relate the training of reading strategies with in ongoing classroom reading program, particularly in the EFL reading classroom context. It tries to measure the impact that the training has on the reading comprehension skills of the learners.

More specifically, the study will attempt to answer the following questions:

- Do EFL teachers train reading strategies in classrooms during reading lessons?
- To what extent do high school EFL learners use reading strategies?
- Can reading strategy training reasonably improve the learners' comprehension skills?

1.4 Significance of the Study

In general, the importance of study is mainly on the development of EFL learners reading skills, which is the most basic foreign language skill. To be specific, it gives emphasis to train reading strategies and evaluates their impact on the comprehension skill of the learners.

In the current trend of language teaching- whether reading or other skills, emphasis is given to promote autonomous learning which can be attained through training strategies that learners use to help themselves (McDonough,1994). As a result, the insights from this study can help the learners of foreign language (English) to be autonomous learners, especially in the reading skills. Moreover, as it is stated in Rufael (2007), reading tasks are becoming challenging for many high school EFL learners. Hence, students can use the results of this research to reduce the challenges.

On the other hand, the outcomes of study initiate EFL teachers to see back to their trend of teaching reading skills in the secondary schools and evaluate their performance. This can be followed by making adjustment on the ways of teaching reading skills in to the direction that helps learners to get new insights and input to develop their reading skills. In addition, results of the study may also help curriculum designers and text book producers by reminding them to give due emphasis on preparing reading skill task for EFL learners in the secondary schools.

Finally, the researcher believes that this study paves a way for other researchers to carry out more detailed studies in the area of teaching reading skills.

1.5 Scope and limitations of the study

Since the research is experimental, it would be very important to limit the scope of the research to a specific area. This is because it helps the researcher to see the problem and the specific variables which occur in the experimental and control groups in a very detailed manner. Moreover, the researcher has time and resource scarcity to include more secondary schools, even additional grade levels in the study. Also, the variables of the experimental study are limited to two: an independent variable (i.e reading strategy training) and the dependent variable (i.e the students reading skills). Thus, the research was carried out on one particular secondary school which is located in the SNNPRS in Gurge Zone- Goro Comprehensive Secondary School, particularly on grade ten students. The school is selected because the researcher has close knowledge of the school.

CHAPTER TWO

2. Review of Related Literature

2.1 Reading in foreign language

Many scholars have defined reading in various ways. However, there is conceptual similarity among the definitions. The definitions can be perceived as general and specific. Varghese (1989) defines reading in a very general manner. He says that it is a very complex process involving many physical, intellectual and often emotional reactions. Moreover, it entails the ability to organize graphic symbols and their corresponding vocal sounds.

Some scholars also defined reading in very specific ways which will be easy to understand. For example, as it is indicated in Davis (1995), reading in the academic situation can be perceived as an activity that actively requires the readers' cognitive or mental involvement in order to grasp the message of the academic text they encountered. In addition, Nuttal (1982) says that reading is an active process which is to be carried out in the reader's mind to extract meaning from a text. Also, Smith (1985) says that reading is describing, illustrating and analysing information from a text and Mc Donough (1994) points out that reading is the most important skill which helps learners' academic performance. Similarly, Grellet (1981) defines as reading is an interactive process with a text in different ways in order to learn to create meaning.

The definitions imply that reading is an active and interactive process which goes on between the reader and the text, resulting in comprehension. The text represents letters, words, sentences and paragraphs that encode meaning. The purpose is just to create meaning using various strategies. Therefore, readers are expected to read a given text using various strategies and having a purpose in mind.

2.2 The purpose of reading in foreign language

Reading is a purposeful activity. Atkins et.al (1996) says that having a specific purpose is one of the qualities of an efficient reader. He/she should know why he/she is reading whatever he/she is reading.

We often read having various purposes in mind. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. Moreover, a person may read for enjoyment, or to enhance knowledge of the language being read.

The purpose(s) for reading guide(s) the reader's selection of the text. According to Nuttall (1996), the purpose for reading also determines the appropriate approach to reading comprehension. Someone who needs to know whether he/she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but doesn't need to recognize the names of every appetizer listed. In the same way, Smith (1985), a person reading poetry for enjoyment needs to recognize the words the poet uses and the way they are put together, but doesn't need to identify the main ideas and the supporting details. However, a person using a scientific article to support opinion needs to know the vocabulary that is used, understand the facts and recognize ideas that are presented as hypothesis.

2.3 Factors that affect reading in foreign language

As it has been stated earlier, reading is one of the most important skills that foreign language learners should have. But, there are many factors which affect the teaching and learning of reading in foreign language.

Some researchers develop overarching categories to describe the factors that influence reading in foreign language. Scarcella and Oxford (1992), in Aebbersold and Field (1997), discussed four areas. These are grammatical competence (knowledge of grammar), socio-linguistic competence (the ability to use the language in the appropriate social context), discourse competence (the knowledge of acceptable patterns in written and spoken language) and strategic competence (ability to use a variety of language strategies to communicate successfully). These factors also influence the teaching and the learning of the other skills, i.e speaking writing and listening. Thus, they are considered as a broad list.

According to Wells (2007), the factors which affect reading are classified in to two: external / physical and internal. The external ones are vision, hearing, health, etc. Whereas the internal factors are intelligence, conceptualization, language, self concept, subject matter, teacher effect, low economic status, family mobility, inadequate teaching of reading, poor teaching

strategy, indiscriminate use of reading material and lack of motivation (on the part of the student and teacher).

On the other hand, Aebbersol and Field (1997) listed factors which influence reading in foreign language. These are:

- A. *Cognitive development and style orientation*: the age and the level of cognitive development the foreign language learners at the time they begin language study shapes their ability to grasp concepts and their willingness to use varieties of strategies.
- B. *Reading performance and competence in L1*: those with higher level of proficiency in the foreign language are more able to transfer reading skill from their own language to the foreign language; thus, enhance their foreign language reading proficiency.
- C. *Meta cognitive knowledge*: learners who are able to describe and discuss the features and the rules of their own language appear to be more proficient in improving their foreign language reading process.
- D. *The foreign/second language proficiency*: it is obvious that it would be difficult to improve reading without a certain threshold level of foreign/ second language proficiency.
- E. *The degree of the difference between the first and the foreign/second language*: it is generally true that the greater the difference between the native language and the target language system, the more difficult to acquire the target language to become an efficient reader.
- F. *Cultural orientation*: it is considered as the most far reaching and influential factor. The students' attitude towards the text and the purpose of reading, the type of reading skill and strategy they use in the foreign language, their beliefs about the reading process and their knowledge of the text in their first language can be considered under this factor.

2.4 Language learning strategies

Though our aim is to deal with reading strategies, it will be very important to see some of the features of language learning strategies, as reading strategies have a common conceptual background with language learning strategies. Cohen (1998) states that reading strategies are strategies which are derived from language learning strategies.

2.4.1 The concept of language learning strategies

Language learning strategies have been defined in many ways. Rubin (1987) defines as any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information. In the same manner, O' Malley (1990) states that they are special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. Also, Richards (1992) says that language learning strategies are intentional behaviours and thoughts used by the learners during learning so as to better help them understand, learn or remember new information.

The definitions given by the various scholars underline that language learning strategies are an intentionally designed steps or operations by the learners. The purpose of these operations is to facilitate the storage and retrieval of new information. In other words, they assist students to learn and use the target language (Nunan, 1995). These operations and steps, if they are properly used, play a vital role in the process of language learning.

2.4.2 Strategy training for foreign language learners

Students of foreign language should be encouraged to learn and use a broader range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning (Cohen, 1989). The most efficient way to raise learners' awareness is providing strategy training. That means, giving explicit instruction on how to apply language learning strategies.

2.4.2.1 Goals of strategy training

According to Cohen (1998), strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strength and weaknesses in language leaning.

- Become aware of what helps them to learn the target language more efficiently.
- Develop a broader range of problem solving skills.
- Make decisions about how to approach a language task.
- Monitor and self evaluate their performance.
- Transfer successful strategies to new context.

2.4.2.2 Steps to be followed in strategy training

Although there is no empirical evidence that has yet been provided to determine a single best method for conducting strategy training, certain instructional frameworks have been identified. The most common is the one which is proposed by Pearson and Dole (1987), which specifies the following steps for strategy training:

1. Initial modelling of strategy by the teacher, with the direct explanation of the strategy's use and importance.
2. Make a guided practice with the strategy.
3. Consolidation, where the teacher helps the learners to identify the strategy and decide when it might to be used.
4. Make an independent practice with the strategy.
5. Apply the strategy to the new tasks.

In addition, O' Malley and Chamot (1994) present four stage of strategy training so as to solve problem. These are:

1. Planning: students plan ways to approach a learning task
2. Monitoring: students self monitor their performance by paying attention to their strategy use and comprehension skill.
3. Problem Solving: students find solutions to the problem they encountered.
4. Evaluation: students learn to evaluate the effectiveness of the given strategy after it has been applied to a learning task.

We can say that almost the two procedures for strategy training have identical concept. The difference is that the second one is a bit general, where as the former one is quite specific, hence, it would be easier for teachers to apply it in a classroom lesson.

2.4.3 Strategies based instruction (SBI) in language classes

Many foreign language textbooks have begun to embed strategies in to their curricula. However, unless the strategies are explained, modelled, or reinforced by the classroom teacher, students may not be aware of them (Rubin, 1996). Thus, strategy based instruction is a learners-centered approach to teaching that extends classroom strategy training to include both implicit and explicit integration of strategies in to the language content. Through this, students experience the advantages of systematically applying the strategies to the learning and using of the language. In addition, they have opportunities to share their preferred strategies with other students and to increase their strategy use in the typical language task they are asked to perform (Rubin, 1996). Thus, Cohen (1998) suggests the teachers' responsibility in typical strategy based instruction class. These are:

- Describe, model and give examples of potentially useful strategies.
- Elicit additional examples from the students, based on the students' own experience.
- Lead small-group and whole class discussions about strategies.
- Encourage students to experiment with a broader range of strategies.
- Integrate strategies to every class materials, explicitly and implicitly embedding them in to the language task to provide for contextualized strategy practice.

2.5 Reading strategies

2.5.1 The concept of reading strategies

As it has been noted earlier, reading strategies are derived from a wider concept of language learning strategies. Carell (1998) states that reading strategies are skills or techniques that readers use to manage their interaction with the written text. This shows that a successful reading comprehension depends not only on the readers' ability to access appropriate formal schemata but also on their ability to monitor what they understand to take appropriate strategic action. According to Wallace (1993), reading strategies are ways of reading which are employed flexibly and selectively, and vary depending on the type of the text, the context and the purpose of reading. This indicates that successful readers are expected to make selection among strategies by taking in to account the nature of the text, the purpose and the context of reading.

On the other hand, reading strategies indicate how readers conceive a task, what textual clues they attend to, how they make sense of what they read and what they do when they don't understand the content of the text (Block, 1986). They range from simple fix-up strategies, such as simply re-reading difficult segments and guessing the meaning of unknown words from a context, to more comprehensive strategies such as summarizing and relating what is being read to the reader's background knowledge (Janzen, 1996). Therefore, reading strategies are not only ways which readers manage their interactions with a written text but also they are tools for effective comprehension.

As a whole, Baker (1984) indicates that reading strategies involve processing information in mind. Due to this, it is difficult to distinguish them from cognitive processes such as thinking, reasoning, studying, etc. We can't make a demarcation here either. Thus, reading strategies include any of the wider range tactics that readers use to comprehend a text.

2.5.2 Factors that determine reading strategies

Reading strategies are ways of reading which involve various tactics selectively in a flexible manner. Thus, the number and the kinds of reading strategies used by the learners can be determined by various factors, like the nature of the language learning, the learners' proficiency, the nature of the task and the purpose of reading. Moreover, according to Wenden and Rubin (1987), reading strategies can be determined by the implicit belief about language and language learning, and the type of the interaction that the readers are supposed to carry out.

Some language learning processes may involve tasks and activities that can boost the use of various techniques where as others involve contexts that can help to teach about the language. The former process creates an opportunity for the learners to integrate various strategies in their learning. The reading program that provides regular opportunity for the learners to attend how to be aware of their own reading process can encourage readers to use different strategies. In addition, Song (1998) points out that if the learning process doesn't match with the learners' innate conceptual abilities as well as with their mental processing strategies, there may be low degree of using strategies in reading.

The other thing that determines the type of strategy to be used is the nature of the tasks that readers do before, while and after the reading. Davis (1995) states different kinds of reading

tasks. Some tasks are simple and others are complex. Some tasks may require a combination of one or more strategies whereas others require a single strategy. Similarly, there are some tasks which actively involve learners. At the same time, there are also reading tasks which make learners passive. Passive tasks are those which typically involve individual silent reading and require low level of understanding. On the other hand, active reading tasks are those which promote pair or group work. Thus, these tasks encourage the learners to use more strategies than the passive ones.

In general, learners may use different strategies to carry out their reading tasks. But, teachers should know that not all the techniques that learners (as readers) use may help them accomplish the reading task successfully. This is because of various factors which determine the success of reading strategies used by the learners. Nevertheless, the integration of various strategies which are appropriate to the purpose of reading can probably promote comprehension.

2.5.3 The significance and the need of teaching reading strategies

As far as reading comprehension is concerned, reading strategies are important tools which readers are required to develop. Similarly, a substantial number of studies have confirmed that reading strategies are useful aspects of reading. Effective and efficient readers are identified for having a wide repertoire of reading strategies and utilizing them appropriately on the task demand.

Nuttal (1982) states that even if the reader has explicit discourse markers to guide him/her, he/she will have to make use of other skills – reading strategies if he/she is going to make sense of the text successfully. Also, Goodman (1998) shows that the effective and efficient accomplishment of reconstruction of meaning out of a text through the interaction of the reader and text is successful only if the reader is able to use effective reading strategies. Thus, learners can be independent readers if they are aware of and be able to use adequate reading strategies effectively.

Concerning the need for teaching reading strategies, Gessesse (1999) says that the primary aim of teaching reading should be developing reading skills and strategies. But, Au (1993) states that the training of reading strategies should take place in the real context of reading. This helps learners to transfer the skills and strategies to the other situation as a result of their

awareness about the strategy. But, teachers should note that the kind of strategy to be taught most of the time is associated with the type of knowledge that the readers need to use while reading.

2.5.4 Reading strategies and readers

Reading researches have sought to identify a wide variety of strategies used by both native and non-native language readers. Very specifically, Block (1992) and Garner (1987) state that researches on the reading strategies of native English speakers have concentrated on describing those strategies which are involved in creating meaning from a text.

A vast amount of research in reading strategies has found that good readers are better at monitoring their comprehension than poor readers. Brown (1992) stresses that good readers are more aware of the strategies they use than poor readers. Also, they use strategies more flexibly and efficiently.

Readers are not required to look at everything in a given piece of writing. To intensify this, Williams (1984) says that the reader is not simply a passive object, fed with letters, words and sentences, but actively working on the text, and able to arrive at understanding without looking at every letter and word. In addition, researches on reading revealed that efficient readers, generally, read words in group, not word by word.

Baker (1984) points out good readers distinguish among important information and details as they read and are able to use clues in the text to anticipate information and relate new information to the already stated one. Moreover, they are also able to notice inconsistencies in to a text and employ strategies to make these inconsistencies understandable.

2.5.5 Classification of reading strategies

Various scholars classify language learning strategies in different ways. However, there is no basic conceptual conflict among them. According to the literature on language learning strategies, the classifications suggested by Rubin (1987), O' Malley and Chamot (1990), Oxford (1990 & 2002), Cohen (1996) and Richards (2002) are relatively the recent ones.

These scholars classified the strategies in various ways. But, their differences can be observed only on the way they express the concept. For example, Rubin (1987) and O'Malley and

Chamot (1990) grouped the strategies in three: learning strategies, communication strategies and social strategies. On the other hand, the difference that we see in Cohen's (1996) classification is that he named the communication and social strategies as use strategies.

In the literature, reading strategies are grouped in to three categories. These are meta cognitive, cognitive and social or affective strategies (O' Malley and Chamot (1990), Oxford (1990 & 2002)).

2.5.5.1 Meta Cognitive reading strategy

This strategy involves the general management of the course and the outcomes of the cognitive process, like planning for the process, controlling or monitoring the process and checking or evaluating the achievement of the specific task goal.

To be specific, it constitutes three sub- strategies in which there are more activities to be performed by the reader.

- ✦ Planning: which involves identifying the nature of the task, clarifying the purpose, setting goals and organizing.
- ✦ Monitoring: which requires controlling the degree of understanding, tolerating ambiguity and disruption, monitoring the effectiveness of the strategy being used and changing (modifying) ineffective strategy, adjusting the reading speed and making selective attention?
- ✦ Evaluation: which requires checking whether the goals are being achieved or not, testing comprehension and testing concentration or attention.

2.5.5.2 Cognitive reading strategies

Cognitive reading strategies are cognitive activities or processes that the reader executes in his attempt to construct the meaning out of a text. These include both the bottom up processing, when the reader focuses on the analysis of linguistic features, and the top down processing, when the reader focuses on sampling and predicting, testing the prediction, getting the gist, making inference, etc. using available resources to guess or complete the missing information.

In general, the specific sub strategies included cognitive strategies are listed as follows:

- ✦ **Overviewing:** reading headings, sub headings and summaries.
- ✦ **Predicting:** anticipating what the passage is about.
- ✦ **Scanning:** reading quickly to get the specific points.
- ✦ **Skimming:** reading quickly to get the general idea of the passage.
- ✦ **Confirm/reject:** checking whether the anticipation is right or wrong.
- ✦ **Activating prior knowledge:** relating the content to one's prior knowledge and identifying the main ideas and the details.
- ✦ **Recognizing text organization:** understanding the coherence and the cohesion between paragraphs and parts and understand reference.
- ✦ **Visualization:** forming mental picture of ideas in the parts of the passage.
- ✦ **Problem solving:** rereading, keep on reading to clear ambiguity, guessing meaning of words from the context, using affixes to guess the meaning of the new words, skipping the unknown word (but less important word), using dictionary and verbalizing the word or the phrase.
- ✦ **Taking notes:** writing notes on the edge of the paper using personal abbreviations.
- ✦ **Summarizing:** writing summary of the text.
- ✦ **Underlining/highlightening:** underlining the parts needed to be remembered.
- ✦ **Using cognates:** using cognates in L1 and L2 to facilitate understanding and translate words/ phrases/sentences in to L1.
- ✦ **Reacting to the text:** questioning the truthfulness and the relevance of the idea.
- ✦ **Making inferences:** inferring the less explicitly stated idea of the writer using the context and the prior knowledge.
- ✦ **Referencing:** making anaphoric and cataphoric references and using tables, pictures and charts.

2.5.5.3 Social (Affective) reading strategies

The main features of these strategies are co-operation or working with peers, and creating motivational and mental readiness for a task. Affective reading strategies are techniques for managing emotions, feelings and motivations. It involves relaxing oneself and making positive statement about the task and one's ability (Chamot, 1990). These strategies are applicable to all learning activities, but less directly than the cognitive and meta cognitive ones.

The sub strategies of the social/ affective strategies are:

- ✦ Working with peers: seek opportunities to work with peers and asking for clarification.
- ✦ Creating convenience: choosing a convenient place and situation for reading and the right setting or position.
- ✦ Motivating oneself: making positive statement about yourself and the reading task.
- ✦ Collect attention: relaxing oneself to reduce anxiety by muscle relaxation and deep breathing, listening to music, etc.

2.5.6 Integrating Reading strategies

Hosenfeld (1992) points out that instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the classroom. Teachers can help their learners to become effective readers by teaching them how to use strategies before, during and after reading. The following procedures, in the table below, can be used to integrate reading strategies within the reading lesson.

No.	Session	Reading strategies to be integrated
1	Before reading (plan for the reading task)	<ul style="list-style-type: none"> • Set a purpose or decide in advance what to read for. • Decide if more linguistic or background knowledge is needed. • Determine whether to enter the text from top down (attend to the overall meaning) or from the bottom up (focus on the word and the phrases).
2	During reading (monitor comprehension)	<ul style="list-style-type: none"> • Verify predictions and check inaccurate guesses. • Decide what is and is not important to understand. • Reread to check comprehension • Ask for help
3	After reading (Evaluate comprehension and strategy use)	<ul style="list-style-type: none"> • Evaluate comprehension in a particular task or area. • Evaluate overall progress in reading and in particular type of reading tasks. • Decide if the strategies used were appropriate for

		<ul style="list-style-type: none"> • the purpose and for the task. • Modify strategies if necessary.
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(Slightly adapted from: Hosenfeld, 1992)

2.6 Reading comprehension and levels of comprehension

As stated by Kruidenier and Lenz (2005) in Rufael (2007), reading comprehension can be defined as the level of understanding of a text that is being read. This means that it is the process of constructing meaning which approximately matches with the writer's idea.

Therefore, reading comprehension is much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. In general, it requires using all the necessary tools, such as reading strategies, to extract meaning from a text.

Depending on the complexity of the process and the activities to be carried out, comprehension can be classified in to different levels. According to Heaton (1988), it ranges from the simple cognitive level at which readers identify the meaning of words and understand the literal meaning of the text to the complex level at which inferences, references, implications and evaluation of the writer's idea are made.

The classification of the reading comprehension levels is slightly adapted from Bloom's taxonomy of educational objectives which group the educational objectives in to three categories: cognitive, affective and psychomotor (Rufael, 2007). Likewise, scholars have identified three levels of reading comprehension. These are literal, interpretive and applied (Mohammed, 1999; Champeau De Lopez, 1997).

- A. Literal level: it is the level at which readers identify the meaning of words and phrases. It is in this level where the explicit meaning of the text is understood. Thus, it is said to be lower level understanding.

As a whole, in this level the following specific comprehensions are made:

- Recognizing and understanding words and sentences.

- Working out the meaning of unknown words contextually and using prior knowledge.
- Understanding stated information and facts.
- Understanding temporal and special relations of ideas.

B. Interpretive level: This level involves understanding what is implied rather than stated. It requires using various strategies such as inferences and using prior knowledge (Mohammed, 1999).

The specific comprehension types which are included under this level are:

- Making inferences of implicit ideas.
- Anticipating what comes next.
- Relating the new information to the old one.
- Understanding figurative language.
- Identifying the main ideas from the details.

C. Applied level: It is the highest and the most complex level at which higher cognitive skills such as analysing, synthesising and applying or extending the information beyond the text situation is involved. This level is characterized by the following kinds of specific comprehension forms.

- Analysing.
- Comparing and contrasting the ideas to personal experiences.
- Evaluating the values and the truthfulness of the writer's ideas.
- Recognizing the attitude and emotions of the writer.

2.7 The role of teacher and students in reading classroom

2.7.1 Role of the teacher

Reading is a process whereby one looks at and understands what has been written (Williams 1984). This shows that foreign language learners don't need to understand everything in a written text. Thus, a part of the teacher's job is, therefore, to develop within the learner strategies that will help them in the struggle, as the ultimate aim of reading is to make learners able to read a text with comprehension, learn the language content from reading and read with some degree of critical awareness.

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Nuttal (1996) tries to sort out the teacher's job in the reading class. She says that it is the teachers' job providing, first, suitable texts and second, activities that will focus on the students' attention on the text. The learners should develop their own skills, but teachers must make them aware of what they have to do.

Teachers are expected to help learners to develop their reading skills consciously. Without this, it will be impossible to familiarize the students with every text they will ever want to read. Furthermore, teachers are expected to train them with techniques for approaching texts of various kinds which are to be read for various purposes. Unless teachers do this, they are not doing their job of teaching students how to read a text (Nuttal, 1982).

Generally, effective language teachers show students how they can adjust their reading behaviour to deal with the variety of situations, types of inputs and reading purpose. They help students to develop a set of reading strategies and match with the appropriate reading strategies to each reading situation.

2.7.2 The role of students

As we noted the role of the foreign language teacher in reading classroom, the learners' role should also be pointed out; because they are expected to involve directly in the reading lesson.

Nuttal (1996) notes that reading is learnt rather than taught, and only the learners can do the learning. So, their first responsibility is to be active and take charge of what they do. We have seen that good readers carry on a dialogue with the text. Thus, foreign language learners have to know how to do this. An effective way to promote the skill is to talk about texts in class. Teachers can plan activities for this purpose, and model the text talk, but it is the learner who has to make the most of the opportunities by taking risk of making mistakes.

The other role of the learners is monitoring comprehension. Smith (1985) says, like teachers, though to a lesser degree, students need to understand how texts work and what we do when we read. Learners need to develop the ability to think about what is going on in the learners' mind which is often termed as meta cognition.

CHAPTER THREE

3. Research Methodology

3.1 Research Setting

This research was carried out on one particular secondary school: Goro Comprehensive Secondary School which was in the SNNPRS in Gurge Zone. It is selected because the researcher has closer knowledge of the school. Moreover, the researcher believes that the specified problem is being experienced by the learners in the specified school.

3.2 Subjects

The school has 10 sections of grade 10 students. Each section contains 60 students. That means the total population is 600. Among the sections, the researcher randomly selected two sections. Thus, the subjects of the study are 120 grade 10 students who are grouped in two sections. Each section contains 60 students. As the study is experimental, all students in the two sections were involved in the process of study: one section is the experimental and the other is the control group.

In addition, 8 EFL teachers who are currently teaching English to the target population were participants of the study.

3.3 Instruments

3.3.1 Questionnaire

For the successful completion of the study, two types of questionnaires were produced and administered to the target population- EFL teachers and learners. The learners' questionnaire mainly focused on assessing the reading strategies they are using currently. More specifically, they are required to indicate the frequency in which they experience various reading strategies in and out of their classes. The questionnaire contained a list of reading strategies which readers often exploit to comprehend a text.

On the other hand, the teachers' questionnaire was designed to assess their reaction to reading strategy training in the EFL classes. In addition, it evaluates the teachers' awareness in training reading strategies through developing various exercises or modifying the already

developed activities. It also required the teachers to express their specific experience in the actual classroom practice of developing reading strategies.

3.3.2 Observation Checklist

The observation checklist was designed in such a way that it contains a list of classroom behaviours that the reading teacher experiences. There is also a rating scale which the observer uses to measure the value of the behaviour displayed during the observation. The checklist was designed by the researcher from the concept in the literature review which focuses on the classroom steps and the activities to be carried out in training the reading strategies. The researcher observed four EFL teachers. Each of them was observed for two consecutive periods conducting reading lessons. The duration of one period is 40 minutes. What was being observed was filled in the checklist.

3.3.3 Pre- and post- test

As the research is experimental, two tests: pre and post reading tests were designed and administered in different occasions.

The first test, the pre-test, served as a tool to know the current level of the students' (the target group) reading skill. It was administered to the target population before the actual treatment (reading strategy training) was given. The aim was to check the current standard of the target group in using reading strategies. The test contains the reading text with four paragraphs and questions which allow readers to use various reading strategies. This means they require the learners to skim, scan, refer, guess meaning and summarise.

The second one, the post test, is a parallel test which was given after conducting training on the reading strategies. Its objective is to check the progress of the learners in the target group in comparison with the first test, on one hand, and with the control group score, on the other hand. The question format is the same as that of the pre-test. This means that the learners are expected to use the same strategies to tackle the questions.

In general, the two reading comprehension tests are the same in various aspects like in number of questions, in question types, in text length and in the time allotment. Also, the learners are expected to use nearly the same background knowledge to understand the texts. This was done intentionally to see the progress of the classroom treatment.

3.4 Data Collection Procedure

3.4.1 Data from the questionnaire

The questionnaires were administered to the two groups (EFL teachers and learners). First, it was distributed to the EFL teachers and data was collected accordingly. Then after, the learners' questionnaire was administered to the students in the target group.

3.4.2 Data from the classroom observation

After the questionnaires were filled and completed, the classroom observation was carried out. The researcher observed the EFL teachers' reading lesson presentations. During the observation, the various behaviours displayed by the reading teacher were filled in to the checklist according to the instruction given on it.

3.4.3 Data from the pre and post test

First, the reading comprehension pre-test was administered to the target group. Then, the researcher collected the scores and kept them. Following the pre test, the reading strategy training was conducted to the learners in the experimental group right after the learners' questionnaire was filled and completed. The training was given for two hours in a week for two months. At the end of the two months, the post reading test was given and scores were recorded for further comparison with the pre-test which was given earlier.

3.5 The Training Process

The reading strategy training was delivered to the students in the experimental group. It was given for eight consecutive weeks for two hours in each week. The training was carried out by the researcher. During the training, varieties of reading strategies such as meta cognitive, cognitive and social or affective strategies were trained through different kinds of exercises. Furthermore, Texts having different difficulties were collected from different sources and activities which display various reading strategies were designed and delivered to the learners. The learners were given ample opportunities to work on the exercises and to practices different reading strategies in each session. Using the exercises given in each session, the learners were checked if they can use the strategy which they were taught in the previous session. Having the feedback from the exercises, possible modifications were made for the coming session. In addition, the exercises and reading texts from the learners' text books were also consumed during the training. Meanwhile, all the exercises which were delivered for them on the training were collected at the end of each session to control the process of the training.

3.6 Data Analysis Procedure

The data collected from different sources is analysed in such a way that it reveals certain implications. Firstly, the data related to the conceptual awareness of the groups on the reading strategy is analysed. That means priority was given to analysis the data from the questionnaire and the checklist. The data from the learners' questionnaire was given the initial position in the analysis because it reveals the theoretical background of reading strategies practiced and used by the learners. Then, analysis of the comparison between the pre-test and the post test records was made, specifically in relation to using reading strategies in the class. Finally, the data from the teachers' questionnaire and the classroom observation was analysed.

3.7 The Pilot Study

Seliger and Shohamy (1990) state that any research instrument needs to be tried out before it can actually be administered to the research subjects. This is done basically to keep the validity of the instruments. Hence, the learners' questionnaire was tried out on a small sample of grade 10 students. The pilot study was aimed at assessing the qualities of the instrument before it was administered to the actual subjects.

During the pilot study, respondents were asked to verbalize how they understood and interpret each question. In addition, they were encouraged to express any uncertainty and/or confusion they experienced while reading the questions and the texts. In other words, the validity of the instruments were checked in such a way that the instruments could measure what they are supposed to measure. The feedback obtained from the study helped the researcher to modify some parts of the instruments.

The reliability of the instruments was also calculated using formulas which are proposed by scholars like Kuder Richardson in Brown (1996). The reliability value of the pre and post reading comprehension test became 0.83 and 0.91 respectively. According to Brown (1996), the reliability of a test is said to be high if it ranges from 0.80 to 1.0, appreciable if it is from 0.6 to 0.79, moderate if it ranges from 0.4 to 0.59, low if the value ranges from 0.20 to 0.39 and negligible if it ranges from 0.00 to 0.19. Hence, we can say that the two tests are highly reliable.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

This study focused on assessing the reading strategies of secondary school students, particularly their classroom practice. In doing so, the researcher designed various tools and gathered data from different sources that have direct relation with the research topic. The data is gathered from EFL learners and teachers using various tools: questionnaires, reading comprehension test (pre and post test) and observation checklist. It is tabulated and analysed as follows.

4.1 Data from the EFL learners

The data from the student is gathered using two tools: questionnaire and reading comprehension test: pre and post reading test.

4.1.1 Data from the questionnaire

The questionnaire presented to the learners contains 30 questions of reading strategies which particularly assess the learners experience in using them during reading session. Furthermore, these questions are grouped in to three categories: Meta cognitive, Cognitive and Affective/ social reading strategies. Thus, the responses are tabulated accordingly.

4.1.1.1 Meta cognitive reading strategy

Table 1: Planning and evaluating strategies

No	Questions	Time expressions										Total	
		Always		Frequently		Sometimes		Rarely		Never		No.	%
		No	%	No	%	No	%	No	%	No.	%		
1	How often do you have a purpose in your mind when you read?	12	10	11	9.1	37	30.8	48	40	12	10	120	100
2	How often do you think about whether the	11	9.1	19	15.8	48	40	36	30	6	5	120	100

	content of the text fits your reading purpose?												
3	How often do you critically analyze and evaluate the information presented in the text?	3	2.5	11	9.1	10	8.3	48	40	48	40	120	100
4	How often do you check your understanding whenever you come across conflicting ideas?	7	5.8	12	10	57	47.5	21	17.5	23	19.1	120	100
5	How often do you check if your guesses are right or wrong?	13	10.8	18	15	35	29.1	30	25	24	20	120	100

The above table (table 1) contains a list of meta cognitive reading strategies which focus on planning and evaluating one's reading. As they are important in comprehension, EFL learners are required to practice them in reading lessons. The status of their practice is discussed as follows.

The first item aims at checking whether the learners have a purpose in mind when they read. Among 120 respondents, only 12 (10%) and 11 (9.1%) students read always and frequently, respectively, having a purpose in mind. But, 37 (30.8%) of the respondents said that they sometimes have purpose in their mind when they read. On the other hand, almost 60 (50%) students indicated that they don't have a purpose in mind when they read. This shows that half of the respondents don't have a purpose in mind when they read. Concerning the second item, 48 (40%) students check only sometimes if the content of the reading text fits their purpose. Similarly, 11 (9.1%) and 19 (15.8%) students stated that they do this always and frequently respectively. But, 36 (30%) of the learners disclosed that they rarely check if the content of the text fits with their purpose. The rest, 6 (5%) students never do this during their reading. This implies most of the students don't use this strategy exhaustively. To the question, How often you critically analyse and evaluate the information presented in the

text?, 3 (2.5%), 11 (9.1%), 10 (8.3%), 48 (40%) and 48 (40%) students stated that they do it 'always', 'frequently', 'sometimes', 'rarely' and 'never' respectively. From this, we can understand that about 90% of the students don't have any experience on critical analysis and evaluation of reading texts. Regarding their experience of checking their understanding whenever they come across with conflicting ideas, only 7 (5.8%) and 12 (10%) learners responded that they do it always and frequently respectively. Again, 57 (47.5) students sometimes practice the strategy. However, 44 (36.6%) students almost are not using the strategy. From this, we can say that though many of the students have a trend of using the strategy, considerable number of students still rarely or never use it. In item 5, the learners were asked how often they check their guesses whether they are right or wrong. Among the respondents, 13 (10.8%) and 18 (15%) students said that they check their guesses always and frequently respectively. In addition, 35 (29.1%) do this only sometimes. However, 30 (25%) students rarely and 24 (20%) students never practice this strategy. This reveals more than average (54%) students don't or rarely check if their guesses are right or wrong.

Table 2: Strategies of monitoring and tackling challenges of comprehension

No	Questions	Time expressions										Total	
		Always		Frequently		Sometimes		Rarely		Never			
		No	%	No	%	No	%	No	%	No.	%	No.	%
1	How often you read a text aloud when it is difficult for you to understand?	6	5	11	9.1	7	5.8	17	14.1	79	65.8	120	100
2	How often do you read slowly, but carefully to understand what you are reading?	47	39.1	31	25.8	35	29.1	7	5.8	-	-	120	100
3	How often do you try to get on to your track when you lose concentration?	43	35.8	47	39.1	18	15	12	10	-	-	120	100
4	How often do you adjust your reading speed according to	18	15	12	10	42	35	41	34.1	7	5.8	120	100

	what you are reading?												
5	How often do you pay attention to the text you read when it becomes difficult for you?	20	16.6	12	10	18	15	40	33.3	30	25	120	100
6	How often do you stop from time to time to think about what you are reading?	9	7.5	39	32.5	30	25	42	35	-	-	120	100

In the above table, among the respondents in item 1, 6 (5%) and 11 (9.1%) students said that they read aloud always and frequently, respectively, to help their understanding whenever a text is difficult. In the same way, 7 (5.8%) students do this sometimes. However, 79 (65.8%) students stated that they read a text aloud when it is difficult to understand. This confirms that most of the students don't have a practice on this strategy. In item 2, 47 (39.1%) respondents showed that they read slowly, but carefully to understand a text. In the same manner, 31 (25.8%) students do this frequently and 35 (29%) students sometimes read slowly, but carefully. On the contrary, 7 (5.8%) learners indicated that they rarely do it in their reading. Thus, we can say that this is one of the common strategies which our learners exploit well. Regarding the learners' experience of trying to get back on the track when they lose concentration, 43 (35.8%), 47 (39.1%) and 18 (15%) students responded that they do this 'always', 'frequently' and 'sometimes' respectively. Others, 12 (10%) respondents rarely get on their track when they lose concentration. This shows that most of the students are using the strategy effectively. In item 4, among the respondents, 41 (34.1) of them rarely and 7 (8%) of them never adjust their reading speed. This implies that considerable number of EFL learners have a problem in adjusting their reading speed. Others, 42 (35%) students adjust their reading speed only sometimes. But, only 18 (15%) and 12 (10%) respondents are able to adjust their speed of reading with what they are reading always and frequently respectively. Concerning giving attention to a text when it becomes difficult to understand, 20 (16.6%), 12 (10%) and 18 (15%) respondents indicated that they do this 'always', 'frequently' and 'sometimes' respectively. However, most of them, 70 (58.3%), said that they give little or no

attention. This shows that most EFL learners are not motivated to read texts which are difficult.

When we come to the learners' response about stopping from time to time to think about what they are reading, 9 (7.5%) and 39 (32.3%) of them revealed that they experience it always and frequently respectively. Again, 30 (25%) of them do this only sometimes. This shows that though most of the learners are using the strategy, considerable numbers of students are not exploiting it.

4.1.1.2 Cognitive reading strategies

Table 3: Strategies of extracting and working on ideas from a text

No	Questions	Time expressions										Total	
		Always		Frequently		Sometimes		Rarely		Never			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	How often do you take notes while reading to help you understand what you read?	24	20	19	15.8	41	34.1	-	-	36	30	120	100
2	How often do you reflect on the important information in the text by making a summary?	6	5	11	9.5	7	5.8	17	14.1	79	65.8	120	100
3	How often do you underline or circle information in the text to help you remember it?	45	37.5	49	40.8	19	15.8	7	5.8	-	-	120	100
4	How often do you restate ideas from the text you read in your own words?	2	1.6	18	15	23	19.1	55	45.8	22	18.3	120	100
5	How often do go forth and back in the text to find relationships among ideas?	48	40	25	20.8	22	18.3	22	19.1	2	1.6	120	100

The table presents 5 items which describe strategies of extracting ideas from a text. Very specifically, item 1 focuses on the practice of taking note while reading. Among 120 respondents, 24 (20%) students do this always. In the same way, 19 (18.5%) students frequently practice the strategy. Again, 41 (34.1%) learners stated that they experience this only sometimes. However, 36 (30%) students disclosed that they don't practice at all. According to the data, many of the students are using the strategy, but 30% of the students are not in a position to exploit it. When we come to the skill of summarizing important points, 6 (5%) students revealed that they do it always, 11 (9.5%) respondents practice frequently and 7 (5.8%) students do it only sometimes when they are reading. On the contrary, 79 (65.8%) students stated that they never practice the strategy. The rest, 17 (14.1%) students rarely use the strategy. From this we can understand that almost all students (about 80%) do not have the skill of summarizing important points from their reading. On the other hand, the students were asked about the extent to which they underline or circle information in the text to help them to remember. Among the respondents, 45 (37.5%) and 49 (40.8%) of them indicated that they use the strategy always and frequently respectively. Also, 19 (15.8%) students sometimes underline and circle information in the text. Others, 7 (5.8%) students rarely do so. This implies that the learners are exploiting the strategy efficiently. When we come to restating ideas from the text in their own words, only 2 (1.6%) students stated that they do so always. In addition, 23 (19.1) and 18 (15%) respondents exploit this strategy sometimes and frequently respectively. On the other hand, 55 (45.8%) students use the strategy rarely and 22 (18.3%) students never use it at all. From this, we can understand that 77% of the students do not restate what they read in their own words. Item 5 assesses the learners' practice on going forth and back in the text to find relationships among ideas. According to the respondents, 48 (40%) students use the strategy always and 25 (20.8%) of them do so frequently. Moreover, 22 (18.3%) of the respondents disclosed that they use the strategy only sometimes. But, 22 (19.1) students use the strategy rarely and 2 (1.6%) students do not use it at all. From this, we can say that the strategy is being exploited by the learners effectively.

Table 4: Strategies of using noting features and supplementary aids

No	Questions	Time expressions										Total	
		Always		Frequently		Sometimes		Rarely		Never			
		No	%	No	%	No	%	No	%	No.	%	No.	%
1	How often do you skim the text by noting the characteristics like length and organization?	4	3.3	24	20	55	45.8	30	25	7	5.8	120	100
2	How often do you use reference materials such as dictionaries to help you to understand what you read?	24	20	59	49.1	29	24.1	8	6.6	-	-	120	100
3	How often do you use tables, figures and pictures in the text to increase your understanding?	18	15	13	10.8	12	10	35	29.1	42	35	120	100
4	How often do you use contextual clues to help you better understand what you are reading?	9	7.5	54	45	33	27.5	21	17.5	3	2.5	120	100
5	How often do you use typographical aids such as bold face and italics to identify key points?	3	2.5	40	33.3	29	24.1	42	35	6	5	120	100

In the table, item 1 assesses the learners' experience of using skimming strategy. Among the respondents, 4 (3.3%), 24 (20%), 55 (45.8%), 30 (25%) and 7 (5.8%) of them said they skim a text using various characteristics always, frequently, sometimes, rarely and never respectively. This implies that most of the students consider the characteristics like length and organization of a text during skimming though many of them practice only 'sometimes'. Concerning the practice of using reference materials such as dictionaries, 24 (20%) respondents use them always. Furthermore, 59 (49.1%) students frequently use reference materials and only 29 (24.1%) students do so sometimes. Nevertheless, only 8 (6.6%)

students rarely do this. This data shows that the practice of using reference materials such as dictionaries is very common. Regarding item 3, 18 (15%), 13 (10.8%), 12 (10%), 35 (29.1%) and 42 (35%) students use tables and figures in the text to increase their understanding always, frequently, sometimes, rarely and never respectively. This shows that most of the students don't use tables and figures to support their understanding. In item 4, 54 (45%) respondents confirmed that they use contextual clues frequently to help them understand a text better. In the same way, 33 (27.5%) students said that they use them only sometimes and 9 (7.5%) respondents indicated they always practice the strategy. However, 21 (17.5%) and 3 (2.5%) respondents use the strategy rarely and never at all respectively. This confirms that though most learners are exploiting the strategy, still a considerable numbers of students are not doing so. For the question, How often do you use typological aids to identify key points?, 42 (35%) and 40 (33.3%) students said 'always' and 'frequently' respectively. Also, 29 (24.1%) respondents practice this sometimes. Others, 9 (7.5%) students do so rarely. This shows that referring typological aids is one of the strategies which are commonly used.

Table 5: Guessing and deciding on ideas from a text

No	Questions	Time expressions										Total	
		Always		Frequentl y		Sometim es		Rarely		Never			
		N o	%	N o	%	N o	%	N o	%	N o	%	No.	%
1	How often do you think about what you know do before reading a given text?	-	-	5	4.1	49	40.8	29	24.1	37	30.8	120	100
2	How often do you decide what to read closely and what to ignore?	2	1.6	10	8.3	42	35	59	49.1	7	5.8	120	100
3	How often do you guess what the text is about when you read?	4	3.3	11	9.1	45	37.5	40	33.3	20	16.6	120	100
4	How often do you reread the text when it seems difficult to understand?	42	35	53	44.1	25	20.8	-	-	-	-	120	100
5	How often do you ask yourself a question which you like to be	-	-	8	6	30	25	54	45	28	23.3	120	100

answered in the text?																				
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In the above table, the first item attempts to check if the students think about what they read before reading a given text. Among the respondents, 5 (4.1%) and 49 (40.8%) stated that they do it frequently and sometimes respectively. Nevertheless, 29 (24.1%) and 37 (30.8%) respondents said they do so rarely and never respectively. This implies that most of the students (54.9%) are not practicing the strategy of thinking about what they read before reading a text. In item 2, only 12 (9.9%) students stated that they decide what to read and what to ignore when they are reading. Similarly, 42 (35%) learners do so sometimes. But, most of the respondents, 59 (49.1%), rarely use the strategy. The rest 7(5.8%) students don't use it at all. This shows that more than half of the students don't have skills to decide what to read and what to ignore in the reading text. Regarding their experience of guessing what the reading text is about when they read, only 4 (3.3%) students do it always. In addition, 11 (9.1%) and 45 (37.5%) respondents stated that they use the strategy frequently and sometimes respectively. Others, 40 (33.3%) use it rarely and 20 (16.6%) students never do so. This implies that the learners are not using the strategy efficiently. In item 4, 24 (35%) students indicated that they reread a text when it becomes difficult and 53 (44.1%) respondents do so frequently. Again, 25 (20.8%) students said that they reread a text sometimes only. The data shows that the students are using the strategy exhaustively. Concerning the last item, only 8 (6%) students responded that they frequently ask themselves a question which they would like to be answered in the text. In the same manner, 30 (25%) students practice this strategy only sometimes. However, 54 (45%) and 28 (23.3%) of the respondents disclosed that they do so rarely and never respectively. The implication of this data is that 77% of the students are almost poor in using the strategy.

4.1.1.3 Social (Affective) reading strategy

Table 6: Social/ Affective reading strategies

No	Questions	Time expressions										Total	
		Always		Frequentl y		Sometim es		Rarely		Never			
		No	%	No	%	No	%	No	%	No.	%	No.	%
1	How often do you discuss what you read with your friends to check your understanding?	30	25	48	40	24	20	13	10.8	5	4.1	120	100
2	How often do you choose a place convenient for you when you read?	60	50	12	10	11	9.1	19	15.8	18	15	120	100
3	How often do you motivate yourself assuming that you can read and understand?	60	50	30	25	18	15	12	10	-	-	120	100
4	How often do you relax yourself and reduce anxiety by progressive muscle relaxation, deep breathing or listening to music?	54	45	49	40.8	17	14.1	-	-	-	-	120	100

Table 3 presents a list of items which reflect the social/ affective reading strategies. When we see item 1, it checks if the learners discuss what they read with their friends. Among the respondents, 35 (29%) students always and 48 (40%) students frequently discuss what they read with their friends to check their understanding. Also, 24 (20%) students do so sometimes. But, 13 (10.8%) students use this strategy rarely. This shows the students commonly discuss in pairs and groups to check their understanding of the given text. The learners are also asked if they choose a place convenient for them when they read. Among them, 60 (50%) students stated that they always choose a place for reading. Moreover, 30 (25%) of them said they do so frequently and 19 (15.8%) students do this only sometimes. The rest, 11 (9.1%) students use this strategy rarely. From this, we can say that almost all (90% and above) students choose a place convenient for reading. Regarding item 3, 60 (50%) students indicated that they always motivated assuming that they can read and understand. In

addition, 30 (25%) of the respondents said that they frequently motivate themselves. Again, 18 (15%) students responded that they do so only sometimes. Others, 12 (10%) students motivate themselves rarely. The data shows most of the students are well experienced in motivating themselves during reading. In item 4, 54 (45%) respondents confirmed that they always relax themselves and reduce anxiety through different activities. Also, 49 (40.8%) students frequently use this strategy during reading. But, only 17 (14.1%) students do so sometimes. This implies that about 86% of the students properly exploit the strategy.

4.1.2 Data from the pre and post reading test

Following the questionnaire, the pre and post reading tests are the other ways of collecting data from the learners. Each test consists of equal number of items which are constructed following the same question format (see appendix II). Moreover, the mark load is also equal: 25%. 120 students are grouped in two sections. The first 60 of students are experimental groups who took the intervention. The second group is the control group which take the two tests, not the intervention. The groups were given the two tests in different time intervals (pre test before training reading strategies and post test after training reading strategies for eight consecutive weeks) and scores were kept for the analysis. The score are summarised in the following table.

Table 7: The summary of pre and post reading test scores

No	Group identification	No. of students	Test type	Total score	Mean	Median	SD	Remark
1	Control Group	60	Pre test	753	12.55	13	5.35	
			Post test	757.5	12.62	12.5	3.99	
			Difference	4.5	0.07	-0.5	-1.36	
2	Experimental Group	60	Pre test	755	12.58	13	4.77	
			Post test	919	15.31	16	5.34	
			Difference	164	2.73	3	0.57	

According to the table, the results from the reading test for the experimental group shows a mean score of 12.58 on the pre test and 15.31 on the post test. When we compare the means of the two tests, the difference is 2.73. This implies that an improvement of 2.73 in mean is the

result of the eight week reading strategy intervention (training). In other words, the total sum of the students' score on the pre test is 755 where as in the post test the score becomes 919. The difference between the two scores is 164. This is also an indication of the intervention in the other way.

When we come to the control group score summary, we can see only 0.07 differences between the pre and post test mean. Though the difference is there, it is too little. Thus we can say that it is negligible. The same is true concerning the total score. That means, the difference is only 4.5 that is almost negligible, especially in comparison with the experimental group difference: 164.

The other values such as median and standard deviation show further information about the distribution of the scores. The difference between the mean and the median is not very wide in both tests in the two groups. This indicates that the distribution of the scores makes a normal curve (Heaton, 1988). In addition, the values under the standard deviation indicate the deviation of the learners' scores from the mean (See appendix II).

4.2 Data from the EFL teachers

As far as the study is concerned, the data given from the EFL teachers would be significant. Thus, a questionnaire which has 13 items was prepared and administrated to eight teachers who are teaching English, precisely reading skills. The items are grouped in to three categories based on their relationship and convenience for the analysis.

Table 8: The belief and awareness of EFL teachers in training reading strategy

No.	Item	Alternative answers	Respondents		Remark
			No.	%	
1	To what extent do you think that reading strategies you teach are important to enhance the learners' reading practice and comprehension?	A. Extremely important	3	37.5	
		B. Important	2	25	
		C. Important to some extent	3	37.5	
		D. Not important	-	-	
2	How often do you train your students in various reading	A. Always	1	12.5	
		B. Frequently	2	25	

	strategies during a reading lesson?	C. Sometimes	5	62.5	
		D. Rarely	-	-	
		E. Never	-	-	
3	Do you follow certain procedures/ steps when you train your students in reading strategies?	A. Yes, I do	4	50	
		B. No, I don't	2	25	
		C. I don't know the procedures	2	25	
		D. If any other	-	-	

In the above table, item 1 assesses the teachers' belief in the importance of the reading strategies training to enhance reading comprehension. Among the respondents, 3 (37.5%) of them disclosed that it is extremely important and 2 (25%) respondents said that it is important to do so, but not extremely. In the same way, 3 (37.5%) teachers indicated that reading strategy training enhances comprehension only sometimes. This shows that though the teachers believe in the importance of the reading strategy training, the extent of their belief varies depending on their awareness. In the second item, regarding the extent of training reading strategies, only 1 (12.5%) teacher said that he/she trains always. Similarly, 2 (25%) respondents do this frequently. Again, 5 (62.5%) teachers do so only sometimes. This implies that there is the experience of teaching reading strategies. However, it is not practiced efficiently, because most of the respondents train reading strategies only sometimes. Concerning item 3, 4 (50%) teachers showed that they follow certain steps during strategy training. But, 2 (25%) teachers said that they don't follow the steps. Surprisingly, 2 (25%) teachers disclosed that they don't know the steps at all. From this, we can understand that 50% of the respondents don't consider the steps during reading strategy training.



Table 9: Classroom practice on training specific reading strategies

No.	Item	Alternative answers	Respondents		Remark
			No.	%	
1	How often do you train students to have a purpose in mind when they read?	A. Always	2	25	
		B. Frequently	2	25	
		C. Sometimes	3	37.5	
		D. Rarely	1	12.5	
		E. Never	-	-	
2	How often do you help your learners to preview the text to see what it is about before reading it?	A. Always	2	25	
		B. Frequently	1	12.5	
		C. Sometimes	1	12.5	
		D. Rarely	3	37.5	
		E. Never	1	12.5	
3	What do you do when you want your students to develop their summarizing technique?	A. Reflect on important points	6	75	
		B. Reread the text	2	25	
		C. Get them relaxed	-	-	
		D. If any other	-	-	
4	How often do you train your students to use contextual clues to help them better understand what they are reading?	A. Always	4	50	
		B. Frequently	1	12.5	
		C. Sometimes	3	37.5	
		D. Rarely	-	-	
		E. Never	-	-	
5	How often do you train your learners to evaluate and analyze a text critically?	A. Always	-	-	
		B. Frequently	1	12.5	
		C. Sometimes	2	25	
		D. Rarely	4	50	
		E. Never	1	12.5	
6	How often do you encourage your students to discuss what	A. Always	5	62.5	
		B. Frequently	2	25	

	they read with others to check their understanding?	C. Sometimes	1	12.5	
		D. Rarely	-	-	
		E. Never	-	-	
7	What do you do during the reading lesson if you think that the text is difficult to the learners?	A. Let them pay a closer attention to the text.	2	25	
		B. Reread the text to increase understanding	4	50	
		C. Read the text aloud	-	-	
		D. If any other	2	25	

In the table, in item 1, EFL teachers were asked the frequency with which they train their learners to read having a purpose in mind. According to the response given, 2(25%), 2(25%) and 3(37.5%) teachers train the strategy always, frequently and sometimes respectively. Only 1(12.5%) teacher responded that they do so rarely. This shows that the practice of training learners to read with purpose is being practiced in the acceptable level. Regarding item 2, 2(25%) and 1(12.5%) respondents disclosed that they help their learners to preview the text before reading 'always' and 'frequently' respectively. Again, 1(12.5%) teacher stated that he/she does this only sometimes. Others, 3(37.5%) respondents do so rarely and 1(12.5%) respondent never at all. The data shows that about half of the teachers are not training the strategy properly. For the question 'What do you do when you want your students to develop their summarising technique?', 6 (75%) teachers responded that they do this through encouraging the learners to make a reflection on the important points. The rest, 2 (25%) of them said that they do so by requesting the learners to reread the text. This indicates that asking learners to make a reflection on the important points of a text is the most common strategy that EFL teachers are using when they want their learners develop summarising techniques. In item four, 4(50%) teachers indicated that they always train their learners to use contextual clues. Also, 1(12.5%) and 3(37.5%) respondents showed that they do so frequently and sometimes respectively. This implies that EFL teachers are training the strategy though the variation in the frequency of training is undeniable. When we come to training the learners to evaluate and analyse a text critically, only 1 (12.5%) and 2(25%) respondents said

that they help their learners to practice the strategy always and sometimes respectively. But, others, 4(50%) teachers train the strategy rarely and 1(12.5%) teacher never at all. The implication of the data is that most of the teachers (62.5%) are not properly training their learners to evaluate and analyse a reading text critically.

Item 6 is about the extent to which the teachers encourage their learners to discuss what they read with their friends. Among the respondents, 5(62.5%) teachers train always and 2(25%) respondents do so frequently. Only 1(12.5%) respondent trains his/her learners only sometimes. This implies pair and group discussion after reading is among the strategies which EFL learners are being trained effectively. The last item is concerned with the strategy that teachers train when a reading text is difficult for the learners. Among the respondents, 2(25%) teachers said that they encourage the learners to pay a closer attention to the text. Moreover, 4(50%) respondents stated that they get their learners to reread the text. Others, 2(25%) teachers show that they use different strategies such as pre teaching key vocabularies and motivating learners to read the text at home. The implication which we can draw from the data is that training learners to read a text again is the most common strategy that teachers use whenever a text is difficult.

Table 10: Features of the reading exercises

No.	Item	Alternative answers	Respondents		Remark
			No.	%	
1	How often do you make sure that the reading exercises presented to the students require them to display various reading strategies?	A. Always	-	-	
		B. Frequently	2	25	
		C. Sometimes	1	12.5	
		D. Rarely	5	62.5	
		E. Never	-	-	
2	What do you do if the given exercises don't require learners to use different reading strategies?	A. I use them as they are.	-	-	
		B. I modify them.	5	62.5	
		C. I often change the text	3	37.5	
		D. If any	-	-	
3	What would be the feeling of	A. They participate	6	75	

your students when you introduce a text with exercises which require them to use various reading strategies?	actively		
	B. They are demotivated to carry out the task.	-	-
	C. Their reaction depends up on the nature of the text.	2	25
	D. If any other	-	-

The table shows some features of reading exercises and the reaction of EFL teachers. In the first item, the respondents were asked if they check the reading exercises presented to the learners require them to use various reading strategies. Among the respondents, 2(25%) of them stated that they check frequently and 1(12.5%) teacher indicated that he/she does so only sometimes. But, most of the teachers, 5(62.5%), disclosed that they only check rarely. This shows most of the teachers are delivering reading exercises to the learners by checking them only rarely. For the question, ‘what do you do if a given exercises don’t require learners to use different reading strategies?’, 5(62.5%) respondents said that they often modify the exercises. Again, 3(37.5%) teachers stated that they often change the reading text itself. From this, we can understand that those teachers who often check the reading exercises are using different strategies to revise the reading exercises to let the learners use different reading strategies. In the third item, the teachers were asked to express the learners’ feeling when a text, which requires them to use different reading strategies, is introduced. Among the respondents, 6(75%) teachers said that the learners participate actively during the lesson. Only 2 (25%) respondents stated that the learners’ feeling depends up on the nature of the text. From this, we can say that reading exercises which require various reading strategies motivate the learners to practice reading in a classroom.

4.3 Data from the classroom observation

The researcher observed the reading lesson classes to collect data on the classroom experience of teaching/ training reading strategies. To let the observation meet with the topic being studied, a checklist containing 14 suggestions on strategy training was prepared. In addition, the checklist has a rating scale which indicates the level of the classroom behaviour

observed. The rating scale is used to make the data quantitative enough to describe the behaviour precisely.

Table 11: Steps in training reading strategies

No.	Suggestions	Rating Scale	Observed classes		Remark
			No.	%	
1	The teacher gives explicit instruction to the learners on the reading strategies to be used during the lesson.	Very poor	-	-	
		Poor	2	25	
		Average	4	50	
		Good	1	12.5	
		Excellent	1	12.5	
2	The teacher helps the learners to make a guided practice with the specific strategy taught in the class.	Very poor	-	-	
		Poor	1	12.5	
		Average	-	-	
		Good	4	50	
		Excellent	3	37.5	
3	The teacher helps the learners to identify the strategy and decide when it might be used.	Very poor	2	25	
		Poor	3	37.5	
		Average	2	25	
		Good	1	12.5	
		Excellent	-	-	
4	The students are given opportunities to make independent practice with the reading strategies.	Very poor	-	-	
		Poor	5	62.5	
		Average	2	25	
		Good	1	12.5	
		Excellent	-	-	
5	In the next period the learners apply he newly learned reading strategies to the new task.	Very poor	1	12.5	
		Poor	3	37.5	
		Average	2	25	
		Good	2	25	
		Excellent	-	-	

The table presents the steps that EFL teachers should consider in training reading strategies. It contains five statements. The first one deals with the explicit instruction which the teachers give on the reading strategies. Among the eight classes observed, 4(50%) classes checklist indicates that the instruction is given to the learners in the average level and 2(25%) classes report shows that it is poor. Again, in 2(25%) classes the practice is good and above. Concerning the second step on the second statement, 7(87.5%) classes observation disclosed that the teachers are guiding their learners to make a practice with the specific strategy taught. Regarding the third step, 5(62.5%) classes observation show that EFL teachers are not helping the students in identifying and deciding the strategy and when it might be used. The rest, 2(25%) and 1(12.5%) classes observation report places the practice at the average and good level respectively. When we come to the fourth step, it is about giving students opportunity to make an independent practice with the reading strategy. According to the observation, 5(62.5), 2(25%) and 1(12.5%) classes report clearly declares that the practice on the specified strategy is poor, average and good respectively. The last step is applying the newly learned strategy to the new task in the next period. Among the sections observed, 4(50%) classes' checklists indicate that the learners are not using the strategy. But, in 2(25%) classes the application is in the average position and in 2(25%) classes it is good.

The implication of the data about the five steps of training reading strategies is that the steps are not being practiced and used properly during the reading lessons. Specifically, though the level of practice of the strategies in each step varies, except the first two steps, all are being practiced poorly in most of the classes which were observed when the reading lesson was imparted.

Table 12: Issues to be considered in training general and specific strategies

No.	Suggestions	Rating Scale	Observed classes		Remark
			No.	%	
1	The teacher gives students ample time to practice the reading strategies with the exercises.	Very poor	-	-	
		Poor	-	-	
		Average	1	12.5	
		Good	4	50	
		Excellent	3	37.5	
2	The teacher trains the	Very poor	-	-	

	techniques/ strategies to approach various kinds of texts.	Poor	6	75	
		Average	2	25	
		Good	-	-	
		Excellent	-	-	
3	The teacher encourages the learners to use different reading strategies flexibly and selectively by considering their purpose and the nature of the text.	Very poor	-	-	
		Poor	5	62.5	
		Average	3	37.5	
		Good	-	-	
		Excellent	-	-	
4	The students are required to analyze and evaluate the writer's views with their background knowledge.	Very poor	2	25	
		Poor	4	50	
		Average	2	25	
		Good	-	-	
		Excellent	-	-	
5	The learners react to what they read with their friends in groups/ pairs.	Very poor	-	-	
		Poor	-	-	
		Average	1	12.5	
		Good	5	62.5	
		Excellent	2	25	
6	The learners participate actively during the lesson.	Very poor	-	-	
		Poor	3	37.5	
		Average	3	37.5	
		Good	2	25	
		Excellent	-	-	

In the table, the first statement deals with the time given for the learners to practice the strategies with the exercises. According to the observation, 4(50%) and 3(37.5%) classes report disclosed the practice is good and excellent respectively. But, in one class, it is average. The implication of the data is that the learners are given ample time to practice the strategies with in reading exercises. The description of the second statement shows, among the observed classes, in 6(75%) of them students were not trained the techniques how to approach different kinds of texts. In the rest 2(25%) classes, they were trained in the average

level. From this, we can understand that the students were being trained the strategies of approaching different texts poorly. The third statement is about encouraging learners to use reading strategies flexibly and selectively by considering their purpose and the nature of the texts. Among the eight classes, 5(62.5%) of them were poor in training this strategy and 3(37.5%) classes did so in the average level. This shows the strategy was trained to the learners poorly. Concerning analysing and evaluating the writers' views, 2(25%) and 4(50%) classes observation report shows the practice is very poor and poor respectively. But, in 2 (25%) classes the students were being train in the average level. The data indicates that the learners were not trained the strategies of analysing and evaluating the writers' views well. The other statement is concerned with the practice of group and pair discussions on what the learners read. According to the observation, 5(62.5%) and 2(25%) classes report describe that the practice is good and excellent respectively. Only 1(12.5%) class report puts the practice in the average level. This implies that the students were effectively practicing the strategy of discussing what they read with their friends. Regarding the students' participation, 2(25%) classes' observation shows that it is good and 3(37.5%) classes report indicates it is average. However, in 3(37.5%) classes the students were observed participating poorly. From this, we can say that though the students were participating in the acceptable level, in considerable number of classes the participation was poor. Thus, it needs to be maximized.

Table 13: Qualities of the reading activities/ exercises

No.	Suggestions	Rating Scale	Observed classes		Remark
			No.	%	
1	The exercises require the learners to use various reading strategies.	Very poor	-	-	
		Poor	2	25	
		Average	6	75	
		Good	-	-	
		Excellent	-	-	
2	The reading text and exercises are interesting	Very poor	-	-	
		Poor	3	37.5	
		Average	3	37.5	
		Good	2	25	
		Excellent	-	-	

3	The questions in the exercises display various levels of comprehension: literal, interpretive and applied.	Very poor	1	12.5	
		Poor	4	50	
		Average	2	25	
		Good	1	12.5	
		Excellent	-	-	

The above table assesses the qualities of the reading exercises delivered to the learners. In the first statement, among the classes observed, in 6(75%) classes the reading exercises require the learners to use various reading strategies at the average level. However, in 2(25%) classes the exercises are poor in having the specified quality. This implies the reading exercises presented to the learners require them to use different reading strategies to some extent only. But, there are also classes with reading exercises which lose this quality completely. When we see whether the exercises are interesting to the learners, 2(25%) and 3(37.5%) classes observation describe it as good and average respectively. However, 3(37.5%) classes report expresses the learners' interest as poor. The implication that we can draw from this data is that considerable number of reading classes have exercises which do arouse the learners' interest. Regarding the last view, if the questions display various levels of reading comprehension, in 4(50%) classes it is poor. Moreover, in 1(12.5%) class, the questions are very poor in having various levels of comprehension. But, 2(25%) and 1(12.5%) classes checklist show that the status of the questions having those levels of comprehension is placed at the average and good level respectively. From this, we can understand that 62.5% of the reading classes have exercises which don't display various levels of reading comprehension, such as literal, interpretive and applied.

4.4 Discussions and summary of the findings of the study

The study assesses the trends of the reading strategies training and its impact on the comprehension skill of EFL learners in the secondary schools. Particularly, it aims to answer three questions: 'Do EFL teachers train the reading strategies in a classroom?', 'To what extent do EFL learners use reading strategies' and 'Can reading strategy training reasonably improve the learners' comprehension skill?'

Regarding the experience of EFL teachers on training reading strategies, three issues are treated. These are the teachers' beliefs and awareness, the classroom practice- following certain procedures and features of the reading exercises they use to train the reading strategies. The data clearly reveals that EFL teachers believe in the importance of reading strategies training so as to enhance comprehension skills of the learners. However, the extent of the degree of their beliefs varies depending on their awareness. When we see the classroom practice, the learners are not trained in the reading strategies consistently in efficient way. Moreover, the reading lessons are not organized by following the steps and procedures of training the reading strategies which are noted by scholars. Even among the five steps, two of them, helping learners to identify and decide to use the strategy and giving opportunities to make an independent practice, are hardly attended. This one agrees with the result of the study conducted by Blocks (1992) which says that though teachers are aware of reading strategies, they are not competent enough in imparting them to their learners. But, their competency is limited not only due to motivation but also because of their awareness about the various kinds reading strategies. When we see their experience in using exercises, EFL teachers have been delivering different reading exercises to the learners. Nevertheless, the exercises are not carefully designed so as to make learners exploit various strategies. But, in those limited number of classes with reading exercises of different strategies, the learners were involving actively.

In treating the second question, assessing the learners' experience of using reading strategies, the reading strategies are categorized in to three: meta cognitive, cognitive and affective strategies. The meta cognitive reading strategies are further divided in to planning and evaluating and monitoring and tackling challenges. According to the data, EEL learners are

poor in using planning and evaluating strategies, such as reading with purpose, analysing and evaluating texts critically, checking guesses, etc. But, they are relatively good in exploiting the strategies of monitoring and tackling challenges such as, making a slow and careful reading, adjusting reading speed, etc. As a whole, we can say that meta cognitive reading strategies are not being exploited by the EFL learners effectively.

On the other hand, there are cognitive reading strategies which are sub divided in to three, such as strategies of extracting and working on ideas from a text, strategies of using the noting features and supplementary aids and strategies of guessing and deciding on the ideas from the text. Among these, the learners are better in using strategies of extracting ideas from the text. But, though they are using the noting features and supplementary aids, most of them exploit the strategy only sometimes and rarely. Surprisingly, the students are poor in guessing and deciding on the ideas of a text. Generally, in comparison with the meta cognitive reading strategies, cognitive reading strategies are being used in a better way. But, it is not satisfactory.

The affective/ social reading strategy contains a list of strategies like discussing what you read with your friends, choosing convenient place for reading, motivating oneself and reducing anxiety. The learners are using these strategies effectively in a consistent way.

The findings on the awareness of the learners about various reading strategies match with that of Nigussie (2006). It says that readers of English experience a problem in selecting strategies that are appropriate with the text. However, this study reveals the specific types of strategies with which the learners have the problem. These are planning and monitoring, evaluating and making critical analysis, etc.

The last question is 'Can reading strategy training reasonably improve the learners' comprehension skill?'. To answer this question, an experiment was carried out in a reading classroom. The students are treated by an independent variable (reading strategy training) so as to see some kind of impact on the dependent variable (the students reading skills). According to the result of the experiment (see table 7), the post test score of the experimental group is increased by a considerable amount of score in comparison with the pre test of the group. This shows that the reading strategy training has a positive impact on developing the students' reading skills. This finding agrees with the study carried out by Song (1998) which says that reading strategy instruction enhances the learners' reading ability. But, the

instruction should be attended carefully following the procedures which are proposed by the scholars.

To sum up, the experiment clearly shows that reading strategy training facilitates the learners' comprehension skill. Nevertheless, the students are not properly trained to use reading strategies. Thus, the learners are using limited number of reading strategies during the lesson. Even, they are not familiar with some of the strategies at all.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1 Conclusions

Reading is an important part of language teaching at every level (Nuttal, 1996). To equip our students with this essential skill, it would be better to think about the opportunities to be considered to present a reading lesson in such a way that learners can understand and practice easily. Among these opportunities, reading strategies are areas where both EFL teachers and learners should give due attention.

The findings of the study have direct connection with the activities which are performed by the EFL teachers and learners including the procedures of delivering strategy training in the reading classroom. According to the findings, most of the teachers have experience in training reading strategies. But, it is not consistent. This means, they are not giving the training regularly in every reading lesson. Similarly, in the classroom, the reading strategies are not imparted following certain steps having well developed reading exercises which have a potential to make the learners use various reading strategies. Thus, the learners are not competent enough in using reading strategies. In addition, the finding reveals the impact that reading strategy training brings on the learners' comprehension skills. That is reading strategy training improves the students' reading proficiency.

Since one of the most important goals of teaching reading is to help students develop as strategic and independent readers, several suggestions for EFL reading teachers can be made on the basis of the findings of the study. Also, EFL learners are expected to take their own responsibilities hand in hand with the teachers' classroom instruction of reading strategies, because learners can be independent readers if they are aware of and able to use adequate number of reading strategies (Williams, 1984).

5.2 Recommendations

As far as teaching reading skills in foreign language classroom is significant, reading strategy training would be a vital component of the process. That is why the study examines different issues which are related to reading strategies and their classroom instructions.

The study reveals some findings which should be considered in order to improve the ongoing reading instruction in the foreign language classroom. Having those findings, the following conclusions are made.

Though EFL teachers believe the significance of reading strategy training to enhance comprehension, there is a visible gap on the actual classroom practice. For example, the training is not regular which takes place in every reading session. Williams (1984) says that the teachers' job in the reading lesson is developing the strategies within the learners so as to be independent readers. Thus, teachers should give explicit reading strategy training in the reading classroom consistently so as to make the learners aware of them to use in the appropriate occasions.

When teachers train reading strategies in a classroom, there are steps/ procedures to be followed in order to help learners capture the strategies easily (O'Malley and Chamot, 1990). But, when we come to the practice of the reading classrooms in exploiting the steps, the findings show that in most of the classes the procedures are not considered. Pearson and Dole (1987) show that it is very important to follow instructional framework designed with certain steps during strategy training. Consequently, EFL teachers should be aware of the steps to be followed in training reading strategies and train their learners accordingly.

In a reading lesson, exercises are important tools through which teachers train reading strategies. The findings of the study show that EFL teachers deliver different kinds of reading activities. However, the activities don't let the learners use various reading strategies. In addition, they don't require the learners to display different levels of understanding: literal, interpretive and applied. Nuttal (1996) points out that teacher of reading is required to provide suitable activities which display various levels of understanding, opportunities to use different kinds of strategies and draw the learners' attention to the text. Therefore, EFL teachers should check if the reading activities fulfil all these qualities. If not, they are expected to modify them.

Reading strategies are categorized in three: meta cognitive, cognitive and affective/ social strategies. Among these, the students are extremely poor in using meta cognitive strategies such as planning and evaluating reading and monitoring and tackling reading challenges. Cohen (1998) states that meta cognitive strategies are very important to manage and supervise one's reading. Furthermore, O' Malley and Chamot (1990) indicate that it is a strategy that helps the learners to monitor, check and evaluate their achievement on the

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specific task. Therefore, EFL learners should be encouraged to practice the experience of using the strategy with different kinds of reading texts.

On the other hand, when we see the experience of the students in using cognitive strategy, it is not satisfactory. The strategy includes relatively a number of sub strategies. But, the learners use only limited number of cognitive strategies, ignoring most of them. According to scholar like Richards (2002) and Cohen (1996), cognitive strategies are used to construct meaning through memorizing and manipulating the given text. Hence, learners should be given explicit instruction on the cognitive strategies and have conducive environment to practice them through various activities.

Finally, the study basically reveals that reading strategy training has a positive impact on the learners' comprehension skills. Therefore, EFL teachers should train reading strategies in order to make their learners independent and competent readers.



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Appendix I

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

Research Questionnaire for EFL students

Dear student;

This questionnaire is designed to assess your reading strategies and the classroom practice of learning reading skills. Hence, you are kindly requested to respond to the questions according to what you experience in the reading classroom. Your cooperation will be acknowledged.

Thank you!

Instruction

Here, in the table, there are lists of reading strategies which you may practice in you reading classroom. The table also contains degrees of frequency with which you practice the specified strategy. You are required to put a tick mark (✓) in the corresponding times which indicate how often you practice the reading strategy.

No	Question	Time expression				
		Always	Frequently	Some-Times	Rarely	Never
1	How often do you have a purpose in your mind when you read?					
2	How often do you take notes while reading to help you understand what you read?					
3	How often do you think about what you know do before reading a given text?					
4	How often you read a text aloud when it is difficult for you to understand?					

5	How often do you reflect on the important information in the text by making a summary?					
6	How often do you think about whether the content of the text fits your reading purpose?					
7	How often do you read slowly, but carefully to understand what you are reading?					
8	How often do you discuss what you read with your friends to check your understanding?					
9	How often do you skim the text by noting the characteristics like length and organization?					
10	How often do you try to get on to your track when you lose concentration?					
11	How often do you underline or circle information in the text to help you remember it?					
12	How often do you adjust your reading speed according to what you are reading?					
13	How often do you decide what to read closely and what to ignore?					
14	How often do you use reference materials such as dictionaries to help you to understand what you read?					
15	How often do you pay attention to the text you read when it becomes difficult for you?					
16	How often do you use tables, figures and pictures in the text to increase your understanding?					
17	How often do you stop from time to time to think about what you are reading?					
18	How often do you use contextual clues to help you better understand					

	what you are reading?					
19	How often do you restate ideas from the text you read in your own words?					
20	How often do you use typological aids such as bold face and italics to identify key points?					
21	How often do you critically analyze and evaluate the information presented in the text?					
22	How often do go forth and back in the text to find relationships among ideas?					
23	How often do you check your understanding whenever you come across conflicting ideas?					
24	How often do you guess what the text is about when you read?					
25	How often do you reread the text when it seems difficult to understand?					
26	How often do you ask yourself a question which you like to be answered in the text?					
27	How often do you check if your guesses are right or wrong?					
28	How often do you choose a place convenient for you when you read?					
29	How often do you motivate yourself assuming that you can read and understand?					
30	How often do you relax yourself and reduce anxiety by progressive muscle relaxation, deep breathing or listening to music?					

Appendix II

Reading Text One (Pre test)

Name -----

R.N. -----

Time allowed: 30minutes

General Instruction: Read the following text carefully and answer the questions follow it accordingly.

If you are interested in animals, keep your eyes open and you will notice all sorts of differences among them. Some have long tails, some have short ones and some have none at all. Some have toes, some have claws and some have hooves. Some eat meat, and some eat herbage. But, you will notice that a whole group of them, including human beings, have one thing in common. They all suckle their young. So, you can call them 'milk giving animals' or mammals.

If you observe them further, something strikes you as important. None of those animals you have classified as mammals lay eggs. So you say: 'Animals which suckle their young don't lay eggs.' This statement is a hypothesis. You do more research on the provisional statement.

You go around woods, farms and zoos and wherever you search you find that animals which suckle their young don't lay eggs. You even find that swimming animals like whales and seals, unlike other fish, do not lay eggs but suckle their young. Now you are getting somewhere. Your hypothesis can be promoted to a theory, which is a hypothesis so well established that it has become respectable.

You travel through North America, South America, Europe, Africa, Asia and the Far East observing and checking. It is always the same: Animals which suckle their young do not lay eggs. So, now you think you can state it as a universal law of nature. But no scientific inquiry is ever complete.

You go off again to the Australian continent. There you meet the duckmole, that curious animal, which does not only lays eggs, but suckle its young. You can restate your law as “No animals (with the exception of etc.) which suckle their young lay eggs.” Scientific law, like a juridical law, defines the conditions in which it will apply. Modern law the can be amended when new facts are brought to bear upon it.

Adapted from: Ritchie Calder: Science Makes Sense

Comprehension Questions

A. Short Answer

Answer the following questions according to the information stated in the passage. (2 pts each)

1. What is the character that animals stated in paragraph one do share in common?
2. What is a hypothesis?
3. What are the swimming animals which suckle their young?
4. How does the duckmole become different from the other animals?
5. What is the similarity between the scientific and the juridical law?

B. References

The following words or phrases are stated and underlined in the passage. Write what each of them refers to the passage. (1 point each)

1. 'them' in line 2 refers -----
2. 'their' in 15 line refers -----
3. 'it' in line 16 refers -----
4. 'its' in line 23 refers -----

C. Guessing meaning

The following words are selected from the passage. Write their meaning using the contextual clues around them.(1 point each)

1. 'suckle' (in line 6) means -----
2. 'promoted' (in line 15) means -----
3. 'established' (in line 16) means-----
4. 'amended' (in line 26) means-----
5. 'defines' (in line 25) means -----

D. *Over all comprehension questions.*

Answer the following questions based on you general understanding of the passage.(1 point each)

1. What is the general aim o f the passage?

2. Here are statements which can be the headings for each paragraphs of the passage.
You write the paragraph number in front of the statement which fits with the paragraph.(1 point each)
 - a. Forming a general hypothesis. -----
 - b. Researching the theory. -----
 - c. Turning a statement in to a theory. -----
 - d. Differences between animals. -----
 - e. Proving the theory is not accurate. -----

Reading Text Two (Post test)

Name -----

R.N. -----

Time allowed: 30 minutes

General Instruction: Read the following text carefully and answer the questions follow it accordingly

On each tree there is a moth. They are both quite clearly visible. Any predator would see its prey very clearly. But suppose the light moth was sitting on the light tree and vice versa. A dark moth on a dark tree would be less visible and have a better chance of survival from the attacks of the predators. This is known as camouflage. Some animals, like chameleon, for instance, are able to change their colour according to their background. This is not an evolutionary change. A change in colour is evolutionary if the creature is able to reproduce itself so that its young also have the new colour.

The example of the moth is a real one and was investigated in England in the 1950s by the scientist called Dr. Kettlewell. It is a very well-known example of an evolutionary change. The species of moth is the Peppered Moth. It was typically light brown in colour and settled on the trunks of trees which were a similar colour and camouflaged it. Then, it brought a change in the environment.

Industry began to grow up in the part of England with the result that smoke and other forms of pollution began to fill the atmosphere. The pollution from the factories covered the bark on the tree trunks with soot and grime so the light brown Peppered Moth become very visible to their predators and were eaten. Then, gradually they began to change colour. The darker ones were more likely to survive, so their colour gradually became darker. How did they become darker? This is one of the mysteries of science, but it has been called 'the natural selection' since Charles Darwin published his famous book 'The Origin of species' in 1859.

Natural selection does not make anything happen you cannot force a moth to change colour, for instance, nor can a moth decide to change. The point is that every creature has a genetic

structure consisting of genes and chromosomes. This structure can change naturally, by accident.

Slightly adapted from: Ricklefs, R.E. 1973. Ecology

Comprehension Questions

A. Short Answer Questions

Write a short answer for the following questions according to the passage. (2 pts each)

1. Why does a dark moth has a better chance of survival from its predators? -----

2. What makes an evolutionary change different from the other changes? -----

3. What is the colour of the Peppered Moth? -----

4. Why did the Peppered Moth become visible to be eaten by their predators? -----

5. How did the Peppered Moth change its colour and gradually become dark? -----

B. References

The following words are underlined in the passage. Write what they refer to in the passage in the space provided. (1 point each)

1. 'its' in 2 line refers -----
2. 'its' in 8 line refers -----
3. 'it' in 11 line refers -----
4. 'their' in 18 line refers -----
5. 'his' in line 22 refers -----

C. Guessing meaning

The following words are underlined in the passage. Then, you are required to guess and write their meaning using the contextual clues around them. (1 point each)

1. 'visible' (line 3) means -----
2. 'investigated' (line 9) means -----
3. 'grow up' (line 15) means -----
4. 'mysteries (21) means -----
5. 'grime' (line 17) means -----

D. Over all comprehension.

Answer the following questions based on you general understanding of the passage.

1. What can be the title of the passage? (1 point each)

2. Here are statements which can be topic sentences for each paragraphs of the passage. You write the paragraph number in front of the statement which fits with the paragraph.(1 point each)

- a. It is the natural phenomenon which changed the colour of the Peppered Moth, nothing else. -----
- b. The colour of The Peppered Moth was changed a slow process.-----

- c. The evolutionary change different from other changes.-----
- d. The experiment is carried on the special type of moth.-----

Reading Test Scores of the Experimental Group

No.	Pre test 25%	Post test 25%	Remark
S1	21	24	
S2	4.5	8	
S3	17	17	
S4	14.5	18	
S5	19	12	
S6	12	19	
S7	15	13	
S8	10	15	
S9	6	11	
S10	5	3	
S11	9	17	
S12	15	18	
S13	16	19	
S14	3	5	
S15	15	19	
S16	9	10	
S17	15	13	
S18	15	18	
S19	11	20	
S20	16	14	
S21	14	22	
S22	17	14	
S23	13	17	
S24	13	22	
S25	13	21	
S26	12	14	
S27	13	15	
S28	16	18	
S29	17	19	
S30	13	16	
S31	7	17	
S32	16	21	

S33	15	15	
S34	7	6	
S35	12	8	
S36	16	20	
S37	18	21	
S38	15	16	
S39	13	17	
S40	9	7	
S41	14	16	
S42	12	20	
S43	9	9	
S44	16	20	
S45	11	10	
S46	7	10	
S47	4	3	
S48	17	13	
S49	8	18	
S50	19	23	
S51	16	25	
S52	22	24	
S53	4	6	
S54	16	15	
S55	10	16	
S56	9	15	
S57	21	20	
S58	4	14	
S59	16	14	
S60	3	9	
Total	755	919	
Mean	12.58333	15.31667	
SD	4.772952	5.344066	
Median	13	16	

Reading Test Scores of the Control Group

No.	Pre test 25%	Post test 25%	Remark
S1	15	16	
S2	11	12	
S3	16	16	
S4	2	9	
S5	18	18	
S6	18	16	
S7	21	20	
S8	11	11	
S9	17	19	
S10	12	8	
S11	4	9	
S12	16	19	
S13	10	10	
S14	19	19	
S15	21	21	
S16	14	17	
S17	17	16	
S18	13	13	
S19	3	8	
S20	6	8	
S21	17	15	
S22	11	12	
S23	15	13	
S24	6	6	
S25	12	7	
S26	19	12	
S27	10	10	
S28	15	14	
S29	5	3	
S30	17	17	
S31	17	14	
S32	12	11	
S33	17	18	
S34	4	4	
S35	8	9	
S36	10	15	
S37	12	15	
S38	20	20	
S39	16	12	
S40	6	6	
S41	18	16	
S42	14	16	
S43	3	4	
S44	19	19	

S45	15	14	
S46	9	12	
S47	11	7	
S48	9	8	
S49	16	15.5	
S50	5	4	
S51	15	15	
S52	4	10	
S53	13	11	
S54	10	11	
S55	8	6	
S56	24	24	
S57	12	14	
S58	15	10	
S59	4	9	
S60	16	14	
Total	753	757.5	
Mean	12.55	12.625	
SD	5.359689	3.991667	
Median	13	12.5	

- A. Always B. Frequently C. Sometimes D. Rarely E. Never
4. How often do you help your learners to preview the text to see what it is about before reading it?
- A. Always B. Frequently C. Sometimes D. Rarely E. Never
5. What do you do when you want your students to develop their summarizing technique?
- A. I encourage them to reflect on the important information.
- B. I encourage them to reread all the text again.
- C. I help them to get relaxed.
- D. If any other, -----
6. How often do you train your students to use contextual clues to help them better understand what they are reading?
- A. Always B. Frequently C. Sometimes D. Rarely E. Never
7. Do you train your learners to evaluate and analyze a text critically?
- A. Always B. Frequently C. Sometimes D. Rarely E. Never
8. How often do you encourage your students to discuss what they read with others to check their understanding?
- A. Always B. Frequently C. Sometimes D. Rarely E. Never
9. What do you do during the reading lesson if you think that the text is difficult to the learners?
- A. I encourage them to pay a closer attention to the text.
- B. I get them to reread the text to increase understanding.
- C. I request them to read aloud to help them understand.
- D. If any other technique, -----
10. How often do you make sure that the reading exercises presented to the students require them to display various reading strategies?

A. Always B. Frequently C. Sometimes D. Rarely E. Never

11. What do you do if the given exercises don't require learners to use different reading strategies?

A. I use them as they are.

B. I modify them.

C. I often change the reading text.

D. If any other; -----

12. When you introduce a text with the exercises which require them to use different reading strategies, what would be the effect on your learners?

A. They participate actively.

B. They are demotivated to carry out the tasks.

C. The reaction depends upon the nature of the text.

D. If any other; -----

13. Do you follow certain procedures/ steps when you train your students in reading strategies?

A. yes, I do

B. No, I don't

C. I don't know the procedures to be followed

D. if any other; -----



Appendix IV

Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature

Classroom observation Checklist

Dear Colleague;

This checklist is designed to assess secondary school EFL learners' reading strategies and the classroom practice. Hence, you are kindly requested to fill the checklist according to what you observe in the EFL reading classroom.

Thank you!

PART ONE: General Background

Please complete the following information about yourself.

- ✓ Qualification -----
- ✓ Grade level you teach at present -----
- ✓ Teaching experience (years) -----

PART TWO: The following checklist/ table contains a list of classroom behaviours of reading teachers as well as a rating scale which ranges from 1-5.

- 1 means very poor
- 2 means poor
- 3 means average
- 4 means good

➤ 5 means excellent.

Thus, you are required to tick the appropriate value (√) in the rating scale that describes your observation.

No.	Suggestions	Rating scale					Remark
		1	2	3	4	5	
1	The teacher gives explicit instruction to the learners on the reading strategies to be used during the lesson.						
2	The teacher helps the learners to make a guided practice with the specific strategy taught in the class.						
3	The teacher helps the learners to identify the strategy and decide when it might be used.						
4	The students are given opportunities to make independent practice with the reading strategies.						
5	The teacher gives students ample time to practice the reading strategies with the exercises.						
6	The teacher trains the techniques/ strategies to approach various kinds of texts.						
7	The teacher encourages the learners to use different reading strategies flexibly and selectively by considering their purpose and the nature of the text.						
8	The exercises require the learners to use various reading strategies.						
9	The reading text and exercises are interesting.						

10	The questions in the exercises display various levels of comprehension: literal, interpretive and applied.						
11	The students are required to analyze and evaluate the writer's views with their background knowledge.						
12	The learners react to what they read with their friends in groups/ pairs.						
13	The learners participate actively during the lesson.						
14	In the next period the learners apply he newly learned reading strategies to the new task.						

Declaration

I, the undersigned, declare that this thesis is my original work and has not yet been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Mebratu Mulatu

Signature ----- 

Date ----- 08/06/2009