



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

**STUDENTS' METACOGNITIVE READING STRATEGY USE AND ITS
RELATIONSHIP WITH THEIR READING COMPREHENSION: A STUDY OF
EDIGET-CHORA SECONDARY SCHOOL**

ELFINESH BERHE

**JUNE, 2025
ADDIS ABABA**

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EDIGET-CHORA SECONDARY SCHOOL**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY (PHD) IN ENGLISH LANGUAGE TEACHING**

JUNE, 2025

ADDIS ABABA

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COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This is to certify that the thesis prepared by Elfinesh Berhe G/Hiwot, titled “Students’ metacognitive reading strategy use and its relationship with their reading comprehension: a study of Ediget-Chora secondary school, Addis Ababa, Ethiopia” submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in English language teaching (ELT) complies with the regulations of the university and meets the accepted standards with respect to originality and quality. We, the examining committee, approve that this thesis has passed through the defense and review processes.

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DECLARATION

I, the undersigned, declare that the thesis entitled “This is to certify that the thesis prepared by Elfinesh Berhe G/Hiwot, titled “Students’ metacognitive reading strategy use and its relationship with their reading comprehension: a study of Ediget-Chora secondary school,” which I have submitted in partial fulfillment of the requirements for the Doctor of Philosophy (PhD) degree in English Language Teaching to the Department of Foreign Language and Literature at Addis Ababa University, is my original work. This work does not include any content that has been submitted for the attainment of any degree, diploma, or academic recognition under my name at any university or higher education. Additionally, I confirm that, to the best of my knowledge, it does not incorporate any previously published or written works by other authors, unless appropriately acknowledged.

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JUNE, 2025

ACKNOWLEDGEMENTS

Throughout the course of this research, numerous individuals have played a vital role in its success, from the initial stages all the way to the final submission. I want to sincerely acknowledge the invaluable contributions made by many, which significantly enhanced the quality of this work. First and foremost, I would like to thank the Almighty God for His unwavering support, which has given me the strength and perseverance needed and has been my guide throughout this journey.

A special note of gratitude goes to my advisor, Dr. Alamirew G/Mariam. His insightful guidance guided me through every stage, from selecting the research topic to navigating the various processes involved. His constructive feedback was instrumental in refining my writing and improving the overall quality of my research.

Additionally, I would like to express my heartfelt appreciation to the principals of Ula-Dula General Secondary School, where the pilot study carried out, and the principals of Ediget-Chora General Secondary School, where the main study was conducted. Their cooperation and consent were invaluable in allowing me to gather data from their institutions.

My appreciation also extends to the students selected from these schools who willingly participated in the research; their cooperation was essential to the success of the research. The impact of the research would not have been as profound without their contributions. I also express my heartfelt appreciation to the teachers from these schools who generously dedicated their time to assist me with the data collection process.

I would like to express my sincere gratitude to Arbaminch University for their sponsorship, which made my involvement in this program possible. Their generous assistance has been instrumental in my journey.

Furthermore, I want to convey my deep appreciation to my family for their unwavering support and understanding while I dedicated myself to this project.

ABSTRACT

The study aimed to investigate student's use of metacognitive reading strategies and the relationship between these strategies with their reading performances. To achieve this, a mixed-methods design was employed, combining quantitative and qualitative methods. For the quantitative data, a reading test, the Test of English as a Foreign Language (TOEFL), and the Metacognitive Reading Strategies Inventory (MARSII) were utilized. For qualitative insights, the semi-structured interviews were conducted. The participants were 150 ninth-graders, comprising 68 males and 82 females. The quantitative data were analyzed using SPSS version 24, while thematic analysis was used for the qualitative interviews. Findings indicated that students generally employed metacognitive reading strategies at a moderate level. Moreover, a significant relationship was found between the use of these strategies and the reading proficiency of ninth graders, reflecting a moderate correlation. The t-test analysis revealed no significant differences in the overall use of strategies between male and female students as a group. Qualitative results supported the quantitative findings, indicating that higher achievers were more aware of metacognitive reading strategies than their lower- and medium-achieving peers. Through semi-structured interviews, it became evident that students encountered challenges when trying to effectively use these strategies during reading academic texts. In conclusion, the students' limited reading proficiency can be associated with their insufficient awareness of metacognitive strategies and difficulties in pinpointing and using them in appropriate contexts. The study recommends that enhanced explicit instruction, updating the curriculum, and revising students' textbooks to incorporate various reading strategies can assist students in understanding and effectively using these strategies, thereby enhancing their reading performance. Furthermore, future investigations should explore other factors that might hinder students' ability to successfully utilize these strategies in their academic reading.

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LIST OF ABBREVIATIONS/ACRONYMS

AAU	Addis Ababa University
EFL	English as a Foreign Language
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
EPRDF	Ethiopian People Revolutionary Democratic Front
FL	Foreign Language
L2	Second Language
MARSI	Metacognitive Awareness Reading Strategy Inventory
MOE	Ministry of Education
NEAEA	Ministry of Education National Educational Assessment and Examinations Agency
SNNP	Southern Nations Nationalities and Peoples Regional Government
TEFL	Teaching English as a Foreign Language
USAID	United States Agency International Development

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the foundational context of the study, focusing on how students' use of metacognitive reading strategies correlates with their reading performance. It begins by discussing theoretical dimensions related to the title. Following this, the research problem is clearly defined, along with the study's objectives, research questions, significance, and the delimitations and limitations encountered during the study. This chapter establishes a basis for comprehending the rationale behind the study and its contributions to the field of reading strategies.

1.2 Background of the Study

The widespread and significant role of the English language in global communication has been a prominent topic of discussion. Its influence extends across academic and non-academic domains worldwide, including the context of Ethiopia. In Ethiopia, English serves multiple crucial functions. Apart from its role in education, as Berhane and Mishra (2019) note, English language serves as the primary medium of communication in various business and government entities such as insurance companies, banks, and telecommunications, particularly in written correspondence.

In Ethiopia, English is regarded as a foreign language, which limits students' chances to practice it beyond the classroom. As noted by Oxford (2003), a foreign language is typically learned in settings where it is not the predominant language of daily interaction, resulting in limited exposure. English taught as a subject starting from grade one and serves as the medium of instruction at secondary and higher education (Ministry of Education [MOE], 1994; 2018). To this effect reading is one of the most important skills for success in the language and academic subjects. Strong reading proficiency enables students to engage with other subjects that are available only in English. Furthermore, the majority of educational resources, including reference materials for students, are predominantly in English, whether in digital or print formats. Thus, mastering the skill of

reading is essential for the academic success of those learning English as a second or foreign language.

Realizing its importance, in Ethiopia, the instruction of reading commences at the elementary stage, covering fundamental concepts such as letter sounds, blends, diphthongs, digraphs, and irregular sounds (English for Ethiopia, 2017, p. ii). These basic reading skills are taught because they are recognized as necessary steps forward for the students' future reading ability. At grade nine, which is the beginning of secondary education, in addition to English as a subject, students start reading other subjects in English except Amharic language which is regarded as the national language. These students are expected to cover extensive and complex materials compared to their previous grade levels. Thus, to become successful in their studies, the students need to be proficient at their reading ability.

In the field of second and foreign language acquisition, the development of reading skills is particularly vital. For these students do not have exposure to speak or listen the language as L1 learners, thus their reading skills are not just supportive tools; they are often the primary means of accessing knowledge. In support to this (Oxford, 2003; Grabe, 2009), emphasize that especially in contexts where English serves as a foreign language (EFL), and learners have limited exposure to authentic English input outside of classroom instruction, reading is the most vital skill.

Despite the fact that reading proficiency of the students has a paramount importance for their academic success, there have been complaints on the level of students' reading proficiency of Ethiopia students. Determining the root of students' difficulties with reading comprehension can be quite challenging, as multiple interconnected factors may be at play. In this regard, Alderson (1984) raised the question of whether these difficulties stem from issues related to reading problem or language problem, ultimately concluding that both aspects are intertwined with reading challenges. The language issues pertain to students' proficiency in areas such as syntax, vocabulary, and meaning. Grabe & Stoller (2011) referred to this as metalinguistic knowledge. This encompasses an understanding of phonetics and phonology, the relationship between letters and sounds, word formation, sentence structure, and the organization of texts and genres.

Conversely, the issue of reading difficulties pertains to the specific strategies that individual students employ to tackle challenges in reading comprehension.

Students' lack of strategy awareness and application is also a contributing factor for the students reading challenges (Cohen, 2011; Pressley & Gaskins, 2006). This conception may work for Ethiopian students. They may engage in reading without pre-reading activities, without monitoring their comprehension, and without reflecting on what they've read, or in general they may lack core components of strategic reading behavior.

Reading strategies gain attention in the 1970 due to the emergece of cognitive theory that emphasizes on learning strategy; learner's learning and teaching method should be centered around learner's mental process rather than the external behavior and it is teachers' role in guiding individual to focus on their internal learning process and learning style should be noted (Mergel, 1998).

Cognitive theory supports the notion that learners actively construct their own knowledge instead of passively absorbing information from instructors. This perspective fosters teaching methods that center on the learner, emphasizing the importance of addressing individual needs over the preferences of educators or educational institutions (Kumaravadivelu, 2003; O'Malley & Chamot, 1990). Additionally, this change in perception has influenced the development of instructional design (Cartwright, 2009; Mergel, 1998).

Graesser (2007, p. 6) defines reading strategies as "Actions taken in specific situations to improve comprehension". Similarly, Grabe (2009, p. 221) refers to reading comprehension strategies as "processes consciously controlled by the reader to solve comprehension problems". Additionally Cartwright (2009) characterizes reading strategies as "plans for addressing problems encountered in making sense of the text." Reading strategies play a critical role in enhancing learners' ability to comprehend written texts, especially in academic contexts (Oxford, 1990). The primary objective of developing the awareness of reading strategies is to enhance students' comprehension skills. Carrell (1991) points out that the significance of these strategies extends beyond simply illustrating how readers interact with texts; they also play a crucial role in

improving understanding. Specifically, a reader's ability to proficiently interpret foreign language texts is closely associated with the unique strategies they adopt, which demand differing levels of cognitive involvement that vary from person to person (Grabe, 2009; Lia, 2009; Eskey, 2005).

In discussing the significance of reading strategies for learners of an L2 or a FL, Brown (2007), Brown & Lee, (2015) highlighted that for many individuals who are already proficient in literacy in their native tongue, place a strong emphasis on cultivating effective reading comprehension strategies because the key to reading comprehension lies in honing suitable and effective strategies to grasp the material. Studies on the use of reading strategies have also shown that successful readers differ from less proficient ones in how they employ these strategies (Grabe, 2009; Lia, 2009). Proficient readers utilize a wide range of strategies to address comprehension obstacles, whereas those who find reading difficult tend to rely on a narrow set of strategies, often misapplying them when trying to make sense of texts (Eskey, 2005; Grabe, 2009; Sheorey and Mokhtari, 2001).

Among them are metacognitive strategies, which represent one of the various strategies recognized by researchers. Metacognition, introduced by Flavell (1979), refers to the understanding and regulation of one's own cognitive processes. This concept emphasizes the strategies that individuals use to structure, monitor, and adjust their thinking. Within the realm of reading, metacognitive awareness involves a reader's ability to plan, reflect on, and evaluate their understanding and cognitive approaches while interacting with a text (Flavell, 1979; Pressley, 2002; Pressley & Gaskins, 2006). Metacognitive reading strategies involve planning, monitoring, and evaluating one's reading processes.

The concept of metacognition emphasizes the idea of thinking about thinking, highlighting individuals' awareness of their cognitive processes and the strategies they use to regulate thinking through methods like organization, monitoring, and adjustment Flavell, (1979). Metacognitive strategies extend beyond mere cognitive techniques, offering learners a means to manage their own learning experiences. Within the realm of reading, metacognitive awareness involves a reader's ability to plan, reflect on, and evaluate their understanding and cognitive approaches while interacting with a text (Pressley, 2002; Pressley & Gaskins, 2006).

Extensive research has shown that effective reading strategies significantly enhance students' reading comprehension abilities (Oxford, 1990; O'Malley & Chamot, 1990). Additionally, there are clear distinctions in the strategy preferences and usage between proficient and struggling readers.

As noted by Grabe and Stoller (2011), metacognitive knowledge allows readers to think critically about their planning, goal-setting, task-processing, progress monitoring, problem identification, and problem-solving. This knowledge is essential for grasping learning strategies, particularly our conscious and deliberate use of reading strategies. Research consistently shows that students who employ such strategies tend to achieve higher levels of reading comprehension (Anderson, 2003; Mokhtari & Reichard, 2002).

The significance of metacognitive strategies in the process of reading comprehension among students has been acknowledged for a considerable period, particularly in distinguishing the strategies of proficient readers from those who struggle.

Building on the idea that employing metacognitive reading strategies can bolster students' comprehension, this study aimed to investigate the use of metacognitive reading strategies among ninth-grade students and how these strategies influence their reading skills. The present study utilizes the framework for reading inventory MARS (Metacognitive Awareness Reading Strategy Inventory) established by Mokhtari and Reichard (2002), which was initially aimed at secondary and foreign language intermediate learners. MARS contains 30 items and 3 subcategories global, problem-solving, and support strategies. Global strategies, reflect intentional approaches to reading, including comprehension monitoring and reading planning; problem-solving strategies focus on strategies related to the text itself, such as paying more attention, adjusting reading pace, and visualizing information to solve comprehension challenges, and, and support strategies are fundamental strategies that enhance comprehension, including underlining or highlighting key points, using a dictionary, and taking notes

The preference for metacognitive reading strategies in this research arises from their characteristics as intentional and structured actions performed by readers while they engage with texts. This enables participants to easily remember the strategies they

applied. Furthermore, these strategies include a wide array of activities, such as setting objectives and anticipating content prior to reading, various steps taken during the reading process, and evaluations following reading, which involve discussing and reflecting on the material.

1.2 Statement of the Problem

This study aimed to investigate the reading strategies employed by ninth-grade students and their relationship with reading comprehension.

In the context of English as a foreign language acquisition, students often engage with it as a formal academic subject, primarily within classroom settings, with limited opportunities for practical application beyond school. This scenario is reflective of Ethiopian students, who mainly encounter English within their educational environment. While these students have been learning English since the first grade, it only serves as a medium of instruction starting in grade 9, except in certain areas like Addis Ababa and Gambela, where this shift occurs in grade 7. In the Southern Nations, Nationalities, and Peoples (SNNP) region, English is used as the medium of instruction from grade 5 (Abiy, 2005).

In terms of reading proficiency, instructional approaches are tailored to accommodate the diverse skill levels of students. For instance, younger children in elementary grades start by learning the English alphabet and recognizing letter sounds, whereas students in secondary and higher education are guided to enhance their critical reading skills. The primary goal is to equip students with strong English reading capabilities, as this skill is essential for their academic achievement, given that most educational materials are in English. Furthermore, the significance of reading extends beyond the classroom; many students utilize their reading abilities in a second language for various reasons, including pursuing advanced studies, securing employment, traveling, seeking information, gaining cultural understanding, engaging in discussions, and enjoying leisure activities.

While the ability to read serves as a foundation for acquiring English language skills and understanding other subject areas, Ethiopian students across various grade levels struggle with their English reading abilities. As a result, they are failing to meet the Minimum

Learning Competencies set by the Ministry of Education (MOE) regarding literacy (Abiy, 2011, 2005; Belilew, 2015; Tekeste, 2006; Abebe, 2012; USAID Ethiopia, 2010, 2018).

Research findings have indicated that the overall reading performance of primary students is alarmingly low, with only 29% achieving proficiency, significantly below the required competency level of 50% (Chanyalew & Abiy, 2015). In a similar vein, the MOE (2020) revealed that the average scores for English reading comprehension were just 29.52% among grade 4 students and 34.32% for those in grade 8. It is crucial for primary school students to develop essential reading skills in line with their educational expectations.

Without foundational abilities such as letter-sound recognition and the ability to read familiar words, students will struggle to understand more complex reading materials as they advance to secondary education. Supporting this notion, USAID (2010) highlighted results from an Early Grade Reading Assessment (EGRA) that showed students in grades 2 and 3 were failing to acquire the basic literacy skills necessary for successful learning in subsequent years. According to the Ethiopian MOE (2018), there is a significant gap in the literacy and numeracy skills of students, which hampers their preparedness for secondary education. This is due to the loss of foundational reading abilities that should have been established during their early school years.

This research concentrated on ninth-grade students as they embark on their journey into secondary education, marking a significant new experience, particularly concerning their use of the English language, which serves as the primary medium of instruction at this stage. The researcher, who has a background in teaching high school English, noticed that these students struggle to attain even the most basic scores on reading assessments and show a clear lack of interest in reading activities. This concern is further supported by research from Abiy (2005), Amlaku (2013), and Yenus (2017), which highlighted a decline in the reading skills of Ethiopian secondary school students, despite their exposure to English as a subject since grade 1 and as a medium of instruction from grades 7 and 9. Additionally, research by Abiy (2012) and Amlaku (2013) pointed out a

mismatch between the students' reading proficiency levels and the academic expectations set forth in the curriculum.

Despite this, the grade nine students are expected to engage with complex, academic reading material, which aims to help them develop reading sub-skills and explore new learning methods (English Syllabus for Grades 9 & 10, 2008, p. viii). Furthermore, the students need to cover extended reading materials and other content subjects in English in addition to English subject as at this grade level English became the medium of instruction. Thus, students' poor reading ability obstructs not only their English reading performance but also their general academic success. In addition to their English studies, they must also engage with various extensive reading materials and subjects taught in English, as English has become the primary medium of instruction at this level. Consequently, students' inadequate reading skills hinder not only their performance in English but also their overall academic achievements. Due to their poor performance on reading, it is a common fear among secondary school students to deal with the reading sections which appear in their grade 10 national examination or Ethiopian General Secondary Education Certificate Examination (EGSECE) or grade 12 national examination or **EHEECE** (Ethiopian Higher Education Entrance Certificate Examination) leaving English. Ethiopia road map (2018) also pointed out that students who managed to pass the General Secondary School Leaving Examination (GSSLE) could not read and write properly in English.

Apart from the teaching methods and genres of the text impacting students' reading comprehension, individual differences such as proficiency level and reading strategy use also affect students reading comprehension. Concerning students reading strategy use, research into reading has found out that effective readers are aware of the strategies they use and that they use strategies flexibly and efficiently (Anderson, 2003; Oxford, 2003; Cohen, 2003, 2011). Successful reading strategies help students know how to achieve at school and succeed in later life.

For Ethiopian students specifically, their challenges in reading comprehension might be stemmed from their limited and ineffective use of reading strategies when engaging with

academic texts. For instance, Selamawit (2023) indicated that secondary school students in Ethiopia frequently use a bottom-up approach that relies on basic, text-focused methods, overlooking essential strategies like drawing on prior knowledge and making predictions. Furthermore, many reading comprehension exercises tend to concentrate exclusively on the text itself, which often fails to engage students' pre-existing knowledge (Samuel et al., 2024; Yenus, 2017).

Several studies have been conducted in the effectiveness of reading strategies to students reading proficiency and come up with different results. Belilew (2015) in the study conducted in Dilla University found that the use of reading strategies had neither positively nor negatively correlated with reading comprehension achievement. Zeleke and Zeleke (2022) study conducted with Sidama summer undergraduate students also confirmed that there was no statistically significant relationship between the overall metacognitive reading strategy used and the total score of the student's general reading test performance. Benti et al. (2017) in their study conducted in Yukiro and Firi Gemta Gera high schools found that the experimental group, who trained to use reading strategies, outperformed those in the control group in their reading achievements. The authors concluded that reading strategy training brought a significant difference between the control and experimental groups in their reading achievements. Musema and Geremew's (2023) study conducted with Wollo University Freshman students also showed a significant relationship between the students' use of global, problem-solving, and support reading strategies and their reading achievement.

Previous studies have primarily concentrated on the reading skills of university students and their reading strategy usage, frequently neglecting the experiences of secondary school learners. In the realm of foreign language learning, it has been suggested that gender plays a significant role in the choice and application of reading strategies by learners. Although some earlier investigations have looked into the differences between male and female students in their use of metacognitive reading strategies, there remains a clear gap regarding these differences among students with varying levels of reading proficiency. While the inclusion of qualitative research could yield important insights

into students' attitudes, awareness, and strategic approaches, many prior studies have focused exclusively on quantitative approaches, neglecting the qualitative perspectives.

This research aimed to address existing gaps by examining the metacognitive reading strategies utilized by ninth-grade students and their relationship with the students' reading performance. It also investigates whether preferences for these strategies vary according to students' levels of reading proficiency. Additionally, the study examines gender differences in the use of strategies and analyzes these variations across three distinct performance categories. A mixed-method approach was used to validate the findings. The quantitative analysis revealed statistical trends related to students' reading comprehension skills and the frequency with which they employed metacognitive reading strategies. Meanwhile, the qualitative aspect provided insights into the ways students understood and applied these strategies, enriching the quantitative findings. Additionally, the qualitative research examined different elements that influenced students' involvement with these reading techniques.

1.3 Research Objective

1.3.1 General Objective

The major objective of this research was to investigate how ninth-grade students use metacognitive reading strategies and the relationship of these strategies with their reading comprehension.

To delve deeper into this area, the following specific objectives were formulated:

1.3.2 The Specific Objectives

1. To examine the extent to which ninth-grade students apply metacognitive reading strategies when reading academic materials.
2. To determine the relationship between students' use of metacognitive reading strategies and their reading comprehension performance.
3. To identify students' preferences for specific types of metacognitive reading strategies, namely global, problem-solving, and support strategies, across different levels of reading proficiency (high, medium, and low).
4. To examine any significant differences in the usage of metacognitive reading strategies between male and female ninth-grade students.
5. To explore the challenges students face in selecting and applying metacognitive reading strategies effectively.

1.4 The Research Questions

1. To what extent do ninth-grade students apply metacognitive reading strategies while reading academic materials?
2. Is there a significant relationship between students' use of metacognitive reading strategies and their reading comprehension performance?
3. What are the preferred types of metacognitive reading strategies (global, problem-solving, support) among ninth-grade students at different levels of reading proficiency?
4. Are there significant differences in the application of metacognitive reading strategies among ninth-grade male and female students?

5. What are the major challenges that hinder ninth-grade students from effectively selecting and applying metacognitive reading strategies?

1.5 Significance of the Study

This study contributes meaningfully to the field of second and foreign language education by shedding light on the use of metacognitive reading strategies among Ethiopian secondary school students. While previous research has examined general reading challenges in the Ethiopian context, relatively little attention has been given to the strategic dimensions of reading, particularly the role of metacognitive processes in influencing students' comprehension outcomes. By focusing on how students plan, monitor, and evaluate their reading behavior, this study addresses a key gap in both local and international research.

The findings are expected to offer valuable insights for English language teachers, enabling them to better understand students' reading behaviors and the specific strategies they employ or fail to employ while engaging with academic texts. This understanding may help teachers design targeted interventions, integrate explicit strategy instruction into their classroom practices, and foster a more metacognitively aware learning environment. Moreover, the study's results may assist teachers in identifying patterns related to gender and proficiency levels, allowing for differentiated instruction that meets the diverse needs of learners.

From a policy and curriculum development perspective, the study has the potential to inform stakeholders involved in the design of English language programs at the secondary school level. Highlighting the importance of metacognitive strategy use can support the inclusion of strategic reading components in national syllabi, teacher training modules, and textbook content. In doing so, the research promotes a shift from product-oriented to process-oriented reading instruction, which has been shown to enhance comprehension and learner autonomy.

Finally, the study is significant for researchers and academic institutions seeking to explore reading development from a cognitive and strategic lens. By employing both quantitative and qualitative methods, it provides a comprehensive understanding of not

only what strategies students use, but also why and how they use them. This may contribute to the growing body of literature advocating for evidence-based, context-sensitive pedagogical practices in English as a Foreign Language (EFL) settings like Ethiopia.

1.6 Scope of the Study

The purpose of this research was to examine the use of strategies by EFL learners in relation to their reading comprehension abilities. The study specifically focused on Grade 9 EFL students in Addis Ababa during the 2023/24 academic year. This location was selected due to its close proximity to the researcher while conducting the study. Grade 9 was chosen because it serves as a transitional phase between junior and secondary education, and at this level students engage extensively in reading activities. Additionally, the development of reading skills at this stage significantly influences their future secondary education and subsequent tertiary education. Furthermore, most existing research in related fields has been conducted at the university level, prompting the researcher to focus on secondary schools for this study.

The preliminary pilot study was conducted at Ula-Dula Government Secondary School in Addis Ababa. The main research was performed at Ediget-Chora government Secondary Schools, also situated in Addis Ababa. This study specifically examined the Metacognitive Awareness Reading Strategies Inventory (MARSII). These strategies are particularly suited for English as a Foreign Language (EFL) learners, making them applicable for Ethiopian students. They encourage learners to consciously recall the strategies they utilized during reading when completing questionnaires and engaging in interviews. Additionally, metacognitive strategies encompass a wide range of techniques that can be employed throughout the reading process, from pre-reading to post-reading activities. Ultimately, the study aimed to examine the relationship between the application of reading strategies and the reading performance of ninth-grade students.

1.7 Limitation of the Study

This research focused on examining how ninth-grade students apply metacognitive reading strategies and their relationship with the students' reading performance. Despite the careful planning and execution of the study, it is important to recognize several limitations related to data collection methods, tools, and analytical approaches.

The Metacognitive Awareness of Reading Strategies Inventory (MARSI) depends on students' self-reported insights regarding their strategy utilization. These self-reports can be influenced by social desirability bias or personal misjudgment, which may lead students to inaccurately estimate their usage of these strategies, especially when their metacognitive awareness is limited. Additionally, the research was carried out at a single secondary school, which may restrict the applicability of the results to other educational settings, regions, or grade levels. The unique sociolinguistic and instructional environment of this school may not be representative of the diverse experiences of students in different urban or rural contexts.

The study did not include classroom observations or think-aloud protocols, which are often used to directly capture students' real-time strategic behavior. As a result, the study relies on indirect evidence of strategy use from questionnaires and interviews. Despite efforts to clarify interview questions and use familiar language, some participants may have experienced difficulty articulating their thoughts about strategies. This may have affected the depth and clarity of qualitative responses.

Although the study used both quantitative and qualitative methods, the qualitative sample (interview participants) was relatively small and categorized by performance levels. This limits the extent to which findings from interviews can be generalized or statistically linked to broader trends. Lastly, the investigation mainly explored reading strategies, reading performance, and gender variables. Considering additional aspects, such as students' attitudes, motivation, or learning styles, could have produced more robust and valid outcomes.

1.8 Definition of Key Terms

The following are lists of key terms along with their definitions as utilized in this study.

Global reading strategies are a part of the MARSİ framework, which includes intentional and structured methods that readers use to manage and control their reading activities.

High achievers are students who score above 80 on the reading test given.

Low achievers are students whose scores fall below 50 on the reading tests.

Learner strategy preference pertains to the kinds of strategies that learners tend to favor when engaging in reading. These encompass various subcategories, such as global, problem-solving, or support strategies, along with the specific strategies within these categories that students frequently use during their reading activities.

Medium achievers are students who achieve ranging from 50 to 79 on the reading tests.

Metacognitive awareness refers a reader's ability to plan, reflect on, and evaluate their understanding and cognitive strategies while interacting with a text. Readers employ metacognitive reading strategies once they possess this level of awareness.

Metacognitive reading strategies are those approaches involved in planning before reading, monitoring during reading, and evaluating one's reading performance after reading.

Students' level of strategy use refers to the levels at which the students are grouped into high, moderate, or low users of strategies, based on their average scores from the MARSİ questionnaire. Following Oxford's (1990) criteria, scores below 2.4 suggest a low use of strategies, scores between 2.5 and 3.4 indicate moderate strategy usage, and scores above 3.5 are indicative of high strategy utilization.

Support reading strategies is a subcategory under MARSİ, pertains to the fundamental strategies students employ to enhance their understanding when engaged with academic texts.

The problem-solving strategies, a subcategory of MARSİ, refer to the reading strategies that readers employ to tackle understanding issues they face when reading academic texts.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study aims to explore how the use of reading strategies correlates with the reading abilities of ninth-grade students. In this chapter, existing literature related to this topic are reviewed. Specifically, it discusses the conception of reading, its importance, the various types of reading strategies, their classifications, and their effectiveness. The emphasis is placed on the relationship between students' metacognitive reading strategies and their overall reading performance. Furthermore, it outlines the theoretical framework that underpins reading strategies in general and metacognitive reading strategies in particular, highlighting their vital role in enhancing students' reading comprehension.

2.2. Conception of Reading

Various meanings have been provided for 'reading' by different scholars with different viewpoints. In behaviorist psychology and structural linguistics' view, reading heavily depends on data, which entails identifying word meanings, sentence structure, and the relationship between letters and pronunciation within a given text. The process of reading follows a bottom-up approach, moving from the reading material to the reader. Eskey (2005) defines bottom-up reading as the precise decoding from letters to words, and from words to larger grammatical units, in order to retrieve the writer's meaning step by step from the text. According to this perspective, reading is primarily about receiving information from the text or the writer, with little consideration for the active role of the reader in creating meaning.

Following the decline of traditional behaviorism and with the emergence of cognitive theory that initiated a top down approach of reading, the definition of reading started to be viewed differently. Building upon Goodman's (1967) top-down reading approach, Eskey (2005) elaborated on the top-down model, suggesting that reading is not a strictly linear or precise process. Rather, readers interact with texts informed by their prior knowledge and expectations, often processing larger portions of the material at once. They rely on visual elements of the text only as needed to support and refine their

predictions. This engaging process includes anticipating, sampling, and confirming information, enabling readers to integrate new insights with what they already know, ultimately fostering a comprehensive understanding of the content.

There are ongoing criticisms regarding the notion that reading predominantly follows a top-down process, which tends to downplay the importance of the text itself. Reading should not be seen as merely a choice between bottom-up and top-down approach; it actually involves the reader actively engaging with the text. Effective reading relies on a harmonious combination of both bottom-up and top-down processing. In relation to an interactive view of reading, Davies (1995, p. 1) stated, “Reading is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time”. Reading is an active process the reader interacts with the text using their perception and ability to infer meaning from the author's words in order to derive meaning (Gascoigne, 2008; Zadina et al (2014). Koda (2005) emphasized that reading involves the acquisition and interpretation of information presented through printed language. It occurs when a reader extracts, comprehends, and merges new insights from the text with their existing knowledge. Smith (2004, p. 73–74) in another terms supports this conception “Reading always requires a combination of both visual and non-visual skills, with the visual being written words or text that we read with our eyes and the non-visual being prior knowledge, language proficiency, and subject matter knowledge”. Understanding a written text means extracting the required information from it as efficiently as possible and we do not find meaning lying in things nor do we put it into things, but between us and things it can happen (Anderson, 2003; Buber, 1947 in Cook 2008; Grellet, 1981).

However, (Grabe, 2009; Grabe & Stoller, 2011) argues that there is no simple definition that describes the nature of reading because simple definition is insufficient to address the whole aspect of reading. More specifically, Grabe clarified the reason why simple definition is not sufficient to define reading in the following way.

There is no such simple definition to reading: a more comprehensive definition will need to address the characteristics of reading by fluent readers and answer

questions such as these: What do fluent readers do when they read? What processes are used by fluent readers? How do these processes work together to build a general notion of reading? As a starting point, we can say that reading is understood as a complex combination processes. These processes are rapid processes, an efficient process, comprehending processes, interactive processes, strategic processes, flexible processes, purposeful processes, evaluative processes, learning processes and linguistic processes (Grabe, 2009, p. 83).

Thus, the conception of reading in this study is aligned with the interactive and strategic model: reading is seen as a purposeful, reflective, and dynamic process that relies on the active involvement of the reader in constructing meaning from text. This view provides the theoretical foundation for investigating students' engagement with metacognitive reading strategies.

In summary, reading involves the ability to recognize written words and discern their meanings by connecting the content of the text with the reader's existing knowledge. It takes place within a context rather than in isolation. The significance of a text extends beyond its written sentences; it is shaped by the prior knowledge accumulated in the reader's mind and the methods they use to engage with it. Therefore, reading is an interactive experience that features the interaction between the reader and the text. The text consists of the printed words and sentences, which may appear similar to all readers. However, individual readers can interpret the text differently based on their unique backgrounds and knowledge.

After outlining the specific definitions of reading through different perspectives, the upcoming sections will delve into the topic of reading comprehension.

2.3 Conception of Reading Comprehension

The ultimate goal of reading for English as Foreign Language (EFL) students is comprehension. As noted by Anderson (2003), fluent reading can be characterized as the capability to read at a suitable pace while maintaining sufficient comprehension. Comprehension involves a deliberate cognitive process in which readers derive meaning

through the dynamic interaction between the text and themselves (Harris & Hodges, 1995; Cook, 2008; Bernhardt, 2010). Kamil et al. (2011) also indicate that reading comprehension goes beyond merely remembering specific phrases or sentences. Instead, it involves grasping the overall meaning of the text, which emerges from the interplay among the reader, the text itself, and contextual elements. Linse (2005) also adds to this concept that reading comprehension involves higher order thinking skills and is much more complex than merely decoding specific words. The process of comprehension includes deriving meaning as well as analyzing and synthesizing information from the text.

As highlighted by Kamil et al. (2011), reading comprehension is a multifaceted process that involves various interconnected elements. Cartwright (2009, p. 115) also emphasizes this complexity, noting that “Reading comprehension is a complex accomplishment that requires readers to coordinate multiple features of text seamlessly and fluidly for optimal performance.” To navigate this intricate process, readers draw upon their prior knowledge to create meaning from the text. In addition to their prior knowledge, students must also employ various techniques and strategies to navigate the challenges associated with reading comprehension.

Anderson (2003) and Grabe (2002) emphasized that comprehension is a cognitive activity where readers employ various techniques and strategies to understand the material as effectively as possible. These strategic processes include activities such as previewing, summarizing, making inferences, tracking antecedents, monitoring comprehension, utilizing background knowledge, setting and resetting goals, surveying (which entails skimming, providing an overview of the text, and scanning for key phrases), rereading, reflecting on one’s attitude and motivation towards reading, visualizing, generating questions about the text, discussing the material, understanding main ideas along with supporting details, and recognizing the author's intent (Anderson et al., 2015; Linse, 2005; Grabe, 2009).

One reason to point out that reading is comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal. Comprehension is a

more all-encompassing and complex concept than reading involving some reading skills and also skills that are fit to the reading materials (Garton & Pratt, 2009). However, there is a skill of comprehension when there is reading: as a fluent reader comprehension is a central goal.

Anderson (2003) asserted that meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading. In a similar vein, Grabe (2009) states that comprehension is making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes. Understanding text improves when readers engage with the concepts presented in writing by linking them to their own experiences and knowledge, creating mental images stored in their memory (Mikulecky & Jefferey, 1990; Harris & Hodges, 1995; Garton & Pratt, 2009; Grabe, 2002). Highlighting the relationship between comprehension and prior knowledge, Anderson and Pearson (1984) assert that true comprehension involves the integration of new information with existing knowledge. They suggest that when someone comprehends a text, it indicates that they have established a mental framework (schemata) where the information fits or have adjusted an existing framework to incorporate the new content.

Kendeou et al. (2007) in Grabe, (2009) also emphasizes that comprehension is not only a unitary phenomenon but also it contains skills and activities. The authors added that a general component in many definitions of comprehension is our ability to mentally interconnect different events in the text and from a coherent representation of what a text is about. The understanding of written text differs from person to person, emphasizing the subjective nature of comprehension. This concept emphasizes that comprehension extends beyond the literal text and is greatly affected by the reader's interpretation. This is in line with the interactive model of reading theory, as underscored by Grabe and Stoller (2011), which sees reading comprehension as a process that integrates the author's

intended message with the reader's individual understanding, involving both bottom-up and top-down cognitive processes.

Reading comprehension is influenced by several factors, such as linguistic knowledge of the reader and the strategies employed by the reader to solve comprehension problem. When we talk about the linguistic basis or linguistic elements in reading, we usually mean vocabulary, grammar, and pragmatics. Understanding a written text is severely limited if you do not know a word of the language the text is written in and you have no idea of the grammar either (Alderson, et al, 2015). On the other hand, knowledge of reading strategies, according to Graesser (2007), refers to actions taken by the reader in specific situations to improve comprehension.

This shows comprehension is a cognitive process that requires higher-order thinking skills and goes beyond simply decoding words.

In this section we have discussed what reading comprehension is; how it differed from other types reading; what it contains; what a reader needs to comprehend a text. The next section presents the significance of reading, particularly for individuals acquiring a second or foreign language.

2.4 Importance of Reading

Reading can be taken as a life skill which is relevant to immediate as well as long run life success. The ability to read is vital to effective functioning in any walks of life .It enables to perform everyday tasks effectively. According to Grabe (2009) reading broadly serves as a source of information, enjoyment, and recreation.

Reading receives a special focus in many second or foreign language teaching situations: many foreign language students often have reading as one of their most important goals as their academic success or failure is mainly determined by their reading ability (Alderson, et al 2015; Grabe, 2009; Nunan, 1994; Richards & Renandya, 2002).The authors explicitly state that the student's reading needs were specifically identified for information, pleasure, professional, and educational purposes, and they emphasize that reading underlies all aspects of academic activities, and is crucially important for

students. They want to be able to read for information and pleasure, to acquire new knowledge, to learn for tests and examinations, to write assignments, projects, and for their career. According to Grabe (2002), the primary goal of reading for EFL students is comprehension, and to obtain comprehension, students need to identify the main idea from specific details, recognize text organization, etcetera. In fact, in most EFL situations, the ability to read in a foreign language is all that students ever want to acquire.

Eskey 2005, p. 563) emphasizes for second and foreign language learners, “Reading may be both a means to the end of acquiring language, as a major source of comprehensible input, and an end itself, as the skill that many serious learners most need to employ”. Eskey highlights that for foreign language students reading is more important than other language skills, many (EFL) students, for example rarely speak the language in their day to day lives but may need to read it in order to access the wealth of information recorded exclusively in the language. Similarly, Anderson (2003) stated reading is an essential skill for learners of English as a second language. He elaborated that for most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Nunan (1995) highlights the importance of reading in learning a second or foreign language, stating that it effectively enhances the learners’ language skills. He also notes that while language improvement is the primary goal for language learners, the genuine purposes of reading can sometimes be overshadowed. In a similar vein, Alderson (1984) states that second language reading skill is regarded as the most needed skill for EFL learners in academic settings the learners' inability to read second language materials may hinder the academic and professional development of those whose professions and academic programs require accessing and obtaining information in the target language.

In second or foreign language contexts, such as Ethiopia, reading takes on even greater importance. Given the limited access to spoken English in many students’ environments,

reading becomes a primary means of language exposure and academic success. In such settings, the need for metacognitive awareness, the ability to plan, monitor, and evaluate one's reading process is critical to overcoming linguistic and cognitive challenges.

This section highlights the importance of reading, while the next section presents the purpose of reading.

2.5 Purpose of Reading

People engage in reading for various reasons, and our approach to reading changes depending on these reasons. The main two categories of reading purposes are Reading for information and reading for entertainment (Linse, 2005; Grellet, 1981).

Carter (2011, p. 24), discusses our reading speed and focus can be significantly affected by what we aim to achieve through reading as follows.

In order to read and learn effectively, you need to have a clear understanding of why you are reading an assigned passage and what your learning goals are for reading. Different purposes for reading influence different rates or speeds in reading as well as different degrees of concentration. For example, if you are reading a complex passage in order to learn the information for a test, you need to slow down your reading to concentrate on the key points. Your purpose is to learn and understand the information thoroughly. If, however, you are reading a magazine for pleasure, and your purpose is to gain an overview of the content, you can speed up your reading to accomplish this. Also if you know a lot about a subject and have a good deal of prior knowledge, then you may not have to read slowly because your knowledge base is already significant. If you have little knowledge about a subject, you will have to adapt your reading in order to slow down to concentrate, understand, and learn the new information.

As Blachowicz and Ogle (2008) state much of the reading we do is for information, sometimes for school purposes and other times for our own. As Linse (2005) highlighted that when a reader seeks information through reading, they do so with the intention of

understanding the content and exercising greater critical thinking than when they read for pleasure.

Grabe (2009, p. 5) discusses reading for academic purposes as follows.

In more formal settings, we expect to read in academic contexts or in work place environments as part of learning or engaging in our jobs. Many of us also engage in reading that may be quite demanding in educational, professional, and occupational settings. In these latter settings, a great deal of learning occur; part of that learning requires that we read and interpret informational texts in line with the tasks that we engage in and the goal that we set (or that are set for us). These settings often require us to synthesize, interpret, evaluate, and selectively use information from texts.... Citizens of modern society must be good readers to be successful....The advent of the computer and the internet does nothing to change this fact about reading. If anything, electronic communication only increases the need for effective reading skills and strategies as we try to cope with the large quantities of information made available to us.

In academic contexts, students primarily engage with reading as a means of gathering information. This type of reading is crucial for acquiring knowledge and fulfilling specific requirements in both academic and professional settings. Readers strive to comprehend the material while analyzing and synthesizing information from multiple sources, including different sections of lengthy and intricate texts, with a more critical lens (Grabe, 2009; Grabe & Stoller; 2011).

Consequently, the primary goal of reading for students is to grasp the information presented in the text, necessitating a critical reading strategy. This aligns with the understanding that both middle and high school students, along with adults most frequently read for informational purposes (Smith, 2000).

Grabe (2009) highlights that students learning second or foreign languages read for various reasons, including improving their education, exploring job prospects, expanding their perspectives, obtaining essential information, promoting intercultural awareness,

enhancing their communication skills, and seeking enjoyment. Furthermore, Grabe and Stoller (2011) identified seven specific purposes for academic or professional reading: gathering foundational information, skimming for essential insights, extracting knowledge from texts, synthesizing information, writing processes, evaluating texts, and ensuring comprehensive understanding.

Students adopt different reading strategies based on their specific objectives. This suggests that their approach to reading varies according to the task at hand. For instance, as noted by Grabe and Stoller (2011), reading for straightforward information entails scanning a text independently for particular words or details, similar to looking up important information in a telephone directory. Skimming, on the other hand, is essential for gaining a general understanding of a text and involves guessing where important information might be located and employing basic comprehension skills to form a general idea. Reading to learn is common in academic and professional settings and demands the retention of main ideas and supporting details, the recognition of rhetorical structures, and linking text information to existing knowledge, necessitating more inference-making than general comprehension.

The authors further point out that when reading to integrate information, readers must assess the significance and consistency of information from diverse sources, often requiring a critical examination of the content to determine what to integrate and how to integrate it for their specific purpose. Reading to write and reading to critique texts may involve activities related to integrating information, which demand the selection, evaluation, and incorporation of information from a text. Similarly, Grabe (2009) note that reading to evaluate and critique requires readers to make determinations about which aspects of the text are most important, most persuasive, least persuasive, and most controversial. This approach to critical reading significantly differs from merely scanning or skimming the text.

Finally, reading for general comprehension of a text, according to Grabe, (2009) and Grabe and Stoller, (2011), is fundamental for various reading purposes and involves quick and subconscious word processing, the ability to extract main ideas to create a

general understanding, and effective coordination within strict time constraints when carried out by fluent readers. The authors further state that reading for general comprehension evolves over time for L1 readers, so it is difficult for L2 readers who have far less exposure to the target language.

Academic reading is one of the many different types of reading, and it specifically calls for critical reading skills. Grabe and Stoller (2011) highlighted that reading for academic purposes necessitates the following skills: the ability to recall key ideas and numerous details that support and elaborate on the main ideas in the text; the ability to identify and construct rhetorical frames that structure the text's information; and the ability to connect the text to prior knowledge. These tasks necessitate critical reading skills that employ appropriate and effective reading strategies. Moreover, reading comprehension is far more complicated than word decoding and requires higher order thinking abilities (Linse, 2005).

Therefore, it is worth noting that many strategies, often considered conscious techniques, become automatic for proficient readers. Guiding L2/EFL students to implement reading strategies enhances their capacity to handle the complexities of general comprehension or other purposes of reading discussed above.

As noted by Alderson et al. (2015) in academic settings, effective comprehension of reading materials often centers on the application of critical reading skills. This entails employing various reading strategies tailored to specific purposes, which aids readers in overcoming comprehension difficulties and achieving their reading goals. Additionally, the ability to discern the author's message and cultivate personal interpretations can be categorized into basic and advanced levels of reading.

A fundamental characteristic of skilled readers is their ability to recognize their purpose for reading, which shapes both their reading habits and the strategies they employ. For example, whether they are scanning for a specific answer or evaluating the content of a text are two distinct objectives that demand different approaches.

In Ethiopia, students generally engage in reading more for educational reasons than for enjoyment. Their main aim is to gain knowledge, improve their understanding, and succeed academically. To excel in their studies, they must develop their reading skills, approaching texts with a strategic mindset. The English textbook designed for ninth-grade students in Ethiopia includes a diverse range of reading materials, each accompanied by exercises that vary in difficulty from simple to more complex questions. It also presents various reading strategies, such as scanning for specific details, skimming for a general understanding, and deducing the meanings of unfamiliar words. These strategies are designed to help students improve their comprehension skills while reading. However, many Ethiopian students struggle to grasp the material, even with these strategies at their disposal. This difficulty might arise from students' inability to effectively apply these strategies, or possibly because there may be a limited variety of strategies available to adequately meet the comprehension needs of all students. Additionally, teachers may not sufficiently encourage their students to make use of the strategies.

After outlining the various purposes for reading in this section, the subsequent section will delve into specific reading approaches in detail.

2.6 Approaches to Reading

Over the years, literary studies have recognized three primary reading models: bottom-up, top-down, and interactive approaches. These models vary based on their underlying assumptions regarding what enhances comprehension: whether it is the text, the reader's interpretation, or a combination of both. Each successive model has emerged to address the shortcomings of its predecessor, fueled by evolving insights and understanding of the reading process.

2.6.1 Bottom-Up Approach

Konishi (2003) explained that the bottom-up model is closely linked to behaviorist psychology and structural linguistics, which makes it especially applicable to early readers. This model posits that reading is primarily the process of converting visual symbols into spoken language. As a result, it focuses heavily on data-driven methods and

emphasizes local strategies like determining word meanings, understanding sentence structures, and relating letters to their pronunciations. The reading process is seen as evolving from recognizing letters and spelling patterns to grasping the meanings of sentences and paragraphs (Anderson, 2003).

Grabe and Stoller (2011) describe the bottom-up reading approach as a systematic and mechanical technique where readers incrementally decipher text, largely without drawing on their previous knowledge. This method prioritizes the development of fundamental reading skills at early stages. According to Anderson (2003), Eskey (2005), and Harris & Sipay (1980), bottom-up comprehension involves the identification of letters, sounds, words, and structural elements, progressing until the reader comprehends the whole text; this makes it a prevalent strategy in the initial phases of literacy education. The fundamental belief is that by effectively mastering these basic skills, readers enhance their overall understanding.

Within the bottom-up reading approach, comprehension is thought to arise naturally through accurate recognition of words. This methodical decoding begins with the fundamental sounds, which are then blended to enable a complete understanding of the text (Ngabut, 2015). Furthermore, Sparks (2021) emphasizes that strong reading comprehension is dependent on two essential components: decoding skills based on phonics knowledge, which pertains to the connection between letters and sounds, and language comprehension, encompassing a broad vocabulary and the ability to analyze written content.

In a bottom-up reading approach, individuals decode text in a linear sequence, processing each word letter-by-letter, each sentence word-by-word, and each passage sentence-by-sentence (Anderson, 2003; Grabe & Stoller, 2011; Watkins, 2017). Anderson (2003) noted that within this framework, successful reading is fundamentally viewed as the process of interpreting words sequentially from left to right. This involves breaking down each word into its essential parts, with particular emphasis on the distinct phonetic sounds. This process suggests that comprehension originates from the reader's capability to recognize letters and their associated sounds. To grasp the content fully, readers must

adeptly decode different aspects of the text. Readers attempt to comprehend the text by constructing meaning from the smallest to the greatest components.

In a bottom-up reading approach, the text serves as the primary source of information, suggesting that the reader's previous knowledge has minimal impact on interpretation. Consequently, the variation in students' comprehension of the texts tends to be limited. In this regard, Anderson (2003) argues that a bottom-up approach often leads readers to arrive at similar interpretations of a specific text. When inconsistencies in reading comprehension arise, they are typically attributed to differences in decoding skills. This viewpoint overlooks the unique cognitive processes, individual backgrounds, preferences, and prior knowledge that shape how different readers engage with a text.

In this approach, pedagogy recommends a graded reader approach, from simple to complex; and reading materials are carefully reviewed so that students are not exposed to vocabulary that is too difficult or that contains sounds that they have not yet been introduced as to Anderson, (2003). In bottom-up models, the text is viewed as the primary source of meaning, with the belief that meaning is fixed within the written words and structures. In this view, as Gascoigne (2008) explains, the way a text is written and structured, along with its vocabulary and communicative context, determines its meaning, while factors from the reader's own context are disregarded.

In sum, a bottom-up approach places the text as the main provider of information. It assumes that the reader deciphers the unique elements of sounds, words, phrases, and grammatical structures within the text to comprehend it successfully. Reading is viewed as the process of decoding these features. However, this approach neglects the reader's role (mind) in interpreting and constructing meaning. It presupposes uniform reception of information from the text by every reader, disregarding individual differences.

However, this traditional view of reading is no longer sufficient in today's context, as it neglects the crucial role of the reader in meaning-making. In this regard, Nuttal (1982) emphasizes that a foreign language learner who says 'I can read words but I don't know what they mean' is not, therefore, reading in this sense. He or she is merely decoding—

translating written symbols in to corresponding sounds. As Nuttal highlights, this model fails to recognize the essential contribution of the reader in interpreting meaning.

Following the decline of traditional bottom-up approach of reading, a top-down approach dominated the theory of reading.

2.6.2 Top-Down Approach

Due to the insufficiency of bottom-up approach of reading a totally different kind of model, the so called top-down (from brain to text) model of the reading process emerged. As (Eskey, 2005) highlights that the top-down model of reading has given emphasis due to the emergence of cognitive theory which prioritizes individual learning and the importance of mental process. Thus, the importance of the learner in text comprehension is emphasizes.

From a top-down perspective, the reader is considered to be the source or the creator of meaning. Grabe and Stoller (2011) point out that reading processes driven by top-down models are primarily influenced by the goals and expectations of the reader. They emphasized that a crucial component of these models is the reader's background knowledge, which plays a vital role in comprehension. Regarding this, Anderson (2003) highlights that readers' prior knowledge encompasses the various experiences a reader brings to a text, including life and educational experiences, knowledge of how texts can be organized rhetorically, and familiarity with both their first and second languages, as well as their cultural background. Top-down reading model suggests that readers draw upon their prior knowledge to formulate predictions, which they then verify or reject while engaged with the text.

According to Anderson (2003), it is important to link students' existing knowledge to the reading text to improve their reading comprehension. Readers enrich their understanding by integrating insights from the text with their personal knowledge, leading to a comprehensive grasp of the material. He recommended strategies such as setting goals, asking questions, predicting outcomes, and teaching the structures of texts. When students face material about unfamiliar topics, it is essential to first broaden their background knowledge to enhance their reading experience.

This method is based on the conception that a reader's existing knowledge is crucial. Consequently, comprehending a text or its message can happen even if every single word isn't fully understood. The fundamental purpose of reading is seen as the process of creating meaning, which resides in the reader's mind rather than being found primarily within the text itself. In this context, (Anderson, 2003) notes, rather than methodically breaking down every word or sentence, readers engage with the text using their prior expectations, allowing them to process more extensive chunks of information. The emphasis is not only on understanding the message but also on perceiving the text as a whole rather than dissecting it into smaller parts.

In contrast to the bottom-up models of reading, top-down models theorists believed that skilled readers go directly from print to meaning without first reading to speech (Harris & Sipay, 1980). In this approach, reading is considered a high level of and mostly appropriate for skilled readers at the advanced level. Consequently, the reader must have knowledge, comprehension, and language skills that play a major role in interpreting the meaning of the text.

Regarding the type of reading material suggests in this model, as Anderson (2003) notes, is extensive reading, contrasting it with intensive reading by highlighting its emphasis on reading larger portions of text without the specific focus on comprehension testing exercises commonly found in classroom settings. As Anderson addresses for top-down approach instead of focusing on distinctive words as in bottom-up approach, books are used that contain authentic language. This approach presents readers with a diverse range of vocabulary, focuses on each student's unique preferences, and empowers them to select reading materials that align with their own interests.

The top-down approach has significantly altered perspectives on reading instruction and comprehension. However, it has largely overlooked the role of the text itself in facilitating understanding and its interaction with a reader's existing knowledge. As noted by Eskey (2008), concept-driven models are inadequate because they disregard essential components of perception and decoding in reading. Furthermore, Grabe and Stoller (2011) raise concerns regarding the worth of a text when it assumes that readers possess background knowledge on all aspects of the content. Another problem of top-down

model is that it mainly caters to proficient readers but falls short for those with less proficiency (Harris & Sipay, 1980; Eskey, 1988). This indicates that the model overlooks novice or less experienced readers, who rely more on the text itself than on their pre-existing knowledge to derive meaning. This observation is particularly significant for ESL and EFL students, who may gain more from prioritizing bottom-up processing.

In a similar context, Zakaluk (1996) raises concerns regarding the accuracy of the top-down reading model. The author points out that this approach overlooks many qualities embedded in the text, which diminishes the likelihood of consistently accurate predictions by readers. One significant aspect is meaning, which is influenced by the reader's background knowledge of the topic and how predictable the narrative is. Another important element is language, referring to the reader's familiarity with the syntax and grammatical structures used. A reader who depends entirely on a hypothesis-testing method for identifying words must be particularly adept at navigating unpredictable plot twists or unconventional sentence constructions introduced by the author.

A bottom-up approach prioritizes the text's role in creating meaning, often overlooking the active participation of the reader in this process. Nuttal (1982) pointed out that this framework does not adequately acknowledge the reader's vital role in deriving meaning. Regarding the strategies employed by students, the top-down method is more closely related to reading strategies and metacognitive practices. It necessitates that readers develop, evaluate, and improve their understanding based on their expectations and goals, in contrast to the bottom-up approach.

2.6.3 Interactive Approach to Reading

In response to the limitations of both bottom-up and top-down reading strategies, the interactive model of reading was developed. According to Anderson (2003), while bottom-up approaches focus on quick word recognition and how information is processed in working memory, they overlook how a reader's prior knowledge influence their comprehension. In contrast, top-down processing, which involves drawing inferences and utilizing prior knowledge, is crucial for achieving a more profound understanding. This model also overlooked the essential elements of the text in comprehension. Harris and

Sipay (1980) suggest that top-down reading models are typically more beneficial for skilled and advanced readers. This indicates that such strategies may not be as helpful for individuals with underdeveloped reading abilities. To address the limitations of both bottom-up and top-down reading methods, an interactive approach was created. Rumelhart and McClelland (1981) claim that interactive model of reading was proposed by Rumelhart in 1977. This approach combines elements from both approaches, leveraging their strengths to enhance reading comprehension.

Rumelhart and McClelland (1981) state that an interactive reading model combines bottom-up processing, driven by incoming sensory information, with top-down processing, which is influenced by existing knowledge and experiences. In this approach reading is defined as the meaningful interpretation of printed or written symbols, while comprehending is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill, and his knowledge of the world (Harris & Sipay, 1980). Reading in this case is not one skill but a large number of interrelated skills that develop gradually over a period of years. Therefore, the nature of reading task changes as the learners progress from less mature to more mature levels. So, it is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities.

Rumelhart and McClelland (1981) highlight this collaboration aids in identifying the most likely meaning of the text being read. The authors explain that readers start with certain expectations about the information likely to be present in the visual input. These expectations, or preliminary hypotheses, are shaped by our understanding of the components of language, such as the configuration of letters, words, phrases, and sentences, as well as larger text structures and the relevant nonverbal cues within the context. Similarly, Bernhardt (1991) and Grabe (2009) point out that this interactive model suggests that readers actively construct meaning as they engage with the text, using their prior knowledge rather than simply absorbing the information. This view emphasizes the reader's active role with the material. In this framework, the text acts as a guide, enabling the reader to access and create meaning informed by their past

experiences and knowledge. Ultimately, the interaction between the text and the reader's perceptions leads to the construction of meaning.

Students can approach reading materials through either a bottom-up or top-down method, which can be influenced by their objectives or the nature of the tasks they are working on. Watkins (2017) notes that the effectiveness of these two approaches can shift depending on various circumstances. Factors such as the text type, the reader's goals, the material's complexity, the reader's prior knowledge of the subject, and available contextual clues play a significant role in this variability. Additionally, in the context of reading in a second language, the specific tasks assigned may also affect how these two strategies are utilized together.

Theorists who study interactive models, like Rumelhart and McClelland (1981), suggest that for proficient readers, both top-down and bottom-up processing happen concurrently during reading. The authors believe that comprehension is dependent on both graphic information and the information in the reader's mind. Building on these theories; reading is defined as the meaningful interpretation of written symbols, while comprehending is a result of the interaction between the perception of graphic symbols that represent language and the reader's background knowledge.

During the reading process, the reader aims to construct meanings that align with the writer's intentions (Harris & Sipay, 1980). Reading is an intricate and layered process that involves numerous interconnected skills used by the reader. This intricacy suggests that a reader's grasp of the material is shaped by their prior knowledge of the topic, language proficiency, past reading experiences, and the strategies they apply to boost understanding (Anderson, 2003; Cook, 2008). Given these intertwined elements that readers contribute to the text, reading proficiency can differ greatly from one person to another.

Regarding to the materials in an interactive approach to reading approach, readers are provided with shorter passages to practice on specific reading skills and strategies explicitly (Anderson, 2003). They are also encouraged to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice

strategies introduced during intensive reading instruction. Teachers should be aware that a single classroom textbook will not meet the needs for both intensive and extensive instruction. Materials will need to be selected that engage the learners in both types of reading.

Metacognition improves an interactive approach of reading by allowing readers to identify suitable strategies. This includes techniques like revisiting challenging sections, modifying their reading pace, or posing questions, all grounded in continuous self-evaluation.

2.6.4 Schematic Theory of Reading

A contemporary concept in reading comprehension is known as schema theory or the schema perspective. This theory posits that the meaning of text is not confined to the printed words alone; instead, it interacts with the cognitive frameworks or schemata already established in the reader's mind. People organize and retain information in interconnected networks linked to these schemata (Anderson & Pearson, 1984; Eskey, 2005; Pearson, 2009).

The aim of schema theory is to elucidate the relationship between the content of the text and the manner in which that information is interpreted and assimilated by the reader. As prior knowledge plays such a major role in this conception of reading, reading specialists also devoted considerable attention in research in schema theory. Schema theory, according to Anderson and Pearson (1984) is not a theory of reading comprehension but rather a theory about the structure of human knowledge as it is represented in memory.

Pearson (2009) highlights the insights of earlier theorists (Anderson, 1977; Collins, Brown, & Larkin, 1980), noting that a prevalent view emerged during this time: the idea of the "reader as builder." This perspective positions the reader as an active participant in constructing meaning, actively processing language and information. As a result, the reader's role became more significant than that of the text, with the builder's contributions overshadowing the raw materials they worked with. Pearson clarified that this shift did not imply that texts were ignored or undervalued; rather, it represented a transition away from focusing predominantly on text variables. In sum in this view, Pearson et al. (1992)

note reading is seen as an active process of constructing meaning by connecting old knowledge with new information encountered in text.

According to Pearson (2009) schema theory does not overlook the importance of text; rather, it invites educators to analyze texts from the perspective of students' knowledge and cultural backgrounds. This approach helps evaluate the potential connections students might draw between the concepts presented in the text and the schemas they bring to the reading process. Pearson highlights that the foundation of schema theory lies in the idea that comprehension arises at the convergence of the reader, the text, and the context. Furthermore, schema theory supports a constructivist perspective on comprehension, suggesting that all readers continuously build the most coherent interpretation of the texts they encounter throughout their reading experience.

Regarding reading comprehension, as Anderson and Pearson, (1984), Eskey, (2005), and Blachowicz and Ogle, (2008) highlight the issue of how the reader's schemata, or knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge store. According to Blachowicz and Ogle (2008), a schema is a “mental information organizer” that helps us make sense of what we see, hear, or otherwise experience. The authors state that we fit new information into an existing schema, which also “fills in the blanks” of what we may not directly perceive. They further elaborate that schemata can be modified or even changed we can add new information to existing categories, elaborating them; we add categories; and sometimes we discard categories or modify them drastically.

This theory profoundly reshapes the way we understand how readers engage with, remember, and relate new information to what they already know. However, it also prompts several questions about how meaning is constructed. As highlighted by Pearson (2009), an important aspect of the constructivist perspective is the ambiguity it introduces concerning the source of meaning. Is meaning inherent in the text itself? Does it reside in the author's purpose during writing? Or is it generated in the mind of each reader as they develop a personal interpretation based on their own experiences? Might it result from the evolving relationship between the reader and the text? While schema theory raises these significant questions, it does not offer clear solutions.

Schema theory further supports the role of metacognition by emphasizing the importance of organized knowledge structures, or “schemas,” in text comprehension. According to this theory, readers interpret new information by relating it to existing cognitive frameworks (Anderson & Pearson, 1984). Metacognitive readers actively activate relevant schemas, detect mismatches between new information and prior knowledge, and adapt their strategies accordingly to resolve inconsistencies and deepen comprehension.

In the Ethiopian secondary school context, where English is both a subject and a medium of instruction from Grade 9 onward, students often struggle with reading due to limited exposure, insufficient strategy training, and linguistic barriers. Integrating metacognition into reading instruction is particularly critical in this context. Students need to go beyond decoding and passively reading for surface meaning; they must learn to self-regulate their reading process through planning, monitoring, and evaluating their comprehension. Research also confirmed that teachers largely rely on traditional methods to impart reading skills. Furthermore, the activities associated with reading passages tend to concentrate on the text itself rather than engaging students’ prior understanding (Samuel et al., 2024; Selamawit, 2023; Yenus, 2017). This implies that students are not encouraged to draw upon their prior knowledge of the subject matter or implement various strategies. According to Alebel (2020), teachers in Ethiopia emphasize on the while-reading tasks while neglecting both pre-reading and post-reading activities in their reading instruction. As a result, students' ability to tap into their existing knowledge, which is primarily engaged during the pre-reading phase, is adversely impacted.

To summarize, the reading approaches discussed previously vary according to their underlying beliefs about how reading occurs in a reader's mind. The emphasis of these approaches often revolves around the interaction between the reader, the text, or a combination of both. Although each approach has its own drawbacks, the interactive approach is currently the most widely accepted because it integrates both bottom-up and top-down processes. This view posits that the bottom-up approach is suitable for basic reading tasks, such as quickly scanning straightforward information, while the top-down approach applies to more complex reading tasks, such as assessing the text based on existing knowledge.

The process of metacognition improves by utilizing a top-down approach, where an interactive model and schematic theory of reading foster the use of strategies, emphasizing the importance of each reader's existing knowledge.

Following the exploration of the reading models in the previous section, the subsequent part will delve deeply into reading strategies. This discussion presents a broader spectrum of language learning strategies from which these reading strategies derive, aiming for a comprehensive understanding of the topic.

2.7 Language Learning Strategies

Language learning strategies are the deliberate techniques and approaches that learners use to facilitate their understanding, learning, and use of a second or foreign language. These strategies help learners become more autonomous, efficient, and self-directed, enabling them to manage their own learning processes (Oxford, 1990).

Several scholars, notably O'Malley and Chamot (1990) and Oxford (1990, 2003), have classified language learning strategies into broad categories:

Cognitive strategies: involve direct manipulation of the language (e.g., repetition, translation, summarization).

Metacognitive strategies: involve planning, monitoring, and evaluating one's learning process.

Affective strategies: help regulate emotions, motivation, and attitudes (e.g., anxiety reduction, self-encouragement).

Social strategies: involve interaction with others (e.g., asking for clarification, group learning).

Memory and compensation strategies: involve retaining information or guessing meaning from context.

Among these, metacognitive strategies are particularly important in academic contexts. These include planning, monitoring, and evaluating one's own learning, and are closely

associated with reading comprehension, especially in contexts where English is a foreign language and access to authentic communication is limited. These strategies help learners think about their own thinking and manage their learning consciously by, setting goals, selecting strategies, monitoring comprehension, and evaluating outcomes.

Numerous studies have demonstrated that effective language learners often use more and a wider variety of strategies, particularly metacognitive ones, than less effective learners (Anderson, 2003; Cohen, 2011). These strategies are especially important in foreign language contexts like Ethiopia, where students often rely heavily on reading to access subject content due to limited exposure to spoken English.

Given this context, the current study places its focus on metacognitive reading strategies, a subset of language learning strategies, as they relate directly to students' ability to comprehend academic texts in English. The next sections explore these strategies in depth, especially in terms of their use, effectiveness, and relationship with reading proficiency.

2.8 Reading Strategies

Reading in a second or foreign language is fundamentally considered a specific area within foreign language education and applied linguistics, making reading strategies an integral component of language learning strategies.

Determining the root of students' difficulties with reading comprehension is a complex challenge, as multiple interconnected elements may be at play. Alderson (1984) and Laufer (1992) point out that distinguishing between a reading issue and a language issue in foreign language contexts is not straightforward. They conclude that both aspects are intertwined and significantly impact reading comprehension. Grabe and Stoller (2011) see reading comprehension as encompassing both metalinguistic and metacognitive knowledge. Metalinguistic knowledge refers to our understanding of how language functions, which involves awareness of letters and sounds, the relationship between them, as well as knowledge about words, their components, sentence structures, and the organization of texts and genres. On the other hand, metacognitive knowledge involves our awareness of our own cognitive processes. In essence, it allows us to reflect on our

planning and goal-setting, to process tasks, monitor our progress, identify challenges, and address those challenges. This type of knowledge serves as a fundamental framework for grasping learning strategies, particularly related to the conscious application of reading strategies.

Similarly, Block (1986) divides reading strategies into two categories: general comprehension strategies and linguistic strategies. The first category involves anticipating content, understanding text structures, synthesizing information, asking questions, distinguishing between main ideas and supporting details, assessing comprehension, correcting errors, focusing on the text's overall significance, and engaging with it thoughtfully. The second category features strategies such as rereading phrases or sentences, inquiring about their meanings, and tackling vocabulary obstacles. It's crucial not only to understand these strategies but also to select the right one based on the situation. As noted by Oxford (1990), strategies themselves are neutral; their effectiveness hinges on the context in which they are applied. A strategy proves valuable if it meets certain criteria: it aligns well with the specific learning task, accommodates the student's learning style and preferences, and is utilized effectively while being integrated with other relevant strategies. Strategies that meet these conditions facilitate learning by making it quicker, more enjoyable, self-directed, effective, and adaptable to new contexts.

The focus of this study is on reading strategies which have a great impact in students reading comprehension. According to Pressley (2000), reading strategies consist of targeted methods that readers utilize during their reading activities. Reading strategies, according to Grabe and Stoller (2011, p. 221), are "processes consciously controlled by the reader to deal with reading comprehension problems" As cited in Afflerbach & Cho (2009, p. 69), Afflerbach, Pearson, and Paris in press define reading strategies as "the reader's deliberate and goal-oriented attempts to control and modify their efforts to decode text, understand words, and construct meanings of text". According to Graesser (2007), reading strategies are actions taken in specific situations to improve comprehension. Cart (2009) highlighted that reading strategies serve as approaches for addressing challenges that arise during the process of meaning-making. Carrell (1991, p.

97) articulates, “reading strategies are significant not only for the insights they provide into how readers engage with written material but also for their connection to successful comprehension.”

The primary objective of reading is to understand the material. However, for learners of foreign languages, achieving comprehension can be quite challenging. Research shows that difficulties in text comprehension among students may largely be linked to their limited and often inappropriate use of reading strategies, although this is not the sole contributing factor (Eskey, 2005; Grabe, 2009; Sheorey and Mokhtari, 2001).

It is crucial for second language (L2) or foreign language (FL) learners to develop effective reading strategies and utilize them when needed. Unlike native speakers, these learners face language challenges that can complicate their comprehension. For example, a foreign language learner may need to use specific strategies to determine the meaning of an unfamiliar word or phrase, while a native speaker might effortlessly understand it without resorting to such techniques. This highlights the importance of strategies for L2 or English as foreign language (EFL) readers, as they are essential for navigating language difficulties effectively.

The main goal of improving these strategies is to achieve successful comprehension. In this context, Brown & Lee (2015) note that many second or foreign language learners aim to enhance their understanding through effective reading strategies during practice. Graesser (2007) further emphasizes that mastering these strategies is vital for tackling comprehension difficulties. Hence, it is crucial for these learners to acquire and implement strategies that lead to a more profound understanding of the content.

Afflerbach & Cho (2009: 128) summarize the importance of reading strategy in the following way.

Reading comprehension strategies are used with effort and attention, in relation to a reader’s goals and abilities. These strategies are developmental in nature, learned and then practiced by increasingly accomplished readers until fluency of strategy use is achieved. This creates the paradox in which the more successful we

become with the use of particular reading strategies, the less aware we may be that we are using them. This should not belie the fact of reading strategies' importance to successful reading and the challenge they may present to developing readers. Strategies play a central role in traditional and recent contexts of literacy, and their use and effectiveness is determined always in relation to the complexity of the reading task.

Just as with the learning strategies mentioned earlier, studies on reading strategies have indicated that regular practice leads students to employ these strategies instinctively, rather than having to deliberate on them consciously. In this context, Anderson (2003) highlights a significant distinction between strategies and skills. As learners purposely utilize and enhance certain reading strategies, these strategies eventually shift from deliberate application to becoming instinctive; in essence, they transform from strategies into skills. Anderson illustrates that deducing the meanings of unfamiliar words through contextual clues can be viewed as both a strategy and a skill in reading. When a reader first encounters this strategy and learns to utilize context clues for understanding new vocabulary, they are using a strategic approach. This process is intentional and mindful during the initial learning stages. As the reader becomes proficient in automatically using context to infer meanings, they shift from a conscious strategy to an unconscious skill, where the use of this skill occurs without the reader's active awareness.

In summary, reading is centrally a comprehending process and comprehension is an intentional thinking during which meaning is constructed through the interplay of the reader, the text, and the context. The reader's existing knowledge, their level of language proficiency, and the strategies they utilize during the reading process influences their level of comprehension. Thus, the ultimate goal of reading is to achieve comprehension, which is a cognitive process wherein readers deploy various strategies to grasp the material as effectively as possible.

2.9 Types of Reading Strategies

Scholars like Brown (2007), Cohen (1996), and Ellis (1997) have extensively acknowledged metacognitive, cognitive, social, and affective strategies. While this study

primarily concentrates on metacognitive reading strategies, the review presents all the four learning strategies, establishing a strong conceptual foundation. It clarifies the characteristics of metacognitive strategies by comparing them with cognitive, affective, and social strategies. This wider examination of different types of strategies adds practical value to the research and opens avenues for future studies in various strategic domains.

This research examined how students utilize metacognitive reading strategies. Metacognition refers to the understanding and management of one's own learning through planning, monitoring, and evaluating their own learning. Metacognitive reading strategies involve intentional strategies that readers apply while engaging with academic texts, allowing them to reflect on the settings in which they use certain strategies, as well as the reasons behind their choices and the specific ways they implement these strategies. This increased awareness also influences their responses during data-gathering activities, such as surveys and interviews. Given that these strategies are chiefly designed for English as a Foreign Language (EFL) learners, they are particularly beneficial for students in Ethiopia.

2.9.1. Cognitive Strategies

Cognitive strategies are a prominently discussed category of language learning strategies. As highlighted by Oxford (1990), cognitive strategies are typically found to be the most popular strategies with language learners. Cartwright (2009) describes cognitive strategies as mental processes or procedures aimed at achieving specific cognitive objectives. The author further clarifies that such strategies serve as routines for tasks like problem-solving, test preparation, or comprehension of reading materials. Supporting this perspective, Wenden and Rubin (1987, p. 19) define cognitive strategies as “mental actions or processes that learners utilize to navigate both linguistic and sociolinguistic information.” Brown (2007) characterizes cognitive language learning strategies as being particularly tailored to specific tasks, focusing on direct engagement with the learning materials. As Cohen (1996) noted, cognitive strategies mainly encompass the processes involved in recognizing, retaining, storing, and retrieving vocabulary, phrases, and other components of a second language.

O'Malley and Chamot (1990) highlight those strategies that engage cognitive processes more actively tend to be more effective for learning. Similarly, Oxford (1990) highlights the critical role of cognitive strategies in the process of acquiring a second or foreign language, attributing their effectiveness to the way they enhance learners' capacity to master the target language. Oxford (1990, 2003) further contends that such strategies enable learners to interact with language materials through practical methods, involving variety of techniques like repetition, expression analysis, reasoning, note-taking, analysis, summarization, synthesizing, outlining, and reorganizing information to develop stronger knowledge frameworks. Additionally, Oxford points out that these strategies facilitate real-world practice, complemented by structured exercises that strengthen the comprehension of language forms and sounds. Addressing the influence of cognitive strategies on language acquisition, O'Malley and Chamot (1990) and Cohen (2011) highlight these strategies actively engage learners with new information, modifying it to enhance learning outcomes.

Graesser (2007) highlights the significant role of cognitive strategies in enhancing students' reading proficiency, particularly when comprehension breaks down at any stage. He points out that effective readers consciously employ deliberate and time-intensive strategies to address or bypass any elements of reading that are lacking. Similarly, Eskey (2005) argues that these cognitive strategies not only improve reading skills but are also guided by a higher-level thinking process known as metacognition, which involves awareness and regulation of one's thinking. The focus isn't solely on identifying the strategies to use but also on understanding the timing and purpose behind their use. When interacting with authentic texts, the key concern revolves around identifying the challenges presented by the text and determining the appropriate strategies a reader might utilize to resolve these challenges.

Cartwright (2009) emphasizes that reading is a cognitively demanding task that requires careful consideration of multiple elements. According to Graesser (2007), these elements consist of strategies such as repetition, organizing new vocabulary, summarizing content, inferring meaning from context, and employing imagery for memory retention. Each of

these cognitive strategies focuses on the effective use of language to enhance reading comprehension.

Nevertheless, inexperienced and struggling readers frequently concentrate too heavily on the phonological features of texts, often overlooking their overall meaning. Cartwright (2009) points out this mental rigidity can hinder these readers from recognizing semantic components alongside phonological ones, thereby affecting their comprehension. Supporting this view, Graesser notes that while employing a comprehension strategy may incur initial cognitive costs; these costs tend to decrease over time as the strategy is practiced and eventually becomes second nature. To ensure that learners become familiar with these strategies and apply them naturally, Cartwright proposes that by teaching these strategies explicitly, educators can assist students in incorporating them into their current knowledge base. This approach empowers students to independently address reading challenges. Graesser (2007) advocates for the direct instruction of specific reading strategies by educators to help students overcome difficulties faced during reading. This strategy instruction should persist until students are thoroughly familiar with the contexts and can apply them naturally. Nyikos and Oxford (1993) emphasize that although cognitive strategies often start with conscious implementation, they can operate automatically and unconsciously; moreover, targeted training can enhance these strategies further.

According to O'Malley and Chamot (1990, P. 131), cognitive strategies consist of several key elements.

- Translation: Using the L1 as a base for understanding or producing a topic in the target language.
- Grouping: Reordering and reclassifying the material to be learned based on common attributes
- Note-taking: Writing down the main idea, important points, outline or summary.
- Deduction: Consciously applying rules to produce or understand the topic.
- Imagery: Relating new knowledge to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations

- Keyword: Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.
- Contextualization: Placing a word or phrase in a meaningful language sequence.
- Elaboration: Relating new information to other concepts in memory.
- Inferencing: Using available information to guess meanings of new items, predict outcomes.

2.9.2. Metacognitive Strategies

Metacognition, as explained by Brown (2007), is a concept in information-processing theory that refers to an 'executive' function. This includes strategies for planning learning and reflecting on the learning process while it unfolds. Anderson (2005) further encapsulates metacognition as the awareness of one's own cognitive activities those involves using prior knowledge about a subject, establishing reading goals, maintaining concentration, and conducting self-evaluations. Oxford (1990) also characterized it as something that exists “beyond, beside, or with the cognitive.” Flavell (1979), a key figure in metacognitive strategies, defined it as “Knowledge” that focuses on or regulates any cognitive effort.

After exploring the meaning of the term 'metacognitive,' we can delve deeper into metacognitive strategies. As explained by Oxford (1990), these strategies extend beyond mere cognitive techniques, offering learners a means to manage their own learning experiences. Cohen (1996) further described metacognitive strategies as encompassing pre-assessment and planning, ongoing evaluation and planning, and post-assessment of both language learning activities and usage events. These strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process. In a similar vein, Nyikos and Oxford (1993) highlight that metacognitive strategies enable students to consciously oversee and regulate their own learning. Papaleontiou (2003) expands upon the concept of metacognition, suggesting that it encompasses more than just Flavell's (1979) interpretation of ‘thoughts about

thoughts.” It also involves an awareness of one’s own knowledge, thought processes, and emotional conditions, as well as the capability to consciously control, monitor, and adjust these elements.

O’Malley and Chamot (1990) describe metacognitive strategies as the process of consciously directing one’s own attention on a learning task, and self-evaluation, or appraising the successes and difficulties in one’s own learning efforts. They highlight that metacognitive strategies encompass both an understanding of learning (metacognitive knowledge) and control or regulation over learning (metacognitive strategies). Metacognitive knowledge refers to awareness of one’s own cognitive processes and those of others. Metacognitive strategies include planning, or predicting outcomes, scheduling, and trial and error, or testing, revising, and rescheduling learning activities; and checking outcomes, or evaluating the outcomes of strategic actions for efficiency and effectiveness.

MacNamara (2009, p. 18) discusses metacognitive strategies with specific examples as follows.

Metacognitive strategies are routines and procedures that allow individuals to monitor and assess their ongoing performance in accomplishing a cognitive task. For example, as students are studying for a test they might ask themselves: “Are things going well? Is there something I don’t understand? Am I learning this material? Are there any gaps in my knowledge or understanding? If I do find a gap in my knowledge, do I know what to do about it? Can I repair the gap so that my understanding is complete?” They add, students who use metacognitive strategies are aware of the cognitive resources they have to accomplish a goal, they check the outcome of their attempts to solve problems, they monitor the effectiveness of their attempts, they test, revise and evaluate their strategies for learning, and they use compensatory strategies when comprehension breaks down.

Literature reveals that there are differences between students in their metacognitive awareness and use. Strong metacognitive skills empower language learners: when they

reflect upon their learning, they become better prepared to make conscious decisions about what they can do to improve their learning. According to Chamot (2004), strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths. O'Malley and Chamot (1990:8) emphasize the importance of metacognition when they state: "students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning".

Metacognitive awareness, a concept explored by numerous researchers, refers to a reader's capacity to strategize, monitor, and assess their understanding and conscious thought processes that readers apply to improve their text comprehension during reading (Alderson et al., 2015; Grabe, 2009; Gascoigne, 2008; Sheorey & Mokhtari, 2001). Consistently, Mokhtari and Reichard (2002, p. 249) define metacognitive awareness as the recognition and regulation of comprehension processes, which are vital for effective reading. Grabe & Stoller (2011) argue that metacognitive awareness encompasses not only the understanding of learning strategies but also their active and intentional application.

This perspective suggests that metacognitive awareness encompasses a reader's insight into their comprehension processes and the self-regulatory measures they use to oversee their understanding of the material. The readers' metacognition is believed to be an important aspect of their comprehension of a text they read. Due to this conception literature emphasizes the importance of metacognition to students reading proficiency. In this regard, Mokhtari and Reichard (2002, p. 249) emphasize metacognition as "an awareness and monitoring of comprehension processes are critically important aspects of skilled reading, which can be thought of as knowledge of the readers' cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension."

This explanation of metacognition refers to the concept of how individuals are aware of the strategies and control their own cognition by coordinating the planning, monitoring,

and evaluating their reading performance by employing metacognitive reading strategies throughout the reading process. This viewpoint posits that metacognitive awareness includes a reader's understanding of their own comprehension processes, as well as the self-regulatory techniques they employ to manage their grasp of the information.

Metacognition is viewed as a crucial element in how readers comprehend the texts they engage with, leading literature to highlight its significance for students' reading proficiency. In this context, Mokhtari and Reichard (2002, p. 249) underscore that "the awareness and monitoring of comprehension processes are vital components of proficient reading, reflecting the reader's knowledge about reading cognition and the self-regulation strategies they utilize to oversee and adjust their understanding of the text." This description of metacognition illustrates the concept of individuals recognizing their strategies and controlling their cognitive processes by organizing planning, monitoring, and evaluating their reading performance through the application of metacognitive reading strategies during the reading experience.

Metacognitive reading strategies are advanced critical thinking skills that enable readers to recognize their level of comprehension regarding a text. According to Sheorey and Mokhtari (2001), these advanced skills fall into three main categories: planning, monitoring, and evaluation. Planning involves recognizing and choosing appropriate strategies with a clear purpose, activating prior knowledge, previewing the overall content of the text, strategizing for task completion, concentrating on key information, and creating the ideal conditions for effective learning (Christison, 2003; Pressley, 2002; Sheorey & Mokhtari, 2001). As noted by Almasi (2003), planning strategies applied before reading aid in preparation through previewing and structuring the material. For example, analyzing titles, visuals, illustrations, headings, or subheadings can help readers grasp the main concepts of the text. Furthermore, learners may evaluate whether their reading materials adhere to particular formats such as cause and effect, question and answer, or compare and contrast.

Monitoring or regulating involves attending to and being aware of comprehension and task performance and can include self-testing (Sheorey & Mokhtari, 2001). Monitoring

strategies occur during reading. Monitoring involves a range of actions carried out while reading, particularly focusing on assessing one's comprehension. Examples of monitoring techniques include grasping vocabulary meanings, posing self-directed questions, contemplating whether the material read so far is understood, summarizing information, and deducing the main idea of each paragraph during the reading process (Pressley, 2002). Readers also may identify and focus on key information or key words, including but, however, on the other hand, in addition, also, and in conclusion in the textbook. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy (Hudson, 2007).

Evaluating strategy involves assessing the outcomes and regulatory processes of one's learning journey, which includes reviewing and updating personal goals (Anderson, 2007). As noted by Sheorey and Mokhtari (2001), this evaluation is aimed at cultivating the ability to gauge one's effectiveness in accomplishing reading tasks. Such evaluative strategies should be applied after completing the reading. There are numerous approaches readers can take. For instance, once the reading is finished, learners might consider how to apply the newly acquired information to various contexts. Additionally, readers may envision themselves in the role of the author, a character from the narrative, or a protagonist in the textbook, leading to enhanced insights into the scenario.

Through the use of these strategies, learners identify available resources, decide which of these resources are important for the specific task they perform, and set goals for comprehension. Anderson (2005) also reveals that learners who are metacognitively aware know what to do when they don't know what to do; that is, they have strategies for finding out or figuring out what they need to do. The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling.

The following are commonly identified metacognitive reading strategies in literature:

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

- Make connections: Readers connect their background with the information from the text.
- Analyze text structure: This strategy involves readers to discover the genre and also use other specific features in the text such as linking devices, table of contents, and subheadings.
- Recognize words and understand sentences: It refers to the familiarity with the lexical and grammatical knowledge and contextual cues to understand the sentences.
- Explore inferences: Readers are expected to recognize cause and effect relationship by using this strategy.
- Ask questions: Readers question themselves for instance on the author's message, or its relationship with the real life.
- Determine important ideas and themes: The introductory and concluding parts are the most important parts that readers need to pay attention in order to determine important ideas and themes.
- Evaluate, summarize, and synthesize: This strategy contains the importance of pausing while or after reading to construct meaning.

The present study employed the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) developed by Mokhtari and Reichard (2002) to assess students' use of metacognitive reading strategies. MARSİ was selected over other strategy inventories for several important reasons related to its theoretical grounding, comprehensive structure, practicality, and psychometric soundness.

MARSİ is specifically designed to assess readers' self-reported use of metacognitive strategies while reading academic texts. It aligns directly with the central purpose of this study, which is to investigate how students plan, monitor, and evaluate their reading processes core aspects of metacognition (Flavell, 1979).

MARSİ divides metacognitive strategies into three well-defined subscales:

-Global Reading Strategies (GLOB), for planning and setting goals

-Problem-Solving Strategies (PROB), for dealing with difficulties during reading

Support Strategies (SUP), for maintaining comprehension

This structure allows for a nuanced analysis of strategy preference and usage, which is consistent with the study's objective to compare strategy use across different student proficiency levels and genders.

The MARSII instrument has been widely validated in both first and second language contexts. Mokhtari and Reichard (2002) reported high internal consistency reliability for the full scale and subscales (Cronbach's alpha coefficients typically above .85). Its proven psychometric properties make it a trustworthy tool for gathering meaningful data on strategy use.

Numerous studies, especially in EFL and secondary school contexts, have successfully used MARSII to investigate metacognitive awareness among learners (e.g., Zhang & Wu, 2009; Sheorey & Mokhtari, 2001). Its adaptability across different cultural and linguistic groups makes it suitable for use in the Ethiopian secondary school context.

The MARSII is written in clear, accessible language and uses a Likert-type scale that is easy for students to understand and respond to. This increases the accuracy and honesty of responses, especially in settings where students may be unfamiliar with technical terminology related to strategy use.

The MARSII instrument was selected for this study due to its direct alignment with the study's focus on metacognitive reading strategies, its clearly structured subscales, and its widespread use and validation in similar EFL contexts. Its robust psychometric qualities and ease of administration further supported its appropriateness for assessing strategy use among ninth-grade students in Ethiopia.

MARSII has three main categories: global reading strategies, problem-solving strategies, and support reading strategies.

Global reading strategies encompass thirteen intentional and thoughtfully designed techniques that learners employ to prepare for the act of reading. Common examples of

these strategies include establishing a clear purpose for reading, making predictions about the content, and understanding the text's structure.

Problem-solving reading strategies consist of eight distinct techniques that address specific challenges readers face when they encounter difficulties understanding a text. Readers use these strategies while working directly with the text, especially when the text becomes difficult. Some examples of problem-solving strategies are rereading to increase comprehension, reading the text out loud, adjusting one's reading rate, and visualizing the information read.

Support strategies consist of nine techniques that readers employ to aid their comprehension. These strategies serve as functional tools that help address reading challenges. Some examples of these kinds of strategies include using reference materials such as dictionaries, taking notes, and highlighting textual information.

The distinctions between cognitive and metacognitive strategies are important, partly because they give some indication of which strategies are the most crucial in determining the effectiveness of learning. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Metacognitive strategies, on the other hand, are information-processing theory to indicate an executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.

2.9.3. Social Strategies

Oxford (1990) state, "Language is a form of social behavior; it is communication, and communication occurs between and among people". Similarly, Brown (2007) state social strategies have to do with social-mediating activity and interacting with others. In a similar vein, Cohen (1996) social strategies include the actions which learners choose to take in order to interact with other learners and with native speakers (e.g., asking questions for clarification and cooperating with others).

Although literature often portrays reading as an individual cognitive endeavor (Alderson et al., 2015; Eskey, 2005), socio-cultural theorists contend that this emphasis on cognition is insufficient, as it fails to take into account other significant dimensions of the reading process. They believe that understanding reading requires consideration of the social and cultural contexts surrounding the activity, highlighting that it is not merely an isolated engagement. They emphasize that learning is significantly enhanced through interactions with others. Social constructivists have even argued that the social environment greatly influences the cognitive process in learning.

According to Vygotsky (1978) every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (inter-psychological), and then inside the child (intra-psychological). He emphasizes the critical importance of culture and social context for cognitive development. Vygotsky further argues that cognitive development and cognitive processes are embedded in social interaction. The main ethos of his framework is that social interaction plays a fundamental role in the development of cognition. Whatever the state of the social environment, it influences the cognitive development of the individual. He argues through his concept of ZPD (Zone of Proximal Development) that appropriate cognitive development is attained through engaging in social behavior.

His concept of social cognitive development states that the child's cognitive development starts within the social environment, before becoming individualized (Vygotsky 1978, p. 57). Social environment has also an enormous impact for language learning. For instance, children learn their first language from their mother and then from their environment.

Social strategies facilitate interaction among learners, helping them enhance their language skills. These strategies encompass methods like posing questions when clarification is needed or when verifying the accuracy of information. Engaging in these practices allows learners to grasp the intended meaning more effectively, thereby improving their comprehension. Consequently, social strategies play an indirect yet significant role in language acquisition.

Vygotsky (1978) emphasizes that reading comprehension should emphasize the intricate processes that stem from an individual's engagement with knowledgeable peers, rather than being viewed as a natural ability. Nunan (1991) also highlighted that students develop their reading skills through social interactions, as the literacy habits of those around them significantly shape their own practices. One widely acknowledged educational approach that fosters student learning through cooperative interaction is cooperative learning. As noted by Oxford (1990), such strategies enhance both student and teacher satisfaction, boost motivation for language learning, create more opportunities for language practice, provide valuable feedback on language learning mistakes, and encourage the use of a wider range of language functions.

In sum, the social strategies employed by students significantly influence their reading comprehension. This ability to read is shaped not just by individual cognitive processes but also by social interactions. From the initial stages of recognizing letters to reaching advanced critical reading levels, students benefit from the support of family, teachers, friends, and other knowledgeable individuals. These interactions often involve sharing ideas and asking questions to address reading challenges during and after the reading process.

2.9.4 Affective Strategies

The term affective encompass emotions, attitudes, motivations, anxiety, extroversion, and self-esteem, risk taking, and tolerance for ambiguity (Brown, 2007; Oxford, 1990; Grabe & Stoller, 2011). Oxford (1990) emphasizes that the affective side of the learner is probably one of the very biggest influences on language learning success or failure. She reason out that human beings are emotional creatures. At the heart of all thought and meaning and action is emotion. Negative feelings can stunt our language learning progress and positive emotions and attitudes can make language learning far more effective and enjoyable.

Cohen (1996) and Oxford (1990) emphasize that affective strategies enable learners gain control over their emotions, attitudes, motivations, and values (e.g., strategies for reduction of anxiety and for self-encouragement). These strategies, as Oxford (1990)

highlights, exist with three main sets such as lowering their anxiety, encouraging themselves as successful language learners when they understand better, and taking their emotional temperature by talking with another person (Oxford, 1990). Thus, this inferred that good language learners are often those who know how to control their emotions and attitudes about learning. Similarly, Grabe and Stoller (2011) highlight the crucial impact of emotional aspects on reading proficiency. Factors such as motivation, interest, positive attitudes toward reading, and the willingness to participate in reading activities contribute positively to comprehension of the material.

Grabe and Stoller (2011, p. 178) articulate the influence of affective strategies on an individual's reading abilities in the following manner.

Individual students have different motivations for reading, as well as differing senses of self-esteem, interest, involvement with reading and emotional responses to reading. As students' progress through different levels of education, as academic-task demands increase, second language students tend to have differing (and perhaps more conflicting) combinations of motivations for reading L2 texts. Some of these differences in motivation are based on varying academic goals, socialization practices from home and community, prior educational instruction or broad cultural frameworks for literacy uses.

Various studies have shown that high affective levels in reading correspond with good reading ability and low affective levels relate to poor reading ability. Alvermann et al. (2007:369) in Nana (2012; 163), advocates that feelings, attitudes, motivations, interests, and other affective responses of the reader are used in interacting with the text. These affective responses are crucial for reading development, as together with other factors they determine the amount of reading a reader does. Reading comprehension involves the use of variety of strategies, and for a reader to be strategic he/she has to be motivated. The reader has to have a positive attitude, high interest and the willingness to read, which will result in the application of strategies and the enhancement of comprehension abilities.

Students affective levels vary based on the factors previously discussed, but there is a consensus about their critical role in influencing reading performance. Essentially, students who enjoy reading tend to read more, leading to improved reading skills. Unfortunately, these emotional aspects are frequently overlooked in conversations about reading comprehension instruction, particularly in English as Foreign Language (EFL) settings.

2.10 Strategies Employed by Successful Readers and Unsuccessful Readers

This section focuses on distinguishing the strategies utilized by accomplished language learners from those used by less effective individuals. According to Stern (1975) and Rubin (1975), analyzing the strategies of proficient language learners can offer guidance to those facing challenges, enabling them to enhance their methods and ultimately boost their overall success.

According to Gass and Selinker (2008, p. 395), “One of the most widely recognized facts about second language learning is that some individuals are more successful in learning a second language than other individuals”. Nunan (1995) articulated why learners do not learn what teachers teach is that the learners come into the classroom with different mind of sets, different points of focus, or different agendas. In a similar vein, Dörnyei (2005) affirmed that learner characteristics or individual differences play leading roles in Second Language Acquisition (SLA). Dörnyei identified factors such as aptitude, cognitive functioning, motivation, emotion, learning strategies, and other demographic variables are significant factors in language learning.

More specifically, the ability to read in foreign language is a complex process that involves many variables due to individual differences. Some students are successful in their reading ability while others do not. Eskey (2005) claimed that reading is an individual process; every reader is, in short, an individual whose attitudes toward reading and reading behavior are, to a considerable extent, idiosyncratic and unpredictable.

There are various factors affecting reading comprehension among foreign language learners. These include the learner's background knowledge, their linguistic competence

in the target language, the complexity of the text, the subject matter, the nature of the task, and the strategies employed by readers (Grabe & Stoller, 2011; Karami, 2008; Peregoy & Boyle, 2004, as cited in Linse, 2005).

This study gave particular emphasis on reading strategies learners employ which influence their reading comprehension. As Watkins (2017) points out that successful reading in both L1 and L2 requires the reader to develop a range of skills and strategies. According to Anderson (2003), strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. In this regard, Wang (2016) notes that the key difference that was found in strategy use between those with good and those with poor comprehension lay in the total number of the identified strategies that were used successfully while reading a text and while taking a reading test. This implies that different learners have the possibility of using different strategies, specifically, it has been agreed upon that there is clear distinction between successful and unsuccessful readers in strategy use.

Successful readers could appropriately utilize various strategies with a high frequency in different contexts to accomplish certain tasks, while less successful language learners usually use fewer strategies in a less efficient way (Anderson, 2005; Grabe, 2009; Kumaravadivelu, 2003; Richards & Renandya, 2002; Saricoban, 2002 in Gascoigne, 2008). Similarly, Pressley and Afflerbach (1995) affirm throughout the process, from start to finish, the strategic reader is actively involved, using a range of strategies on an ongoing basis in effective combinations.

Afflerbach and Cho (2009, p. 98) summarize as follows.

More accomplished readers often are of higher verbal ability, they are more often successful in choosing and using reading strategies, and they may use more diverse reading comprehension strategies. Thus, these readers may be better able to describe and account for their strategies (when subjects are interviewed or asked to provide verbal reports), more efficient with strategy use (our models of reading comprehension assume success) and more diverse in the strategies they

use (as we describe reading we attempt to be comprehensive and inclusive of successful strategy use).

In relation to the strategies utilized by successful readers, Ellis (1996) and Saricoban (2002) cited in Gascoigne (2008) recognized several comprehensible and appropriate reading strategies. These include cognitive, metacognitive, social, and affective strategies that fall under the category of global top-down approaches. In support to this, Grabe (2009) states that skilled readers possess a wide range of strategies, which they use in combination to achieve their reading goals. This includes metacognitive processing such as planning, monitoring, evaluating, and repairing, which are not solely higher-level applications. Graesser (2007) also states that a successful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact.

According to Sheorey and Mokhtari (2001), good readers use sophisticated strategies such as summarization, monitoring, and identifying the main idea to comprehend a text better. Similarly, Saricoban (2002) in Gascoigne (2008); Wallace (2001) identified strategies successful readers engaged. They are predicting and guessing, accessed background knowledge related to the text's topic, guessed the meaning of unknown words, skipped inessential words, reread the entire passage, identified main ideas, monitored comprehension, and read in broad phrases and continued reading text when they came across a new word. Successful readers not only use a variety of strategies appropriately, according to Anderson (2003), they also mainly monitor their processes and evaluate the effectiveness of these strategies for themselves in different reading situations.

However, poor readers, according to Barnett (1989) in Gascoigne (2008) and Wallace (2001) tend to employ local, bottom-up strategies which include focusing on meaning of individual words, paying attention to text structure, rereading isolated sentences or passages, rather than the entire text, never or rarely hypothesize and resist skipping any unknown words. In relation to this, Grabe (2009) noted that students who lack sufficient

background knowledge tend to read with the intention of understanding the text through close examination.

Lau and Chan (2003) highlight that poor readers are only able to use simple strategies such as deleting unimportant sentences, and understanding surface information in text. Anderson (2005) also describes less successful language learners often use the same strategies over and over again and do not make significant progress in their task. They do not recognize that the strategies they are using are not helping them to accomplish their goal. These less successful learners seem to be unaware of the strategies available to them successfully accomplish a certain task. Therefore, more strategy training is needed for improving reading abilities of poor readers.

Successful readers differ from less successful readers not only in their usage of appropriate strategies frequently but also how they implement these strategies to solve their comprehension problems. In support to this Oxford, (2003) states that a given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. She adds that a strategy is useful if the strategy relates well to the L2 task at hand, fits the particular students learning style preferences to one degree or another and the student employs the strategy effectively and links it with other relevant strategies. In connection to this, Grabe (2009) and Wilson and Rupley (1997) highlight a strategic reader is aware of when, how, and why to use strategies effectively. They recognize the contexts in which these strategies are suitable and consistently monitor their comprehension in relation to their reading goals. Furthermore, skilled readers implicitly utilize various strategies adapt them based on their goals, the complexity of the text, or a combination of both, illustrating their ability to make adjustments as needed.

Grabe (2009) and Wilson and Rupley (1997) emphasize that an effective reader understands the appropriate moments, methods, and reasons for applying reading strategies. Oxford highlights that although metacognitive strategies are very important, research shows that learners use these strategies sporadically and without much sense of their importance. She adds several foreign language studies show that students use metacognitive strategies with planning strategies most frequently employed and with

little self-evaluation and or self-monitoring. They are able to identify the situations where these strategies are most beneficial and continuously assess their understanding in light of their reading objectives. Additionally, proficient readers instinctively employ a range of strategies, adjusting them based on their goals, the difficulty of the material, or a blend of both factors, showcasing their skill in making necessary modifications.

Anderson (2005) and Grabe (2009) also assert that more proficient readers practice applying automatically and routinely combinations of effective and appropriate strategies depending on their goals, reading tasks, and readers' strategic processing abilities to solve comprehension problems. As Grabe further discusses, good readers apply many word-analysis strategies non-consciously as part of the fluent reader repertoire. They often mentally summarize a prior section of a text before moving on without any specific conscious intention to do so. Good readers often also evaluate the text and the author without specifically intending to do so.

Grabe (2009, p. 111) summarizes the following lists as L1 and L2 reading strategy research from the past two decades.

- Good readers use strategies more effectively than do poor readers.
- Good readers more metacognitively aware of strategic responses to text difficulties.
- Good readers use repertoires of strategies in combination rather than overusing single strategies.
- Good readers automatize certain combinations of strategies as routine effective responses to reading – comprehension needs.
- Good readers are actively engaged in reading comprehension.
- Reading strategies can be taught effectively.
- Strategy instruction can improve reading comprehension.

In summary, proficient readers exhibit flexibility across various reading environments and utilize a range of strategies, selecting the most appropriate one for each situation to grasp the content effectively. Their understanding is facilitated by identifying and recalling essential details, evaluating their comprehension, integrating their prior

knowledge with the new information, and both summarizing and guiding their learning process. On the other hand, research indicates that less skilled readers often rely on strategies like rote memorization, decoding text literally, rereading passages, consulting dictionaries, highlighting important points, and other and other text-focused strategies. These students lack the use of diverse strategies suited for various contexts. Instead, they tend to rely on a limited set of strategies, applying them repeatedly without assessing their effectiveness for different reading tasks.

As a result, these readers frequently encounter difficulties with ‘strategic reading.’ They often do not effectively gauge their understanding, struggle to differentiate among various question types, fail to utilize appropriate strategies for comprehension, and find it challenging to link prior knowledge with new information or connect concepts within the text to derive meaning.

2.11 Explicit and Implicit Strategy Instruction

Cohen (1996) highlights that strategies for second language learners include approaches for both acquiring a second language and utilizing it effectively. Taken together, they constitute the steps or actions selected by learners either to improve the learning of a second language, the use of it, or both. The main concern in discussing strategy use differences between successful readers and less successful readers is to find out the way to create opportunities for the less successful readers to practice and use the strategies in any possible ways.

The view that skilled and unskilled readers use different strategies and identifying the strategies in these two categories seems significant, especially to instruct students to develop the strategies used by the skilled readers. In this regard, Grabe (2009) highlights that an important dimension of reading education includes understanding what skilled readers do when they read. Kumaravadivelu (2003) also suggests that the use and nonuse of appropriate strategies for appropriate tasks can easily make the difference between learning and non-learning. It is therefore necessary to train learners in the effective use of learning strategies.

Concerning teaching students' strategies, Archer and Hughes (2011) and Oxford et al. (1990) classify strategy instruction into two methods: explicit and implicit. They define explicit instruction of strategies as a means of teaching strategy directly, intentionally, and systematically. On the other hand, implicit instruction involves the acquisition of strategies in a more natural manner, without structured teaching. Instead of being systematically addressed, these strategies are acquired naturally and without conscious effort.

In this context, Wilson and Rupley (1997) emphasize a broader perspective in the research surrounding the teaching of comprehension strategies. They noted that these strategies are not only considered implicit adjustments to align with goals and texts but are also seen as explicit methods aimed at improving comprehension. According to Chamot (2004), Grenfell and Harris (1999), Harris (2003), and Oxford (1990), explicit instruction in learning strategies focuses on helping students become aware of the strategies they employ. This process includes teachers demonstrating strategic thinking, students practicing new techniques, self-assessing the effectiveness of their strategies, and applying these strategies to different tasks.

Hence, explicit strategy instruction is important to help unskilled readers to become strategic readers, which is done through formal instruction in the application of reading strategies (Oxford, 1992; Watkins; 2017). According to Oxford (1992), both first language and second language studies have shown that most effective strategy training is explicit: Learners are told overtly that a particular behavior or strategy is likely to be helpful, and they are taught how to use it and how to transfer it to a new situation. On the other hand, Oxford added that blind training, in which students led to use certain strategies, without realizing it, is less successful, particularly in the transfer of strategies to new tasks. Strategy training succeeds when it is woven into regular class activities on a normal basis, according to most research.

This suggests that directly instructing students in comprehension strategies can enhance their understanding. By teaching them to apply particular strategies or think critically when faced with difficulties in grasping reading material, their overall comprehension

skills can be significantly improved. In this regard, Watkins (2017) suggested that the sharing of strategy use will help weaker learners to develop not just specific strategies but how to use strategies in clusters to maximize their opportunities to understand texts.

In a similar vein, Grabe (2009); Grabe and Stoller (2011) state that successful reading in both L1 and L2 requires the reader to develop a range of skills and strategies, thus explicit teaching of strategies can be very effective in promoting efficient reading and comprehension. Watkins (2017) also affirmed that strategies are consciously operated and therefore open to explicit teaching. Similarly, Hsiao and Oxford (2002) strategy training should be explicit, overt, and relevant and should provide plenty of practice with varied L2 tasks involving authentic materials. Therefore, when teaching students to use strategies to enhance L2 performance, teachers could consider the explicit integration of different strategies simultaneously. Brown (2007) also suggests that Strategies Based Instruction (SBI) is increasingly successful when teachers help learners not only to become aware of their style and preferences but also to take actions on the basis of that awareness.

To summarize, the emphasis on exploring the connection between students' reading strategies and their comprehension abilities seeks to identify the techniques employed by proficient readers. The goal is to equip struggling readers with these effective strategies to enhance their understanding of texts. Studies on strategy instruction emphasize that when these strategies are taught explicitly; less proficient readers can recognize and reliably implement them to overcome their challenges in comprehension. As students transition into strategic readers and establish the routine of using reading strategies effectively, they start to employ these strategies unconsciously and effortlessly. Supporting this view, Wilson & Rupley (1997) noted that skilled readers often apply comprehension strategies in an implicit manner without conscious effort.

In the context of Ethiopia, Yenus (2017) highlighted that the current approach to teaching reading comprehension does not effectively foster the use of meta-cognitive reading strategies among students. Consequently, this inadequacy has contributed to a decline in English proficiency among secondary school students over time.

2.12 Reading Strategy and Gender

Gender refers to the social characteristics of people which are commonly associated with being male or female (Millard, 1997). Long established literature affirmed that in foreign language learning, gender is believed to be one of the key factors that play a role in determining the readiness and progress of learning (Brown, 2007; Millard 1997; Oxford, 1992). Differences in the learner's gender identity often lead to differences in intellectual activities including reading. The traits typically linked to being male or female serve as a stronger indicator of a learner's reading abilities or their enthusiasm for reading. For example, Wightman (2020) suggests that women tend to acquire language skills faster than men. This may be connected to the differing reading strategies employed by male and female students.

A considerable amount of research has investigated the influence of gender on the utilization and preferences of strategies, especially in relation to reading. While some research suggests that there are differences in strategy selection and application based on gender, other findings assert that gender does not affect the ways students utilize strategies. Those studies that have identified gender discrepancies often highlight that females generally employ a broader range of strategies compared to males.

In this regard, Oxford (1992) revealed that female students indicated a greater frequency of strategy utilization compared to their male peers. Expanding on this, Rianto (2021) found notable gender disparities in the usage of overall, problem-solving, and support strategies, albeit with small effect sizes, indicating that female students performed better than male students. Furthermore, Tabeti (2019) noted that females employed memory, cognitive, meta-cognitive, and affective learning strategies more often than males. Similarly, Min (2012) emphasized that female students not only used more learning strategies but also engaged with them more frequently than their male counterparts. Additionally, Sheorey and Mokhtari (2001) examined the differences in strategy use between native English speakers (U.S. students) and non-native speakers while analyzing academic texts. Their findings showed that female students within the native-speaking cohort reported a markedly higher frequency of strategy application, whereas the ESL group did not exhibit a significant gender-based trend.

Some research suggests that males might use more strategies compared to females. For instance, Young and Oxford (1997) found that while there were no significant differences in reading proficiency and general strategy use between genders, male students were more likely to apply monitoring strategies related to their reading speed and overall strategic approach, as well as techniques like paraphrasing, more than their female peers. Another study by Asgarabadi, et al (2015) also stated that males reported monitoring their reading pace, reading strategies, and paraphrasing strategies more often than females did.

Nonetheless, some research findings have shown that student strategy usage does not significantly differ based on gender. For instance, Mokhtari and Reichard (2002) discovered that there is no significant difference observed in the application of metacognitive reading strategies between male and female students.

Besides the research results mentioned earlier that highlight gender differences in the use of various strategies, additional studies have also revealed that there are gender-based differences in the selection of strategies. For instance, Lee (2012) observed that females often employed metacognitive and social-affective strategies more regularly than males; however, they showed less inclination towards memory, cognitive, and compensation learning strategies when compared to their male peers.

In sum, the existing literature reveals inconsistent findings related to gender disparities in the use of strategies. According to Chamot (2004), it is still ambiguous from an educational standpoint whether male or female learners would gain more from assistance in implementing language learning strategies. Notably, the variation lies not just in how often strategies are employed, but also in the types of strategies that are selected by different genders.

2.13 Factors Influencing Students Use of Reading Strategies

Studies have identified various elements that affect students' selection and implementation of language learning strategies. Interestingly, there is a marked variation in the effectiveness with which students utilize these strategies; some demonstrate a greater skill in choosing the most suitable methods for particular circumstances. This

difference has a crucial impact on their overall language acquisition and, more specifically, their reading comprehension abilities. Chamot (2004), Cohen (1996), and Oxford (2002) categorize of these factors into two: learner-related and situational factors. Learner-related factors consist of elements such as motivation, age, learning styles, personality traits, gender, intelligence variations, awareness of strategies, and the stage of language acquisition. On the other hand, situational factors, which include the classroom environment, teaching methods, and the nature of the tasks involved, also affect the diverse application of learning strategies (Cohen, 1996; Mokhtari & Reichard, 2002; Nugrahini, 2017; Oxford, 2002; Nyikos & Oxford, 1993).

According to Oxford (1990), motivation is a vital individual factor that significantly impacts students' choice of strategies. More motivated students tend to use a greater variety of strategies compared to their less motivated counterparts. Their motivations for learning a language greatly affect the strategies they select.

Gender differences have also been observed, as several studies indicate that females often report a higher overall use of strategies compared to males, although there are instances where males favor certain strategies more than females. In support to this, Grabe (2009), Oxford (2002) notes that gender is one of the variables that determine choice of language learning strategies.

According to Oxford (1990), attitudes of learners play a crucial role in their choice of strategies. When students have negative attitudes, it often results in either ineffective strategy application or a disorganized approach to using these strategies. Moreover, a student's attitude is closely linked to their affective strategy; those with a positive affective strategy are likely to employ more strategies than their peers with a negative one (refer to section 2.6.4 for further details). Additionally, Oxford notes that age is a significant individual factor influencing strategy selection. Different age groups of students tend to gravitate towards varied strategies, with older learners often preferring certain strategies over others.

Regarding the relationship between learning styles and strategies, Oxford (2003) points out that students are more likely to achieve success, build confidence, and feel at ease

when there is harmony between their preferred learning styles and the strategies they employ. On the other hand, a lack of alignment can lead to difficulties, insecurities, and increased anxiety among students. As referenced in Oxford (2003), Cornett (1983) highlight that when students are permitted to learn in their preferred manner, free from external pressures from their learning environment, they tend to utilize strategies that closely align with their favored learning approaches. To illustrate, Oxford notes that students who adopt an analytic learning style might lean toward strategies involving rule-learning and comparing language elements, whereas those with a global learning style would be more inclined to use strategies focused on understanding context and meaning, such as guessing, scanning, or predicting. Additionally, Cohen (1996) and Brown (1991) emphasize that learning strategies are not independent entities; they are intricately linked to the learner's foundational learning styles.

Another key factor that influences students' choice of language learning strategy is language proficiency. In this regard, Chamot (2004) and Grabe (2009) highlight that more proficient language learners use a greater variety and often a greater number of learning strategies. As highlighted by Oxford (1994) and Oxford (1989) learners with high conceptual level are good at describing their strategies, while learners with low conceptual levels are not. In this context, Griffiths (1991) establishes a connection between intelligence and the acquisition of second language competencies, such as reading, grammar, and vocabulary, while noting its limited effect on communicative skills. This implies that intelligence may have a pronounced impact on learning strategies that necessitate intricate language analysis and understanding of rules, whereas it plays a lesser role in communicative interactions. She concludes that intelligence influences the use of learning strategies. This is because certain strategies demand a higher level of intelligence; consequently, less intelligent students may attempt to use these strategies but ultimately abandon them due to poor outcomes.

One significant factor influencing the use of learning strategies is the lack of strategy-related awareness (Griffiths, 1991; Mokhtari & Sheory, 2002). Griffiths (1991) notes that students learning a second or foreign language often do not recognize the strategies they employ for language acquisition, and are even less informed about the diverse strategies

that more proficient language learners utilize. She further stated that successful application of learning strategies depends on awareness of one's current strategy use; knowledge of a variety of potentially useful alternative strategies, and understanding the contexts in which specific strategies can be most beneficial. Ultimately, Griffiths argues that learners who possess greater strategy awareness are more inclined to adopt appropriate learning strategies that can help ease limitations posed by their general learning styles. This increased awareness can enhance their ability to process, retrieve, and utilize new language information effectively.

In examining the influence of situational factors, Oxford (1994) highlights cultural backgrounds can significantly affect strategic preferences. For instance, students from some particular cultures might depend more on rote memorization and similar strategies, as these methods are often emphasized within their educational systems.

Another important situational factor is the nature of the task itself. Research indicates that the types of tasks students encounter influence their choice of learning strategies. Oxford (1994) notes that differences between more and less proficient language learners have been found in the number and range of strategies used, in how the strategies are applied to the task, and in the appropriateness of the strategies for the task.

Chamot (2004, p. 18) emphasizes the influence of task in the following manner.

Understanding of the task's requirements and whether they could match a strategy to meet those requirements seemed to be a major determinant of effective use of language learning strategies. There is evidence that task type has a marked influence on students' use of both cognitive and metacognitive strategies. For instance, reading task leads to "translation", "elaboration", "inference", "imagination" as cognitive strategies, and to "selective attention", "self-management", and "advance organizer" as metacognitive strategies. The difficulty of task affects directly the learning strategy use.

The factors that influence the selection of language learning strategies also play a significant role in determining the choice of reading strategies. For example, Grabe

(2010) points out that personal characteristics like gender and different levels of language proficiency can determine reading strategy choices, highlighting that skilled readers typically use a wider variety of strategies than those who struggle with reading.

Mokhtari and Reichard (2002) indicate that effectively utilizing these strategies depends significantly on various factors such as the student's age, reading skills, text complexity, type of material, and other relevant aspects. Additionally, Sheorey and Mokhtari (2001) suggest that a reader's metacognitive awareness regarding reading can be shaped by numerous elements, including past experiences, beliefs, culturally specific teaching methods, and for those learning a second language, their proficiency in that language. This awareness may activate, either consciously or unconsciously, when faced with a specific reading task.

In summary, students' choice of language learning strategies, especially selecting reading strategies, is primarily influenced by individual learner characteristics such as age, gender, preferred learning styles, their proficiency in the language, and awareness of various strategies. Additionally, situational factors such as the teaching methods, the nature of the reading materials, and the specific tasks assigned also play a significant role in the choice of strategies.

2.14 Related Researches on the Area

To date, several studies have been conducted on this area. Zahra et al. (2022) investigated how metacognitive awareness training within a flipped classroom framework affected the reading abilities and self-regulation of Iranian EFL learners. The study comprised fifty-six low-intermediate EFL students from a private language institution in Kerman, Iran, who were split into an experimental group and a control group, each with 28 participants. The findings indicated that those in the treatment group experienced more significant enhancements in both reading comprehension and self-regulation than those in the control group. Additionally, local research has highlighted the effects of strategy training on students' reading proficiency. A study by Yenus (2018) titled "Conceptualizing Reading to Learn: Strategy Instruction and EFL Students' Reading Comprehension." This research aimed to assess how targeted reading strategy instruction influenced the

reading comprehension abilities of Ethiopian EFL students. A total of 123 students from Bahir Dar University in Ethiopia participated, randomly assigned to control and experimental groups. The results revealed that participants who received reading strategy instruction showed significantly greater improvement in reading comprehension than those who were instructed through traditional skill-based approaches.

Moreover, a study conducted by Asalifew et al. (2024), titled “The Effects of Reading Strategy Training on Students’ Use of Reading Strategies and Critical Reading Skills in EFL Classes,” included 83 participants from Wachamo and Wolkite Universities in Ethiopia. The results indicated that students who received training in reading strategies demonstrated considerable improvements in both their application of these strategies and their critical reading skills. Similarly, a research by Kebede and Wondimu (2022), titled “The Impact of Reading Strategy Training on Reading Comprehension Performance,” involved 84 first-year students from Ambo University in Ethiopia. The findings revealed that teaching students various reading strategies led to a significant enhancement in their comprehension abilities.

In addition to the experimental studies discussed earlier, correlational research has been conducted to examine the relationship between students' reading strategies and their reading abilities. A study by Oranpattanachai (2023) examined the ‘Relationship between the Reading Strategy, Reading Self-Efficacy, and Reading Comprehension of Thai EFL Students’. This study centered on 31 Thai engineering students enrolled in a TOEIC course at a public university in Thailand and found a significant relationship between their reading strategies and reading skills. Importantly, a considerable correlation was also identified between comprehension abilities and top-down strategies; however, no significant relationship was established between reading skills and bottom-up strategies.

A study by Musema & Geremew (2023) titled, ‘The Relationship between Reading Strategy Use and Reading Performance Among Students,’ focusing on first-year students at Wollo University, specifically within the College of Social Science for the 2022 academic year. The research included 60 participants from the College of Social Sciences, evenly split between high and low achievers. Findings revealed that high

achievers employed a wider range of reading strategies more often than their low-achieving counterparts, with this difference being statistically significant. A study by Berhe (2019), titled 'Relationship among reading strategy use, reading anxiety, and performance in reading,' involved 130 participants from universities in Ethiopia. The findings revealed a statistically significant moderate positive correlation between the overall use of reading strategies and students' reading comprehension performance.

While numerous studies have shown that implementing reading strategies improves students' reading comprehension skills, some research has yielded contrary findings. For instance, Adugnaw and Birhanu (2024) conducted a study entitled 'Effects of Explicit Reading Strategy Instruction on Students' Reading Comprehension and Motivation,' which involved 76 eleventh-grade students from Taytu General Secondary School in Debreabor, Amhara Region, Ethiopia. Unlike the previous research findings, this study revealed no significant differences in reading comprehension performance between the control and experimental groups following the intervention.

Furthermore Zeleke and Zeleke (2022) found that no significant correlation between the general utilization of metacognitive reading strategies and the students' total reading test scores. The authors concluded that the students' diverse range of proficient reading strategies does not strongly correlate with their actual reading performance. Similarly, Belilew (2015) on his study conducted in Dilla university entitled, 'The relationship between reading strategy use and reading comprehension among Ethiopian EFL learners' find out that the use of reading strategies had neither positively nor negatively correlation with reading comprehension achievement.

Regarding the students strategy preference, a study by Haydee and Ferdinand (2020), titled "Metacognitive Strategies on Reading English Texts of ESL Freshmen," involved 403 first-year Filipino students enrolled in a General English course. Their primary choice of strategy was problem-solving, followed closely by support and global strategies. Similarly, Zeleke and Zeleke (2022) study indicated that the participants actively engaged with all three categories of reading strategies (global, problem-solving, and support strategies) as measured by the Survey of Reading Strategies (SORS). The

findings further showed a clear preference for problem-solving strategies compared to support strategies.

Concerning the impact of gender on students' strategy use and preference, controversial research findings were reported. In a research conducted by Rianto (2021) in Indonesia, titled 'Examining Gender Differences in Reading Strategies, Reading Skills, and English Proficiency of EFL University Students,' a total of 426 female students and 176 male students aged 18 to 21 participated. The study revealed that for female students, the use of reading strategies was a strong predictor of their online reading capabilities and proficiency in English. In contrast, for male students, these strategies only correlated with their online reading abilities. Sheorey and Mokhtari (2001) examined 302 native (N = 150; 73 males and 77 females) and non-native (N = 152; 92 males and 60 females) college students' differences in the reported use of reading strategies through the SORS. They found that in the native speaker group, female students reported higher frequency of reading strategy use, indicating their greater awareness of strategic behaviors in reading comprehension.

Alongside the previously mentioned differences in strategy usage, research has also shown that male and female students also differ in their choice of strategies. In his study titled "A Study of the Selection of Reading Strategies among Genders by EFL College Students," Lee (2012) explored how male and female students utilize different reading strategies. He found significant disparities in strategy types, with male students reporting a higher frequency of engaging in memory, cognitive, and compensation strategies. In contrast, female students tended to utilize metacognitive and social-affective strategies more frequently than their male peers.

A variety of research, both experimental and descriptive in nature, has explored how students' application of reading strategies influences their reading outcomes and the impact of explicit strategy instruction on improving reading comprehension. However, still there are research findings that identified no relationship between students' strategy use or strategy training to their reading performance, though the former dominated the research world.

So far, research has mainly focused on the reading abilities and strategy use of university students, often overlooking the experiences of secondary school learners. While some studies have addressed the differences in metacognitive reading strategies between male and female students, substantial gaps persist in our comprehension of these variations across different reading proficiency levels. Moreover, although qualitative research offers valuable insights into students' attitudes, awareness, and strategic practices, many previous investigations have favored quantitative methods, often overlooking qualitative viewpoints.

Therefore, this study aimed to fill this gap by examining the relationship between the reading strategies employed by ninth-grade students and their reading proficiency. The study also examined the differing strategy preferences of students based on their performance levels. Additionally, it investigated how gender disparities present themselves across three proficiency levels among the students. A qualitative inquiry was undertaken to explore the challenges faced by students in effectively utilizing appropriate reading strategies when interacting with academic texts. This was achieved through a mixed-method approach.

2.15 Theoretical Framework

The importance of language learning strategies has become increasingly recognized in language education, particularly with the influence of cognitive theory that emerged in the 1970s (Mergel, 1998). Structural linguists and behaviorist psychologists viewed language acquisition as a process that involves analyzing and recognizing the structural features of a language (Brown, 2007). However, Brown pointed out that the challenges of accurately observing mental states, cognitive processes, and knowledge acquisition made it difficult to rely solely on behavioral approach. This narrow focus on observable behavior, which overlooked critical cognitive processes necessary for effective learning, contributed to the decline of behaviorist psychology. As a result, during the 1970s, cognitive theory emerged as a leading framework, shifting the focus from merely the structural aspects of language to the ways individuals comprehend and interpret information (Wyse & Jones, 2001).

Cognitive theory encompasses two main branches: cognitive linguistics and cognitive psychology. Cognitive linguistics describes how language interacts with cognition, how language forms our thoughts and the evolution of language parallel with the change in the common mindset across time (O'malley & Chamot, 1990). This viewpoint highlights the need to investigate how language and cognitive processes interact to fully understand second language acquisition. This perspective emphasizes that understanding second language acquisition requires an exploration of the interaction between language and cognitive processes. Cognitive psychologists, on the other hand, began to focus on the workings of the mind, examining how individuals process, organize, and retain new information in their memories ((O'malley & Chamot, 1990; White, 2008). This perspective has significantly transformed language teaching and learning methodologies, reinforcing the idea that knowledge is actively constructed by learners rather than simply received from teachers. As Nyikos and Oxford (1993, p.11) stated, "Learning begins with the learner." This shift in understanding has also affected how instructional design is developed (Cartwright, 2009; Mergel, 1998).

The assumption that knowledge is constructed by learners leads to learner-centered teaching approaches that promote individual learning and learner autonomy by prioritizing the individual learner's needs over the teacher's or institution's interests (Kumaravadivelu, 2003; O'Malley & Chamot, 1990). This notion of learner autonomy is defined by Benson (2001, p. 47) as "the capacity to control one's own learning" (Benson, 2003, p. 290). Benson also notes that different skills are necessary for effectively managing daily learning activities, understanding the cognitive processes associated with second language acquisition, and overseeing learning content. More specifically, Kumaravadivelu (2003) and White (2008) articulates that the objective of fostering learner autonomy is to equip students with the ability to independently identify and comprehend their own learning needs, preferences, beliefs, and motivations. This empowerment also involves selecting and implementing suitable learning strategies that align with their language learning goals and tasks. In a similar vein, Wenden (1991) notes cultivating a sense of autonomy among learners necessitates the utilization (and at times the creation) of specific strategies.

A key insight derived from cognitive theory is the focus on learning strategies, which is the central theme of the current study. In this context, researchers such as Anderson (2005), Brown (2007), O'Malley and Chamot (1990), and Cartwright (2009) have observed that since the 1970s, there has been a growing emphasis on strategies for language acquisition. This trend highlights the diverse methods individuals employ to learn languages, all rooted in cognitive theory. Likewise, Chamot (2005) and Griffiths (2004) pointed out that studies on language learning strategies started to gain momentum in the mid-1970s, following significant studies by Rubin (1975) and Stern (1975).

Oxford (1990), a leading figure in this field, characterizes foreign or second language learning strategies as specific actions, behaviors, steps, or techniques that learners consciously apply to enhance their ability to understand, internalize, and utilize a second language or foreign language. Extensive research has consistently shown that utilizing language learning strategies can lead to greater proficiency in acquiring the target language (Cohen, 1990; Grabe, 2009; Griffiths, 2003; O'Malley and Chamot, 1990; Oxford, 1993). Chamot (2005), Rubin (1975), pointed out that by analyzing the unique strategies adopted by successful second language learners; we gain insights into the characteristics of effective language students. Therefore, the focus is primarily on improving the learner's educational achievements through strategic engagement.

Since the introduction of language learning strategies in the 1970s and 1980s, there has been an increasing emphasis on developing reading strategies as well. Eskey (2005) noted a significant change during this period, as the focus shifted from traditional bottom-up reading models, which primarily concerned themselves with extracting meaning solely from the text, to a top-down approach that prioritized the cognitive processes of the reader. This transition signifies a broader understanding of reading as an engaged, intentional, and inventive mental activity one that involves constructing meaning based on new text information coupled with the reader's prior knowledge, emotions, and beliefs (Eskey, 2005). However, the top-down model also had its shortcomings, particularly in acknowledging the printed text's role in meaning-making alongside the reader's background knowledge. As a result, an interactive model has emerged, which is now

prevalent in reading theory. The interactive approach highlights the importance of both bottom-up and top-down processing for effective meaning-making

Alderson et al. (2015) highlighted the relationship between the text being read and the reader's prior knowledge, indicating that this process encompasses not only higher-order skills—such as inferring meaning and connecting personal knowledge to the text—but also lower-level abilities associated with mechanical reading. This includes recognizing sound-letter correspondences and decoding, which involves accurately recalling and articulating sounds, words, and sentences. Within the framework of interactive reading, readers utilize a range of strategies to tackle comprehension issues. Cartwright (2009) describes reading strategies as planned approaches created to alleviate challenges in meaning construction.

Numerous strategies have been formulated by various academics, with cognitive and metacognitive strategies being particularly intertwined in their concepts. Cognitive strategies encompass the mental activities involved in processing new information, while metacognitive strategies aimed at monitoring and evaluating one's comprehension of that information (Greeno, et al 1996; Dijk & Kihtsch, 1983).

Metacognitive strategies are a specific set of strategies within the realm of language learning strategies. Coined by John Flavell in 1979, the concept of metacognition emphasizes the idea of 'thinking about thinking,' highlighting individuals' awareness of their cognitive processes and their ability to regulate thinking through methods like organization, monitoring, and adjustment. Flavell stressed the significance of metacognition as a crucial component of successful learning, encompassing self-regulation, self-reflection, and the development of effective problem-solving techniques. According to Flavell, the monitoring of various cognitive activities arises from the interaction of four categories of phenomena: (a) knowledge about our thinking processes; (b) our experiences during thinking (metacognitive experiences); (c) the goals or tasks we have; and (d) the actions or strategies we employ.

Flavell expanded on the concept of metacognitive knowledge, which refers to our stored understanding of human cognition, cognitive tasks, goals, actions/strategies, and

experiences. Metacognitive experiences, on the other hand, encompass any conscious cognitive or affective experiences related to intellectual activities. Goals or tasks denote the objectives of cognitive endeavors, whereas actions or strategies represent the cognitive processes or behaviors utilized to achieve these goals. With the aim of monitoring cognitive progress, metacognitive strategies are structured processes employed to regulate one's own cognitive activities and ensure the fulfillment of cognitive goals, such as solving a math problem, writing effectively, or understanding reading material. These interconnected components are utilized by individuals with strong metacognitive awareness to control their own learning process and to plan and oversee ongoing cognitive activities. Cartwright (2009) highlighted that there is a well-established observation regarding the variances in metacognitive awareness among different readers. Specifically, proficient readers are typically found to have a deeper understanding of metacognitive strategies related to reading and exhibit more advanced skills in monitoring and regulating their thought processes during reading activities.

Given this context, the current study aimed to investigate how students utilize metacognitive reading strategies and their relationship with the students' reading performance. To achieve this, the research employed the metacognitive reading strategies framework developed by Mokhtari and Reichard (2002). According to these authors, grasping metacognitive reading strategies is crucial for students' reading proficiency, as it affects not only how they engage with texts but also their overall reading comprehension. They pointed out that proficient readers not only master these strategies but also actively manage their cognitive processes. Additionally, Grabe (2009) noted that skilled readers know when, how, and why to apply various reading strategies, recognizing the right contexts for their use. Such readers participate in metacognitive activities like planning, monitoring, evaluating, and adjusting their approaches, illustrating their ability to engage in complex cognitive processes.

2.16 Conceptual Framework

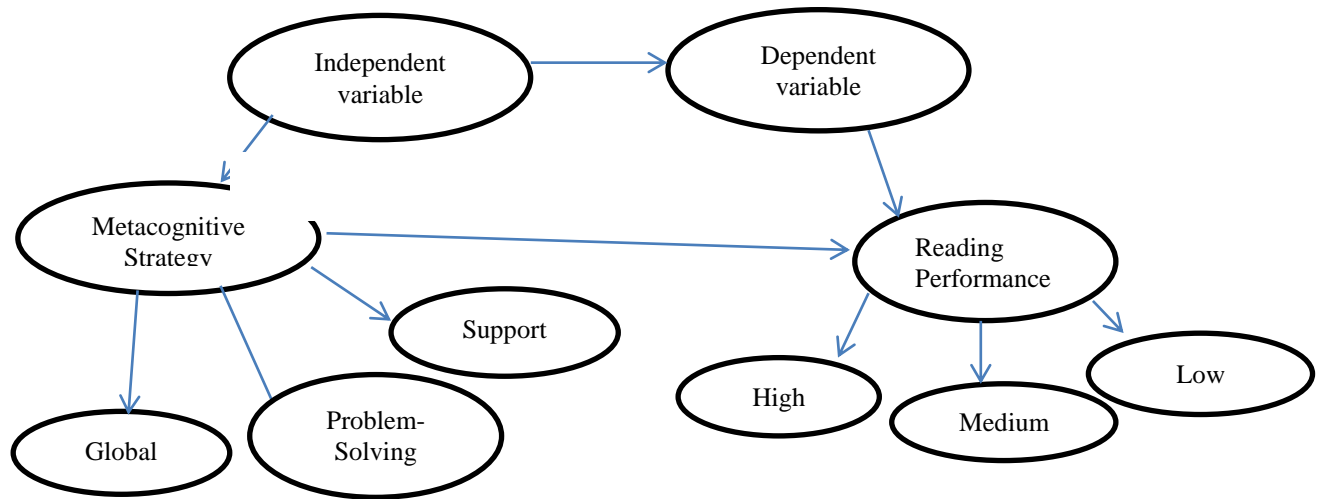


Figure 1. Conceptual Framework

This research is founded on Flavell's (1979) theory of metacognition, which posits that utilizing metacognitive strategies empowers learners to monitor their learning, particularly when faced with difficulties. Mokhtari and Sheorey (2002) developed the Metacognitive Awareness Reading Strategy Inventory (MARSI), tailored specifically to enhance reading skills in second and foreign language learners. It is believed that these strategies positively influence students' reading comprehension.

In light of this understanding, the current study hypothesizes that notable differences in reading performance exist between students who utilize metacognitive reading strategies effectively and those who do not, particularly in the context of Ethiopian secondary schools. In Ethiopia, English is the medium of instruction from grade nine onward; reading academic texts in English poses a substantial challenge. Many students fail to achieve the required comprehension proficiency, not only due to linguistic barriers but also might be due to a lack of strategic reading awareness and implementation.

To investigate this relationship, students' reading proficiency is measured using a standardized TOEFL-based reading test, which categorizes them into low, medium, or high performers. Their use of metacognitive strategies is assessed through the Metacognitive Awareness of Reading Strategies Inventory (MARSI), which enables

classification of students into low, moderate, or high strategy users. These tools provide a statistical basis to examine how variations in strategy use correlate with levels of reading proficiency.

Qualitatively, semi-structured interviews are conducted to gain deeper insight into the contextual and personal factors that shape students' strategic reading behavior. These interviews explore how students apply strategies across the three domains, the challenges they face, and the instructional experiences that influence their reading habits. Interview participants are selected across performance levels to capture a diverse range of perspectives.

Additionally, the study examines whether gender moderates the relationship between strategy use and comprehension. While existing research shows mixed findings on gender and strategy use, this study aims to determine whether any significant patterns emerge within the Ethiopian context.

Overall, the conceptual framework integrates:

Independent variable: Use of metacognitive reading strategies (global, problem-solving, support).

Dependent variable: Reading comprehension proficiency (high, medium, low).

Moderating variable: Gender

Mediating factors (explored qualitatively): strategic awareness and reading experiences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study aims to investigate ninth-grade students' use of metacognitive reading strategies and how these strategies relate to their reading performance. Alongside this objective, the research methodology outlines the fundamental worldview that underpins the framework for this investigation. Additionally, it provides an in-depth overview of the research design, including details about the sampling techniques, participants selected, the tools for data collection, and the processes for gathering and analyzing data.

3.2 Research Paradigm

Every research undertaking is guided by an underlying philosophical worldview, or paradigm, which informs the researcher's assumptions about reality (ontology), knowledge (epistemology), and the methods best suited to investigate a phenomenon (methodology). This study adopts a pragmatic paradigm, which emphasizes practical problem-solving, contextual relevance, and methodological flexibility. Rather than aligning strictly with either positivist or interpretivist traditions, pragmatism bridges the two by focusing on what works in addressing complex research questions (Creswell & Plano Clark, 2018).

Positivism operates under certain assumptions that align with traditional quantitative research methodologies, often referred to as the scientific method. According to Creswell (2009), positivism embodies a deterministic and reductionistic philosophy. The term (deterministic) suggests that specific causes likely lead to particular effects or outcomes, especially in experimental studies. Additionally, its reductionistic nature aims to distill complex ideas into a limited set of concepts for testing, focusing on the variables that form the basis of hypotheses and research questions. Consequently, data is collected through meticulous observation and measurement of objective reality, which is then expressed in numerical terms.

A key characteristic of positivism is that research is initiated with a specific theory, and the entire research process aims to either validate or refute this predetermined theory.

The limitations of positivism in adequately addressing how individual beliefs and attitudes shape social reality led to the rise of postpositivism. This perspective includes worldviews such as social constructivism, participatory/advocacy, and pragmatism. In contrast to the positivist approach, Creswell (2009) notes that social constructivism rests on the premise that individuals strive to comprehend the world around them. People create subjective interpretations of their experiences that are focused on specific objects or concepts. These interpretations are diverse and multifaceted, prompting researchers to seek out the complexity of viewpoints. Consequently, this approach classifies the research as qualitative. In this framework, theories develop from the data itself, contrasting with the positivist approach, where research is guided by an existing theoretical structure.

According to constructivism's view there are two features of learning: cognitive and social. In the cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality (Brown, 2007; Lantolf, 2000; Ellis, 1994).

The third group of perspective is the participatory or advocacy worldview. This paradigm developed to focus on marginalized populations, emphasizing the importance of allowing individuals to engage equally and freely in political matters. As noted by Creswell (2009), this worldview is often associated with qualitative research, though it can also serve as a basis for quantitative studies.

The fourth paradigm is centered on pragmatics. This approach emphasizes that the issue at hand is more crucial than the methodology employed. Pragmatic frameworks enable researchers to adopt both quantitative (positivist) and qualitative (post-positivist) methods in a flexible manner. According to Creswell (2009, p. 25), Pragmatism provides opportunities for utilizing various methods, perspectives, and foundational assumptions, along with diverse data collection and analysis strategies. He also notes that pragmatics is relevant to mixed methods research, allowing researchers to draw insights from both quantitative and qualitative paradigms during their investigative processes.

Quantitative research includes both cross-sectional and longitudinal studies, which utilize questionnaires or structured interviews for data gathering, with the purpose of generalizing findings from the sample to the population. The overarching goal of quantitative research is to validate or refute a previously established theory or hypothesis (Creswell, 2009; Kothari, 2004). In this context, Creswell (2009) noted that quantitative tools are crafted based on theoretical frameworks. On the other hand, qualitative approach intent is to investigate individuals' views, perceptions, and opinions. It is subjective in nature. Unlike quantitative approach it is not governed by pre-stated theory or hypothesis. In qualitative approach theory is developed from the data.

Mixed-method approach allows researchers to employ multi-method matrix to examine multiple approaches to data collection. Recognizing that all methods have limitations, researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods.

This study is framed within the pragmatic research paradigm, which emphasizes the practical consequences of research and the use of multiple methods to explore complex educational phenomena. Pragmatism is particularly suitable for educational research that seeks to both understand patterns through quantitative means and explore underlying meanings through qualitative inquiry. It avoids philosophical rigidity by focusing on "what works" to answer research questions effectively (Creswell & Plano Clark, 2018).

In the context of this study, which investigates the relationship between ninth-grade students' use of metacognitive reading strategies and their reading performance, the pragmatic paradigm supports the use of a mixed-methods design. This approach enables the researcher to analyze the statistical relationships between variables while also capturing students' lived experiences, preferences, and challenges through qualitative data.

Quantitative methods were employed to assess students' reading performance through a TOEFL-based test and to measure their use of metacognitive reading strategies using the MARS questionnaire. These instruments provided numerical data that helped determine levels of strategy use, categorize students into performance groups, and test correlations.

Qualitative methods, semi-structured interviews, were used to explore the subjective experiences and contextual factors influencing strategy use. This qualitative dimension added depth and explanatory power to the numerical results.

The pragmatic paradigm justifies the combination of these methods by recognizing the value of both objective trends and subjective understanding. It enables the integration of findings in a way that informs practice, such as classroom instruction and curriculum development.

The selection of the pragmatic paradigm also aligns with the purpose of the study: to generate actionable insights for teachers, curriculum designers, and policymakers who aim to improve reading instruction in Ethiopian secondary schools. It reflects a belief that meaningful educational improvement depends on understanding both statistical patterns and the realities behind them, such as students' awareness, motivation, and instructional context.

3.3. Research Design

The research examined how students utilize metacognitive reading strategies and how this correlates with the students' reading proficiency. It also delved into the difficulties students encounter when implementing these strategies. Consequently, the primary research question focused on the connection between students' strategy usage and their reading comprehension skills. To address this question effectively, correlational mixed-design was utilized. This method first outlines the degree to which students engage with metacognitive reading strategies and explores the correlation between those strategies and their reading comprehension abilities. According to Vanderstoep and Johnston (2009), correlational research aims to identify the connections between two variables, in this context, the students' metacognitive reading strategies, and their reading performance.

Moreover, this study employed a mixed-methods approach, merging quantitative and qualitative techniques. The quantitative data provided a broad overview of prevailing trends, while the qualitative information enriched the interpretation of these findings. The quantitative data encompasses the students reading assessments to explore the students reading performance and a structured questionnaire to analyze their strategy utilization;

and to analyze their relationship. Qualitative approaches were used to explore insights to gain a richer understanding of the phenomenon. This dual approach mitigates the limitations of relying solely on one method, thereby boosting the validity of the results, and enabling data triangulation.

3.4 Sampling

This section outlines the setting of the research, identifies the participants involved, and describes the sampling strategies utilized in the study.

3.4.1 Setting of the Study

This section presents the where the study is conducted, who the participants are, and the sampling techniques employed in the study.

The research targeted Ediget-Chora General Secondary School, a public institution in Addis Ababa, Ethiopia. To select the study's setting, a convenience sampling method was utilized. Since all government schools adhere to a unified curriculum, teachers primarily rely on materials set by the Ministry of Education (MOE). Considering these factors, along with the researcher's proximity to the school, convenience sampling was deemed appropriate, ensuring that the results would remain representative. The study took place at Ediget-Chora General Secondary School, situated in Addis Ababa, Ethiopia.

3.4.2 Participants of the Study

This study focused on male and female ninth-grade students, a crucial year as they transition to secondary education. The ninth grade was intentionally chosen due to the considerable difficulties encountered in teaching effective strategies at the primary level, especially in English. Additionally, younger students may struggle to consistently select and apply suitable reading strategies to address their comprehension challenges. Supporting this, Chamot (2005) points out that in situations where a second or foreign language is being taught, it is not enough to simply provide beginner students with strategies and expect them to use them effectively. She also emphasizes that these learners frequently lack the necessary language skills to understand the rationale behind and the application of these learning strategies.

Consequently, the study targeted ninth-grade students, where English is the primary language of instruction, marking a significant shift in reading challenges. During this stage, students are expected to engage with a variety of texts across different subjects in English, exposing them to more intricate and diverse reading materials compared to their earlier educational experiences. Acquiring strong reading skills at this level is essential, as it represents a significant educational milestone that connects directly to their ongoing secondary education. This, in turn, plays a major role in their university pursuits and overall life trajectories, with reading skills being a critical factor in long-term success. Students who struggle with reading at this level may encounter not only academic challenges but also obstacles in their career aspirations. Therefore, it is imperative to foster strong reading skills during this important period of their educational growth.

The sampling methods used in both the pilot study and the main research were consistent. This study implemented simple random sampling, and purposive sampling to select participants.

From the entire student body of 950, which is divided into 17 sections, a random selection of 165 students (76 males and 89 females) was made. Although at the start 165 students were selected as participants of the study, 15 students failed to accomplish the task to the end. After they took the first test, four students were not availing themselves to the retesting time, and there were eleven unreturned and inaccurately filled questionnaires. Thus, there were 150 participants comprising 68 males and 82 females, aged 15 to 19, from three of those sections completed both the test and the questionnaire, and the analysis includes these data.

The selected sample comprises 16% of the overall student population, in line with survey study guidelines (Cohen et al., 2007) that suggest a minimum of 10% is acceptable, depending on the research type. The selection process relied on students' attendance records, using their assigned identification numbers. Furthermore, a purposive sampling method was used to identify nine students with varying reading scores, with three students chosen from each performance level: high, medium, and low.

3.5. Instruments of the Study

To address the research questions, data collection involved administering the TOEFL reading comprehension test, employing the Metacognitive Reading Strategy Inventory (MARSI), and carrying out semi-structured interviews for both the preliminary and main studies. This approach ensured a comprehensive understanding of the subjects under investigation.

A considerable amount of literature suggests that interviews and questionnaires are particularly effective tools for examining the strategies that students employ. Saville (2006) points out that the strategies used by adults may not be immediately visible, making self-reporting through interviews and surveys a common approach to collect information on learners' chosen strategies, often expressed as retrospective summaries. Moreover, Ellis (1997) emphasized that learners generally recognize the strategies they use and can describe their methods when asked about their learning processes. To determine if students are employing learning strategies during a language-related task, it is essential to ask them directly.

Chamot (2004) also highlighted that self-reporting methods for identifying language learning strategies have revealed traits of effective language learners, enabling comparisons between high and low proficiency individuals. Research in this area has been crucial for recognizing and categorizing the strategies utilized by language learners, as well as for gaining insights into how these strategies are applied in the learning journey. This valuable information has subsequently informed teaching approaches aimed at equipping language learners with effective strategies and examining the connections between strategy usage and factors such as language proficiency, metacognition, motivation, and self-efficacy.

In light of these insights, the current study administered a reading assessment to gauge students' abilities in English reading comprehension. Additionally, the MARSI tool was utilized to investigate the reading strategies students apply when engaging with academic texts. To gain a deeper understanding of students' comprehension and application of these

strategies, as well as to uncover the challenges they encounter in using effective reading strategies, semi-structured interviews were carried out.

3.5.1. The Reading Test

The reading assessment played a crucial role in assessing students' reading capabilities and linking the results to their reading strategies. To achieve this, we used the reading segment of the Test of English as a Foreign Language (TOEFL). TOEFL was selected due to its nature as a standardized test created and conducted by the Educational Testing Service (ETS), which gauges the English proficiency of ESL and EFL students. This test features a reading comprehension section that contains twenty questions as part of a larger set of one hundred language evaluation items. For this study, the reading section was adapted, enhancing it with additional questions to cover a wider range of skills.

Reading and interpreting a text involves various levels of understanding, contributing to differences in reading proficiency among foreign language learners. Some readers can understand only what is literally expressed while others possess the ability to infer and comprehend the author's underlying intentions that stands behind the simple literal facts that are expressed in the text by integrating the text with their previous knowledge. Literature identified reading comprehension is generally categorized into four distinct levels (Richards & Schmidt, 2010; Smith, 2004).

This framework aids in recognizing the different layers of understanding that readers attain when interacting with texts. The first level, known as literal comprehension, assesses a reader's ability to understand, remember, and recall the basic facts directly presented in a text. The second level, inferential comprehension, assesses a reader's skill in identifying information that is implied but not explicitly stated, which requires them to draw inferences and conclusions based on their personal insights and experiences. The third level, critical or evaluative comprehension, assesses a reader's ability to analyze the text by comparing it with their own knowledge and beliefs, thus necessitating a thoughtful critique of the material. Lastly, level of appreciation focuses on the emotional dimensions of reading, seeking to help readers understand and value the aesthetic qualities of the material they engage with.

The preliminary pilot study utilized a limited set of 20 TOEFL questions to evaluate students' reading skills, which did not adequately capture the complete range of comprehension levels. Based on the findings from this pilot, the main study broadened the reading evaluation featuring 30 questions. These questions were categorized into three different types: literal, referential, and evaluative, developed in alignment with Brett's Taxonomy to address a variety of student proficiency levels. To ensure the questions were appropriately challenging, three experts, a PhD TEFL instructor and two high school English teachers, were involved in classifying the questions into the specified categories. Consequently, the final set of 30 questions includes 15 literal questions, 12 inferential questions, and three evaluative questions.

Table 3.1 Reading Question Types Based on Difficult Levels

No	Types of Question	Questions no.	Total	%
1.	Literal	1,2,3,4,5,6,7,8,9,13,17,20,24,25,26	15	50%
2.	Inferential	10,11,12,14,15,16,,21,23, 27,28,29,30	12	40%
3.	Evaluative	18,19,22,	3	10%

3.5.2 The Questionnaire

In both the pilot study and the main research, the Metacognitive Awareness Reading Strategy Inventory (MARSİ) was employed to understand students' views on how they applied reading strategies when engaging with academic texts. Created and validated by Mokhtari and Sheorey in 2001, MARSİ aims to evaluate the metacognitive awareness and self-reported use of reading strategies among ESL students who are adolescents or adults while they work with academic materials. Initially, the authors outlined 100 strategies, but after review by three expert judges and subsequent field testing for reliability, this number was narrowed down to 30 items (Mokhtari & Reichard, 2002, pp. 251-252). A reliability analysis utilizing Cronbach's alpha across three categories yielded coefficients of .92 for global strategies, .79 for problem-solving strategies, and .87 for support strategies.

As detailed by Mokhtari and Reichard, the global reading strategies, totaling 13 items, reflect intentional approaches to reading, including comprehension monitoring and reading planning. The eight items in problem-solving strategies focus on strategies

related to the text itself, such as paying more attention, adjusting reading pace, and visualizing information. Support reading strategies, which include nine items, encompass fundamental strategies that enhance comprehension, including underlining or highlighting key points, using a dictionary, and taking notes (Mokhtari & Reichard, 2002, p. 249). Each item contains a 5 point Likert scale 1=I never do that, 2=I occasionally do that, 3=I sometimes do that, 4=I usually do that and 5=I always do that.

The development of MARSII focuses on assessing the reading strategies that students consciously employ. Therefore, the researcher deemed MARSII suitable for this study, as participants are mindful of their responses during surveys and interviews. Additionally, the various categories within MARSII effectively capture the different strategic preferences exhibited by students across varying performance levels. Mokhtari & Reichard (2002) note that when interpreting MARSII, the overall average scores reflect how frequently students utilize all strategies listed in the inventory while engaging with academic texts. Meanwhile, the averages for each subcategory indicate which strategy groups (Global, Problem-Solving, and Support Strategies) are used more or less frequently by students. This insight allows educators to identify whether students excel or struggle in specific strategic areas and tailor their support accordingly to target those needs.

3.5.3 The Semi-Structured Interview

In addition to the above quantitative methods, this study also employed qualitative method to explore and understand a particular phenomenon in depth from the perspective of participants. “Qualitative research refers to the use of different philosophical assumptions, strategies of inquiry, and methods of data collection, analysis and interpretation,” Creswell (2009, p. 5). Concerning this Kothari (2004, p. 97-98) emphasized that the method of collecting personal information is usually carried out through personal interviews.

The current study utilized semi-structured interviews to thoroughly examine the reading strategies that students use and to uncover the reasons behind their infrequent application of these strategies. A semi-structured interview is a qualitative research approach that

combines a predetermined set of open-ended questions, aimed at fostering conversation, with the interviewer's ability to explore specific topics or answers in more depth (Crano & Brewer, 2002). Kothari (2004) also noted that such interviews consist of a limited set of broad questions that are expanded upon with additional details during the interview process. This allows the interviewer to follow a flexible approach, adapting the sequence and phrasing of questions as needed during the discussion. The interviewer has the liberty to make adjustments based on the flow of the conversation (Kothari, 2004; Crano & Brewer, 2002; Cohen et al., 2007). This method of personal interviews involves an interviewer engaging with individuals in a face-to-face setting to ask questions directly.

For this study the developed interview featured five broad, open-ended questions derived from a prior survey, along with specific follow-up inquiries to encourage more detailed responses.

The initial interview question focused on identifying the reading strategies that students apply when dealing with academic texts, spanning the pre-reading, while-reading, and post-reading phases. The second question encouraged students to specify the global reading strategies they consciously use. The third question asked about the problem-solving strategies students employ to address comprehension issues while reading, such as rereading, reading slowly and attentively, and refocusing their attention when they become distracted. The fourth question examined the support reading strategies that students utilize to enhance their reading experience, including note-taking, summarizing, discussing with peers, and referring to additional materials. Lastly, the final research question sought to investigate the factors that influence students' awareness and application of effective reading strategies to enhance their understanding of academic literature. These questions were supported with prompted details.

This study incorporated interviews to complement the quantitative data, offering deeper understanding of students' awareness, preferences, and application of metacognitive reading strategies. Additionally, semi-structured interviews were conducted to investigate the factors that affect students' limited use of reading strategies while engaging with academic texts.

3.6 Validity and Reliability of the Instruments

This research sought to investigate the metacognitive reading strategies utilized by students and to analyze how these strategies relate to their reading performance. To accomplish this, multiple data collection instruments were employed, including a reading assessment, a questionnaire, and semi-structured interviews.

The study utilized the reading comprehension section of the TOEFL standardized test, which is specifically designed to evaluate the English language proficiency of ESL/EFL learners. While the TOEFL is a widely recognized assessment for non-native speakers, it was essential to establish its relevance for ninth-grade students in Ethiopia and to ensure it aligned with the study's objectives. To achieve this, specific procedures were implemented to validate and ensure the reliability of the assessment.

To ensure the assessment's validity and reliability, specific procedures were established. Validity is the extent to which an instrument measures what it has been designed to measure Cohen et al. (2007), Dornyei (2003), and Kothari (2004). To achieve both face validity and content validity, the following actions were taken.

Initially, the researcher examined the students' textbooks to assess the complexity, length, and topics covered in the reading passages deemed suitable for their proficiency levels. This evaluation was subsequently compared to the reading materials selected from the TOEFL for the research, aiming to ensure that the difficulty of the TOEFL texts corresponded well with the contents of the students' resources. After this assessment, a PhD TEFL instructor and two English teachers from secondary schools evaluated the test for both face validity and content validity. They specifically focused on whether the overall presentation of the test was suitable, ensured the instructions and content were appropriate, and confirmed that both the text and the accompanying questions were fitting for the participants' proficiency levels. Following the implementing these procedures and incorporating expert feedback, several modifications were made to enhance the test for the main study, particularly through the revision of specific questions.

In terms of reliability, Dornyei, (2003) noted that reliability is an instrument refers to the extent to which scores on the instrument are free from errors of measurement. To uphold reliability in this study, a testing and retesting method was employed. Cohen et al. (2007) suggested that both tests should take place within a suitable timeframe, as a period that's too brief may allow participants to recall their previous responses, whereas a timeframe that's overly lengthy might introduce external factors that could skew the results. Therefore, the researcher opted for a one-week gap between the initial test and the retest.

The test-retest method was employed to assess and compare the results of two evaluations, paying special attention to any notable differences in the scores. Cohen et al. (2007) highlighted the role of correlation coefficients in evaluating the reliability of both the original test and its retest counterpart. Similarly, Kothari (2004) pointed out that a measurement tool is considered reliable if it produces stable results over time. In alignment with this concept, the study calculated the correlation coefficient, resulting in a value of 0.83. This figure exceeds the acceptable reliability benchmark of 0.7, as specified by Cronbach's alpha in Dornyei (2003).

Despite the introduction of measures to ensure the validity and reliability of the test during pre-pilot evaluations, the pilot study revealed that the questions were insufficient for assessing students' diverse performance levels. Consequently, more questions were added to the main study to rectify this issue.

The study utilizes the MARS model, which is based on a framework established by Mokhtari and Reichard (2002). While the survey items are standardized, it was necessary to examine the translated items to address any potential issues that may have arisen during the translation process. To accomplish this, two experts conducted a thorough review of the translated material to confirm the precision of the statements, identify any vague items, and ensure that the instructions were clearly articulated. Taking into account the reviewers' feedbacks, modifications were made. These changes involved refining word choices and adjusting sentence structures to enhance clarity while maintaining the original message. The instructions were also simplified.

Mokhtari and Reichard (2002) conducted a reliability assessment of their survey items using Cronbach's alpha across three distinct categories of the MARSI, achieving coefficients of .92 for global strategies, .79 for problem-solving strategies, and .87 for support strategies, all exceeding the acceptable minimum of .7. However, it is crucial to re-evaluate Cronbach's Alpha for any standardized survey when it is given to a new group of participants to ensure that the scale remains reliable for that specific demographic. Supporting this approach, Cohen et al. (2007) pointed out that measurement reliability can vary depending on the population being studied. Therefore, even if previous research showed a high Cronbach's Alpha, it is essential to recalculate this metric for new participants to confirm its reliability in the current context. In line with this reasoning, the present study examined the reliability of items rated on a five-point Likert scale, resulting in Cronbach's alpha values of .83 for global strategies, .94 for problem-solving strategies, and .81 for support strategies, all of which exceeded the required threshold, indicating an adequate level of reliability.

Despite careful adjustments and extensive preparations made ahead of the pilot phase, the pilot test revealed several difficulties, especially concerning specific terminology. Additionally, some students voiced their confusion about the provided instructions. Consequently, taking into account the feedback received from both the pre-pilot and pilot tests, revisions were made prior to moving forward with the main study.

The interview items were validated to gather evidence regarding their relevance in addressing the research questions and to assess the clarity of those questions. To verify that each question effectively assesses its intended objectives in relation to the research goals, professionals familiar with the reading test items and the questionnaire also analyzed the interview questions, offering critical feedback. The researcher obtained important insights from these experts, especially regarding the content validity in measuring the desired objectives and the face validity concerning the clarity of the interview questions.

Feedback gathered during the pre-pilot phase resulted in crucial modifications. As a result, the interview questions were meticulously reviewed and integrated into the

sessions for the main study to enhance understanding. Furthermore, to reduce both conscious and unconscious biases during the interview process, the researcher utilized a structured written guide. This ensured that all questions were posed in a consistent order, allowing respondents ample opportunity to share their perspectives freely. Nonetheless, difficulties emerged in the pilot study, as some participants needed further clarification.

Changes to the main study were implemented following the outlined procedures and insights acquired from the pilot testing. Furthermore, to enhance the reliability of the data, two independent coders conducted the analysis. They each coded the data separately before reconvening to align their coding results. The two coders achieved a 88% agreement on all codes.

3.7. Data Collection Procedure

In the process of designing the data gathering procedures, the researcher was diligent in engaging with the participants, making sure they were both willing and consenting to take part in the study. In this context, Creswell (2009) emphasized the importance of respecting both the participants and the research locations as part of the data collection process.

To begin the data collection process, the researcher contacted the principal of the school. During this discussion, the researcher clarified the purpose of the study and assured him that all information gathered would remain confidential, ensuring no harm would come to the school or participants. An agreement was then reached, and a consent form was signed by the school principal and the researcher. Next, the researcher spoke with the student participants, providing details about the research and highlighting the significance of their involvement. The researcher requested their consent to participate in the study, which the selected students enthusiastically granted. Ultimately, both the researcher and the participating students signed a formal agreement to confirm their participation.

Data collection was conducted using three tools: a reading assessment, a closed-ended questionnaire, and semi-structured interviews. The collection process commenced on September 18 and was scheduled to finish by October 20, 2023. The initial step involved

students taking the reading assessment. Prior to the test, they were informed about its purpose and reminded to complete it on their own. They were instructed to reference their class numbers instead of their names to maintain anonymity. The original pilot test included 20 questions, but it did not adequately capture the range of students' proficiency levels. To address this issue, 10 more questions were added for the main study, specifically designed to include literal, inferential, and evaluative types of questions, bringing the total to 30 questions. The reading assessment was structured to be completed within a 45-minute timeframe. A week later, the same group of students took a retest, following the previously established protocol.

On the day before the questionnaire was administered, an introductory session was conducted to present the key concepts related to metacognitive reading strategies. This aimed to help students recognize which strategies they employed and which they did not. The pilot test indicated that some students had a limited grasp of these strategies and were uncertain about whether they applied any particular ones while engaging with academic texts. Therefore, the orientation's purpose was not to provide in-depth training to enhance their awareness of metacognitive reading strategies or to instruct them on their application. Rather, it was intended to ensure that students could accurately reflect on their reading habits in the survey, emphasizing the strategies they do or do not use.

The purpose of the survey was to assess participants' use and preferences regarding metacognitive reading strategies during their engaging with academic materials. The researcher explained the purpose of the survey to the participants, highlighting the assurance that their identities would be kept confidential during and after the study. Rather than using their actual names, participants were instructed to identify themselves with codes consisting of their class numbers.

Participants were asked to carefully consider each statement and indicate the frequency with which they employed the listed strategies, using a 5-point Likert scale ranging from 1 (I never or almost never do this) to 5 (I always or almost always do this). They were also encouraged to answer honestly and to ask for clarification if needed. Comprehensive instructions were provided to ensure understanding, and students were invited to reach

out with any questions. Students typically have up to 30 minutes to complete the questionnaire, allowing them a flexible timeframe to submit their responses.

Finally, semi-structured interviews were conducted following the collection of data from the students' reading assessments and questionnaires. The main study included interviews with nine students, selected based on their reading test performances. Three students were chosen from each performance level: high, moderate, and low, resulting in a total of nine participants. This selection process aimed to delve deeper into their preferences and the application of metacognitive strategies, ultimately enhancing the quantitative findings. Moreover, the interview aimed to investigate the factors that affect students' strategy use and choices. To achieve this, the interview featured a set of five broad open-ended questions developed from the insights gathered in the previous survey.

Prior to initiating the interview, the researcher communicated the purpose to the interviewee. Additionally, the interviewee was notified that the discussion would be recorded, which was necessary for future transcription. During the conversation, these questions were enhanced with targeted follow-up inquiries to clarify concepts and encourage more detailed responses from the interviewee. The researcher also took important notes and made recordings throughout the interview process. At the end of the interview, once all questions had been addressed, the researcher invited the interviewee to share any additional thoughts or raise any concerns that may not have been covered regarding the issue. The interview lasted for 20 days because it was not possible to employ it consecutively due to the teaching learning schedule. The minimum to the maximum time the interview lasted between was 15 minutes to 25 minutes.

3.8 Data Organization

The data collected in this study were organized systematically to facilitate accurate and meaningful analysis. Three primary sources of data were involved: a standardized reading comprehension test, the Metacognitive Awareness of Reading Strategies Inventory (MARS) questionnaire, and Semi-structured interviews.

For the quantitative data, responses from the MARS were coded based on a 5-point Likert scale, ranging from "1 = never use" to "5 = always use." Each student's responses

were then averaged to determine their overall metacognitive strategy use level: high strategy users scored a mean value of >3.5 , medium ranged between 2.5 to 3.4, and low users scored below 2.4 (Oxford's 1990 cut point classification). Results were further broken down by the three subcategories: global, problem-solving, and support strategies.

Reading comprehension test scores were recorded and grouped into three categories: High performers who scored above 80, medium performers scored between 50–79, and low performers are who scored below 50.

These groupings allowed for comparative analysis between levels of reading performance and strategy use.

The qualitative interview data were transcribed, coded thematically, and categorized according to key areas of inquiry: strategy awareness, usage patterns, and challenges. Coding was done manually and cross-checked to ensure consistency.

All data were securely stored in separate spreadsheets and document files. Quantitative data were entered into SPSS for statistical analysis, while qualitative data were analyzed using thematic coding procedures.

3.9. Data Analysis Method

A variety of statistical methods and techniques were utilized to examine the data, incorporating both quantitative and qualitative approaches. For the quantitative analysis, reading assessment data from students was gathered, and their use and preferences for metacognitive reading strategies were assessed using the Statistical Package for the Social Sciences (SPSS version 24). Both descriptive and inferential statistical methods were employed in this study to analyze the quantitative data collected from the reading comprehension test and the MARSII questionnaire.

Descriptive statistics, specifically frequencies, means, and standard deviations, were used to summarize students' levels of metacognitive strategy use and reading comprehension performance. These measures helped describe general trends, such as: the overall frequency and average use of metacognitive strategies; the distribution of students across strategy-use and reading proficiency levels; and variability within responses.

Frequency refers to the number of times a response or score appears in the data. In this study frequencies were used to determine how many students fell into each category of strategy use (e.g., high, moderate, low) and reading performance (e.g., high, medium, low). This helped to identify the distribution of strategy use and comprehension levels across the sample.

Mean (M) represents the average score of a group on a given variable. In this study, means were calculated to determine the average level of strategy use across all participants and within each subscale of metacognitive strategies (global, problem-solving, support). Comparing means across groups allowed the researcher to evaluate general tendencies and differences by gender and proficiency level.

Standard Deviation (SD) measures the amount of variability or dispersion from the mean. In this study SDs were used to assess how consistently students used strategies, whether their responses were closely clustered around the mean or widely spread. This provided insight into whether students were generally uniform or diverse in their use of reading strategies.

Inferential Statistics were used to test the study's hypotheses and examine relationships or group differences. Mainly **Pearson's Correlation Coefficient** and an independent samples t-test were employed. The purpose of Pearson's Correlation Coefficient was to examine the strength and direction of the relationship between students' use of metacognitive reading strategies and their reading comprehension performance. It is appropriate for assessing linear relationships between two continuous variables, i.e., strategy use scores and reading test scores. It was used to test whether higher levels of metacognitive strategy use (overall and by subscale) are associated with higher comprehension performance.

Independent Samples t-Test was used to determine whether there is a statistically significant difference in strategy use between male and female students. The independent t-test compares the means of two independent groups when the data are normally distributed. In this study it was applied to identify any gender-based differences in the use of global, problem-solving, and support strategies.

On the qualitative front, semi-structured interviews were conducted to enrich the quantitative findings and to delve into the challenges they faced while employing strategies to improve their text comprehension. The qualitative interview data were transcribed, coded thematically, and categorized according to key areas of inquiry: strategy awareness, usage patterns, and challenges. Coding was done manually and cross-checked to ensure consistency.

3.9.1 The Reading Test

The reading assessment consists of 30 questions categorized into three levels of difficulty: 15 questions that test literal comprehension, 12 that focus on referential understanding, and 3 that evaluate critical thinking skills. The initial scores, originally calculated out of 30, have been converted to a percentage out of 100 for analysis. To categorize students into three levels, the Angoff cut-off method, as outlined by Fulcher and Davidson (2007), was employed, setting a minimum threshold of 50% to denote basic proficiency. Consequently, students scoring below 50, primarily on easier questions, were classified as low achievers. Those who answered questions of medium difficulty, securing scores between 50 and 79, fell into the medium achievers category. On the other hand, students who performed exceptionally on the more challenging questions, earning scores of 80 to 100, were acknowledged as high achievers.

3.9.2 The Questionnaire

A survey was conducted to evaluate how extensively participants employed various metacognitive reading strategies, encompassing its subcategories and the specific tactics within each. The questionnaire also sought to determine which strategies were favored by students based on their differing performance levels. To gather their insights, a five-point Likert scale was utilized, where students rated their responses from 1 (I never do this) to 5 (I always do this), providing a choice for each statement presented.

Once the students completed the questionnaire, the data were examined using the Statistical Package for the Social Sciences (SPSS 24). Descriptive statistics were generated to provide insights into the students' strategy usage. Using this descriptive analysis, percentiles, frequencies, means, and standard deviations were calculated,

following Muijs's (2004) recommendation to use descriptive statistics for determining the respondent count, mean, standard deviation, and standard error for every group.

In accordance with Mokhtari and Reichard's (2002) suggestions, the overall average scores indicate how often students apply all the strategies outlined in the inventory while interacting with academic texts. Furthermore, the averages of each subscale shed light on the frequency with which students utilize the categories of strategies: Global, Problem-Solving, and Support Strategies, during their reading processes. After determining the average scores, the findings were interpreted using Oxford's (1990) classification system: a mean score below 2.4 reflects low strategy usage, scores between 2.5 and 3.4 indicate moderate usage, and mean scores exceeding 3.5 categorize students as high strategy users.

In accordance with Muijs's (2004) suggestion for assessing the correlation between two variables, the Pearson's correlation coefficient was utilized to investigate the relationship between students' utilization of metacognitive reading strategies and their reading comprehension proficiency. To analyze potential gender differences in the application of these strategies, an independent sample t-test was performed. Furthermore, the Mann Whitney U-test was administered to determine whether male and female students exhibited differences in the application of specific items within the metacognitive strategies.

3.9.3 The Semi-Structured Interview

The purpose of the semi-structured interviews was to enhance the quantitative results by exploring students' perceived awareness and application of metacognitive reading strategies when reading academic texts. The interview consists of five overarching questions, each supplemented by specific details. These questions were developed from the preliminary items in the questionnaire, which focused on global strategies, problem-solving approaches, and support mechanisms. Additionally, the interview begins with an introductory question aimed at understanding general reading strategies without leading respondents into a structured questionnaire format, and it concludes with a final question

designed to investigate the factors that influence students' choices and application of strategies.

Upon finishing the data collection phase, the researcher transcribed the audio recordings into written form. Subsequently, the written content in Amharic was translated into English. For analyzing the qualitative data derived from the interviews, thematic analysis was employed. This involved examining the data for recurring themes and subsequently selecting and organizing the most pertinent concepts into broader categories. A codebook was developed, guided by the five interview questions, with additional new concepts categorized independently.

The subsequent task involved the identification of key concepts, which entailed a thorough and iterative review of the texts. Each concept was systematically categorized based on its accompanying phrases and words. Following the initial coding phase, the researcher structured the identified concepts into overarching categories and subcategories, specifically students reading strategy awareness and usage in general, and then identifying concepts which can be categorized into global, problem-solving strategies, and support reading strategies, reflecting the interconnectedness between the concepts. The interview findings were then utilized to support the quantitative data in the analysis and discussion section. Ultimately, a category was created to outline the factors associated with students' use of these strategies.

3. 10. The Pilot Study

In this section, the preliminary findings and insights gained from this pilot phase were shared to ensure that the main study was adequately prepared. Pilot studies can play a very important role prior to conducting the main research to determine the feasibility of the main study. Through conducting it, it was possible to try out research instruments, sampling and analysis techniques, as well as procedures that could be made use of in the main study. Additionally, the pilot study provided the researcher with valuable experience in managing time and resources, as well as addressing challenges encountered during data collection, analysis, and report writing. The preliminary findings also served as indicators of the feasibility of the main study.

3.10.1 Sampling Techniques

This section presents sampling techniques used for the pilot study which encompasses both setting and participants targeted.

3.10.1.1 Setting

The study focused on ninth-grade students as its primary participants. For this purpose, Ula-Dula General Secondary School, a government school located in Addis Ababa, Ethiopia was chosen as a research site. Addis Ababa was selected using a convenience sampling approach, primarily due to its geographical proximity to the researcher at the time of the study. The same approach was applied to select the school.

3.10.1.2 Participants

The study utilized both simple random sampling and purposive sampling techniques to select its participants, ensuring a suitable sample was attained. Ninth-grade students of both genders from the school were included in the research. From a total of 11 classes, three were randomly selected using simple random sampling techniques. Initially, 145 students comprising of 83 females and 62 males were chosen from these classes for a pilot test, also through simple random sampling. However, the final count for the study dropped to 130 students comprising 59 males and 71 females. This reduction was attributed to several reasons: some students were not present during the retesting period, some questionnaires were not submitted, and multiple answers were recorded for specific questions within the questionnaire. As a result, 15 students were excluded from the analysis phase. Finally, for the semi-structured interviews, three students were purposely selected based on their performance in reading assessments to ensure a diverse representation of high, medium, and low achievers.

3.10.2 Data Gathering Instruments

To address the research questions, a variety of data collection methods were employed, including a reading comprehension assessment, a standardized questionnaire, and semi-structured interviews.

3.10.2.1 The Reading Test

The aim of conducting a pilot test for the reading assessment was to uncover any possible issues concerning the test's content, administration, and scoring. For this purpose, the Test of English as a Foreign Language (TOEFL) was employed. This well-known standardized exam, developed and overseen by the Educational Testing Service (ETS), assesses the language proficiency of English as a Second Language (ESL) and English as Foreign Language (EFL) learners. For this research, specialized reading comprehension assessments intended for intermediate learners were employed. The evaluation includes a total of 100 questions, 20 of which are focused on assessing reading comprehension, while the remaining questions aim to evaluate various other language skills. The reading section was selected for this research. Each question consists of multiple-choice items. Students were given 30 minutes to complete these 20 questions, as they were required to read and analyze the provided text.

3.10.2.2 The Questionnaire

During both the pilot test and the main study, the Metacognitive Reading Strategy Inventory (MARSI), developed and validated by Mokhtari and Reichard (2002), was utilized. The intent behind piloting this instrument was to pinpoint challenges students face while interpreting the translated items. Furthermore, it sought to assess the time needed for participants to finish the questionnaire and identify any unexpected issues that might emerge during its implementation. In the pilot test to fill out the questionnaire the students were provided 20 minutes.

3.10.2.3 The Semi-Structure Interview

The purpose of the semi-structured interviews was to supplement the quantitative data as it provides an in depth insight of the students regarding their strategy use and factors which influence their use of these strategies. Thus, pilot testing the interview was to find out whether the interview items accurately address the research questions. It was also used any inconvenience and time management issues in conducting the interview. The preliminary study encompassed four overarching questions, each accompanied by supporting details. The initial three questions were aligned with those from the earlier

survey to validate the questionnaire's results. The fourth question aimed to delve into students' perspectives on the factors that affect their use of the strategies.

Cohen et al. (2007) emphasized that the best approach to enhance validity is to reduce bias to the fullest extent. The authors suggested that a highly structured interview, where the wording and sequence of questions are consistent for each participant, is an effective method to ensure reliability. In light of this advice, although this study utilized a semi-structured interview format, the overarching questions were prepared in advance, while the associated details were adapted according to the specific context discussed during the interview.

3.10.3 Findings and Discussion of the Pilot Study

3.10.3.1 Preliminary Findings of the Questionnaire

The first research question aimed to investigate the extent to which ninth-grade students utilize metacognitive reading strategies while engaging with academic texts. To achieve this, descriptive statistics were utilized to assess the degree to which students implement these strategies in their reading activities.

Table 4.1 Descriptive Statistics on the Levels of Strategies

	Levels of Strategies			Total
	Low	Moderate	High	
Freq.	52	44	34	130
%	40.0%	33.8%	26.2%	100%

As can be seen in Table 4.1, out of 130 students, 52 or 40% employed metacognitive reading strategies at a low level, 44 or 33.8% at a moderate level, and 34 or 26.2% at a high level. It indicated that the majority of students employed metacognitive reading strategies occasionally when reading academic materials.

Table 4.2 Descriptive Statistics of Subscales of Strategies

No.	Types of Strategies	N	M	SD	Level
1.	Global	130	2.8	.94	Moderate
2.	Problem-Solving	130	3.3	.92	Moderate
3.	Support	130	2.4	1.0	Low
	Overall	130	2.8		Moderate

Note. N = Sample size, M = Mean, SD = Standard deviation

As shown in Table 4.2, the mean value for the problem-solving strategies was 3.3, for the global strategies, it was 2.8, and for the support strategies, it was 2.4. According to the standard cut-off points, the students' use the problem-solving and the global reading strategies at moderate levels, whereas support reading strategies were used at low levels. The mean score of the overall metacognitive reading strategies employed by the students was 2.8, indicating that grade nine students, as a whole, employed the metacognitive reading strategies moderately when reading academic materials.

The prior data provided insights into the overall and the specific subcategories of metacognitive strategies employed by students. However, it did not indicate the extent to which students utilized each specific item within these strategies. The subsequent tables, numbered 4.3, 4.4, and 4.5, detail the levels at which students apply each individual strategy.

Table 4.3 Descriptive Statistics of Global Strategies

No.	Global Strategies	M	SD	Level
1.	I have a purpose in mind when I read.	2.8	1.3	Moderate
2.	I preview the text to see what it's about before reading it.	2.8	1.3	Moderate
3.	I think about what I know to help me understand what I'm reading.	2.7	1.1	Moderate
4.	I check whether the content of the text fits my purpose.	2.8	1.2	Moderate
5.	I skim the text first by noting characteristics like length and organization.	2.7	1.2	Moderate
6.	I decide what to read closely and what to ignore.	2.9	1.1	Moderate
7.	I use tables, figures, and pictures in text to increase my understanding.	2.7	1.3	Moderate
8.	I use context clues to help me better understand what I'm reading.	2.8	1.1	Moderate
9.	I use typographical aids like boldface type and italics to identify key information.	2.7	1.3	Moderate
10.	I critically analyze and evaluate the information presented in the text.	2.8	1.1	Moderate
11.	I check my understanding when I come across conflicting information.	2.2	1.1	Moderate
12.	I try to guess what the text is about when reading.	2.9	1.1	Moderate
13.	I check to see if my guesses about the text are right or wrong.	2.8	1.2	Moderate
	N	130		

Table 4.3 illustrates that the students, as a whole, implemented global reading strategies with average scores ranging from 2.2 to 2.9, and standard deviations between 1.1 and 1.2. While there is some variation in the mean scores across these specific strategies, each exhibits moderate usage.

The exception is the strategy, ‘I check my understanding when I come across conflicting information,’ which has a mean score of 2.2 and is categorized as low level according to the standard cutoff point.

This indicates that students occasionally apply global strategies when engaging with academic texts.

Table 4.4 Descriptive Statistics of Problem-Solving Strategies

No	Problem-Solving Strategies	M	SD	Level
1.	I read slowly but carefully to be sure I understand what I’m reading.	3.3	1.2	Moderate
2.	I try to get back on track when I lose concentration.	3.3	1.1	Moderate
3.	I adjust my reading speed according to what I’m reading.	3.3	1.2	Moderate
4.	When text becomes difficult, I begin to pay closer attention to what I’m reading.	3.3	1.1	Moderate
5.	I stop from time to time to think about what I’m reading.	3.1	1.1	Moderate
6.	When text becomes difficult, I reread to increase my understanding.	3.3	1.2	Moderate
7.	I try to picture or visualize information to help me remember what I’m reading.	3.2	1.2	Moderate
8.	I try to guess the meaning of unknown words or phrases.	3.4	1.3	Moderate
N		130		

Table 4.4 shows that students engaged in problem-solving reading strategies, achieving mean scores between 3.1 and 3.3, with standard deviations ranging from 1.1 to 1.3. The mean scores for these individual strategies were similar in value. Overall, the findings suggest that students employed all aspects of these strategies to a moderate extent.

Notably, their scores for problem-solving strategies surpass those of global strategies, indicating that students demonstrate a better awareness and utilization in using problem-solving strategies compared to global strategies.

Table 4.5 Descriptive Statistics of Support Strategies

No.	Support Strategies	M	SD	Level
1.	I take notes while reading to help me understand what I'm reading.	2.5	1.3	Moderate
2.	When text becomes difficult, I read aloud to help me understand what I'm reading.	2.4	1.3	Low
3.	I summaries to reflect on key ideas in the text.	2.4	1.3	Low
4.	I discuss my reading with others to check my understanding.	2.4	1.2	Low
5.	I underline or circle information in the text to help me remember it.	2.4	1.3	Low
6.	I use reference materials such as dictionaries to help me understand what I'm reading.	2.5	1.2	Low
7.	I paraphrase (restate ideas in my own words) to better understand what I'm reading.	2.3	1.2	Low
8.	I go back and forth in the text to find relationships among ideas in it.	2.4	1.2	Low
9.	I ask myself questions I like to have answered in the text.	2.4	1.3	Low
N		130		

Table 4.5 indicated that students employed support reading strategies, achieving average scores ranging from 2.3 to 2.5, accompanied by standard deviations between 1.2 and 1.3. With the exception of the assertion 'I take notes while reading to enhance my comprehension', all the eight support strategies were used at low level.

This finding suggests that support strategies are the least utilized strategies compared to global and problem-solving strategies. This implied that the students have lack of awareness on using these strategies when reading academic materials.

The second research question attempted to answer whether there is a significant relationship between ninth-grade students' metacognitive reading strategy use and their reading performance. To investigate this relationship, Pearson's correlation coefficient was conducted.

Table 4.6 Correlation between Students' Strategy Use and Their Reading Score

		Reading Score	Overall Strategies	Global	Problem-Solving	Support
Reading score	Pearson Correlation	1	.858**	.801**	.788**	.784**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	129	129	129	129	129
Overall Strategies	Pearson Correlation	.858**	1	.952**	.906**	.905**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	129	130	130	130	130
Global	Pearson Correlation	.801**	.952**	1	.818**	.773**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	129	130	130	130	130
Problem-Solving	Pearson Correlation	.788**	.906**	.818**	1	.738**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	129	130	130	130	130
Support	Pearson Correlation	.784**	.905**	.773**	.738**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	129	130	130	130	130

** . Correlation is significant at the 0.01 level (2-tailed).

The variables here are the students reading strategy use and their reading performances. Table 4.6 showed that the correlation coefficient for the overall strategies is .858, the p value is .000, which is less than the standard cut off point 0.005. The Pearson correlation indicates the level of correlation between the variables, with values greater than 0.5 considered strong, values between 0.3 and 0.5 considered moderate, and values below 0.3 considered weak. Specifically, the correlation for global reading is 0.424, for problem-solving it is 0.910, and for support it is 0.037 (Muijs, 2004, p. 145). The analysis indicates a robust and significant correlation between the overall use of metacognitive reading strategies by students and their reading performance.

Concerning the subscales of strategies, the Pearson's correlation coefficient for global strategy is .801, for problem-solving strategies is .788, and for support reading strategy was .784. The p-value for all subscales of strategies was. 0.000. This indicates that all the subscales of reading strategies have positively correlated to students reading performance at 0.000. The relationship of all the sub-scales of strategies is strong at .801, for global, .788 for problem-solving, and .784 for support strategies. All results showed a very strong relationship Muijs's recommendation

In the current research, the students who used more reading strategies showed better performances in the reading test, whereas the students who used fewer strategies scored less in the reading test.

In sum, the above data shows whether there is relationship between grade 9 students' strategy use and their reading performances. As the data demonstrates, there is significant relationship between the students' strategy use and their reading performances. In other words, high achievers, who scored better in the reading test, use more strategies than medium achievers and low achievers. Likewise, medium achievers use more strategies than low achievers. This implies that there is a positive association between grade 9 students' strategy use and their reading performances.

The third research question aimed to identify which metacognitive reading strategies ninth-grade students, across different achievement levels, tend to use more or less frequently when reading academic materials. To pinpoint the strategies most frequently employed, descriptive analysis was conducted, incorporating calculations of frequency and standard deviation.

Table 4.7 Frequency of Global Strategies

No	Global	High		Medium		Low	
		M	SD	M	SD	M	SD
1.	I have a purpose in mind when I read.	3.9	.77	2.7	1.1	1.9	.84
2.	I preview the text to see what it's about before reading it.	3.8	1.0	2.8	.94	1.8	.78
3.	I think about what I know to help me understand what I'm reading.	3.7	1.0	2.7	.92	1.8	.58
4.	I check whether the content of the text fits my purpose.	3.9	.87	2.9	1.0	1.8	.56
5.	I skim the text first by noting characteristics like length and organization.	3.9	.89	2.7	1.0	1.7	.73
6.	I decide what to read closely and what to ignore.	4.1	.67	2.9	.98	1.9	.54
7.	I use tables, figures, and pictures in text to increase my understanding.	3.9	.91	2.8	1.1	1.7	.84
8.	I use context clues to help me better understand what I'm reading.	3.9	.65	2.7	.87	1.8	.56
9.	I use typographical aids like boldface type and italics to identify key information.	3.9	.79	2.7	1.0	1.6	.72
10.	I critically analyze and evaluate the information presented in the text.	3.8	.75	2.9	.95	1.8	.68
11.	I check my understanding when I come across conflicting information.	3.7	.74	2.9	.94	2.0	.85
12.	I try to guess what the text is about when reading.	4.0	.89	2.7	.85	1.9	.72
13.	I check to see if my guesses about the text are right or wrong.	4.2	.81	2.8	.82	1.9	.89
	N	130					

The data in Table 4.7 illustrates the different levels of problem-solving strategy usage among students. High achievers utilized these strategies with averages ranging from 3.9 to 4.7, indicating a high level of engagement. These students most frequently apply problem-solving techniques compared to their global and support strategies. Notably, the strategy 'I try to guess the meaning of unknown words or phrases' is the most commonly used among high achievers.

On the other hand, those categorized as medium achievers demonstrated an average application of problem-solving strategies ranging from 3.2 to 3.5. Notably, the strategies they utilized most frequently included 'I make an effort to refocus when I become distracted' and 'When the material becomes challenging, I read it again to improve my comprehension'.

In analyzing the problem-solving strategies of lower-performing students, the findings indicate that their average ranges from 2.1 to 2.5. The strategies they utilize most frequently are: 'I try to get back on track when I lose concentration,' 'I read at a slower pace, making sure I comprehend the material,' and 'When the material becomes challenging, I concentrate more intensely on my reading.'

In support to this, Sheorey and Mokhtari (2001) asserted that skillful readers apply more sophisticated reading strategies than less skilled ones. The researchers justified that this might be due to appropriateness, and frequency of reading strategies proficient readers relate to the reader's prior knowledge. Pressley and Afflerbach (1995) also pointed out, that skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

Table 4.8 Frequency of Problem-Solving Strategies

No	Problem-Solving Strategies	High		Medium		Low	
		M	SD	M	SD	M	SD
1.	I read slowly but carefully to be sure I understand what I'm reading.	4.4	.74	3.4	.95	2.4	.84
2.	I try to get back on track when I lose concentration.	4.2	.92	3.5	.84	2.5	.9
3.	I adjust my reading speed according to what I'm reading.	4.3	.92	3.4	.86	2.3	.80
4.	When text becomes difficult, I begin to pay closer attention to what I'm reading.	4.3	.74	3.4	.91	2.4	.81
5.	I stop from time to time to think about what I'm reading.	3.9	1.0	3.4	.81	2.1	.67
6.	When text becomes difficult, I reread to increase my understanding.	4.4	.77	3.5	.96	2.2	.68
7.	I try to picture or visualize information to help me remember what I'm reading.	4.2	1.0	3.2	1.0	2.3	.76
8.	I try to guess the meaning of unknown words or phrases.	4.7	.66	3.4	.90	2.2	.72
	N	130					

Table 4.8 illustrates the different levels of problem-solving strategy usage among students. High achievers demonstrated a strong engagement with these strategies, scoring between 3.9 and 4.7, which categorizes their usage as high. These students tend to utilize problem-solving techniques more often than global and support strategies, with the strategy 'I try to guess the meaning of unknown words or phrases' being the most commonly employed among them. In contrast, medium achievers exhibited a utilization range of 3.2 to 3.5 for problem-solving strategies. Within this group, the strategies they relied on most included 'I try to get back on track when I lose concentration' and 'When the text becomes difficult, I reread to enhance my understanding.'

Examining the low achievers, the data indicated a lower usage range of 2.1 to 2.5 for problem-solving strategies. The strategies that these students used most frequently include 'I try to get back on track when I lose concentration,' 'I read slowly but carefully to ensure my comprehension,' and 'When the text becomes challenging, I start to pay closer attention to what I'm reading.'

Table 4.9 Frequency of Support Strategies

No.	Support Strategies	High		Medium		Low	
		M	SD	M	SD	M	SD
1.	I take notes while reading to help me understand what I'm reading.	3.8	.78	2.4	.99	1.6	.91
2.	When text becomes difficult, I read aloud to help me understand what I'm reading.	3.8	1.1	2.3	1.1	1.5	.59
3.	I summarize to reflect on key ideas in the text.	3.7	1.1	2.4	.95	1.4	.75
4.	I discuss my reading with others to check my understanding.	3.7	1.0	2.2	.92	1.4	.59
5.	I underline or circle information in the text to help me remember it.	3.8	.87	2.2	.96	1.4	.61
6.	I use reference materials such as dictionaries to help me understand what I'm reading.	3.8	.86	2.3	1.0	1.5	.66
7.	I paraphrase (restate ideas in my own words) to better understand what I'm reading.	3.6	.87	2.1	.97	1.5	.66
8.	I go back and forth in the text to find relationships among ideas in it.	3.6	.10	2.3	.82	1.5	.66
9.	I ask myself questions I like to have answered in the text.	3.6	1.0	2.1	1.0	1.5	.63
	N	130					

Table 4.9 presented illustrates the strategies utilized by students for support. High achievers demonstrated mean scores ranging from 3.6 to 3.8 in their use of support strategies. Among these strategies, the most commonly employed include: “I take notes while reading to enhance my comprehension,” “When the text becomes challenging, I read it aloud to aid my understanding,” “I underline or circle key information in the text to aid my memory,” and “I consult reference materials, such as dictionaries, to clarify my understanding of the text.” Medium achievers recorded their use of support strategies with mean values between 2.1 and 2.4, with the most frequently mentioned being: “I take notes while reading to enhance my comprehension” and “I summarize to reflect on the main ideas in the text.”

Low achievers exhibited a mean score of 1.4 to 1.6 when using these strategies, and although their overall usage was lower, they still frequently employed the strategy of taking notes while reading to improve their understanding compared to other strategies.

The fourth research question aimed to investigate if there are differences in the use of metacognitive reading strategies between male and female students. To achieve this, an independent samples t-test was performed, along with a Mann-Whitney U test.

Table 4.10 T-test: Strategy Use between Male and Female Students

Group Statistics					
Strategies	Gender	N	M	SD	Level
Problem-solving	Male	59	3.1	.85	Moderate
	Female	71	3.4	.96	Moderate
Global	Male	59	2.7	.92	Moderate
	Female	71	2.8	.96	Moderate
Support	Male	59	2.4	.99	Low
	Female	71	2.4	1.1	Low
Overall	Male	59	2.7	.82	Moderate
	Female	71	2.8	.95	Moderate

Table 4.10 demonstrates the descriptive statistics of the overall and the subscales of strategies of female and male students. The mean score for the problem-solving strategy for both male and female students were 3.1 and 3.4 and standard deviations of 0.85 and 0.96, respectively. The global reading strategies were the second most frequently preferred strategies by male and female students, with mean values of 2.7 and 2.8 and standard deviations of 0.92 and 0.96 sequentially. The support reading strategies were the least utilized by both male and female students, showing average scores of 2.4 for males and 2.4 for females, along with standard deviations of 0.99 and 1.1, respectively. In terms of the overall metacognitive reading strategy, male students demonstrated an average score of 2.7, while female students showed a slightly higher mean score of 2.8 with standard deviations of .82 and .95, respectively.

Table 4.11 Independent Samples Test

Strategies	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Problem- Solving	.095	-.27008	.16033	-.58733	.04716
	.091	-.27008	.15865	-.58402	.04385
Global	.394	-.14215	.16620	-.47101	.18671
	.392	-.14215	.16563	-.46994	.18565
Support	.719	.06599	.18299	-.29608	.42807
	.717	.06599	.18146	-.29309	.42508

Table 4.11 presents the average p-values across the three subscales of reading strategies. The p-value for global strategies is .394, for problem-solving strategies it is .095, and for support strategies it stands at .719. All these values exceed the conventional threshold of 0.05, indicating no significant gender-related differences in the utilization of metacognitive reading strategies by students. Furthermore, the Mann-Whitney U test was

employed to determine if there were any notable differences in strategy use between male and female students for each individual item. While the item ‘I see the text before I read it,’ categorized as a global strategy, showed a p-value of .008, the other 29 items recorded p-values above 0.05. This supports the earlier conclusion that there are no significant gender-based differences in the metacognitive reading strategies employed by ninth-grade students.

To summarize, the descriptive statistics indicated that female students excelled in their use of metacognitive reading strategies, particularly in global strategies and problem-solving techniques. However, an independent sample t-test indicated that the differences in strategy utilization between male and female students were not statistically significant. This finding is further supported by the Mann-Whitney U test results, which identified no significant gender differences in the use of individual strategies, with the exception of one specific global strategy.

3.10.3.2 Preliminary Findings of the Semi-Structured Interviews

The first research question is inquired the students to explain reading strategies they use deliberately or carefully through which they use planned techniques or control your reading those represents global reading strategies. These entail establishing setting a clear purpose for reading, ensuring that the material aligns with this purpose, previewing content, brainstorming relevant thoughts, and skimming the text while making use of various elements such as charts, tables, and figures. Additionally, these strategies involve reflecting on prior knowledge to improve comprehension, emphasizing key parts of the text while ignoring less significant ones, using contextual clues for meaning clarification, critically analyzing and assessing the information provided, checking for understanding when faced with conflicting details, making predictions about the content during reading, and verifying their prediction during reading.

Regarding the global metacognitive reading strategies, S1 stated, “When I read a text, I always have purpose in my mind such as to accomplish a certain task, to accomplish an assignment or homework, to have a permanent knowledge of the content”. Furthermore, she mentioned, “The moment I notice the topic, I reflect on what I already know about

it.” She also noted, “My understanding of the subject comes from my thoughts, which shapes what I anticipate finding in the reading.” She emphasized that if she encounters a confusing topic, she makes an effort to clarify it, as a lack of understanding makes it challenging to grasp the rest of the passage and to respond to subsequent questions. Furthermore, regarding the pre-reading process, this student indicated that when she comes across unfamiliar words, she write down their meanings beforehand to aid my reading experience.

S1 discussed her use of reading strategies, including content prediction and brainstorming techniques. She mentioned that after finishing a paragraph, she contemplates what the following one might cover. S1 emphasized that as she engages with the text; she relates it to the broader context of the passage and assesses her own beliefs regarding its connection to her initial predictions. The insights from the interview indicated that S1 often employs brainstorming strategies when reading. She remarked, “As I read, I strive to connect with the text; I immerse myself in it and draw on my existing knowledge of the topic to enhance my comprehension of the material.” Regarding a strategy like utilizing tables, S1 mentioned, “I incorporate tables, figures, and images in my reading to enhance my comprehension.” When she comes across a table, picture, or graph, she focuses on them because they highlight essential information.

Additionally, S1 noted, “I pay close attention to transitional words and phrases such as however, in addition, and therefore, as they help clarify relationships between various concepts.” She emphasized that these terms are particularly significant when the text is structured in specific ways, such as chronological order or contrasting ideas.

Another global strategy that S1 confirmed using involves poses questions to herself about her progress. If she is unable to respond to those questions that arise during her reading, she actively seeks clarification from others. However, the strategy of deciding what to focus on and what to overlook is not fully understood by students at all levels, including those who read successfully.

Conversely, the interview findings indicated that students categorized as medium and low achievers exhibit a lack of awareness and application of global strategies. Notably, these

students possess very limited understanding of strategies that involve utilizing prior knowledge or visual aids such as images, tables, or formatting like bold and italicized text to aid comprehension. In this context, S2 remarked, “I don't focus specifically when I encounter tables or images or bold words; I simply continue reading.” Similarly, S3 noted that he merely glances at them without considering the potential for important or key information in the text.

Students who achieve at medium and low levels indicated that they understand the technique of skimming through a text initially, paying attention to elements such as its length and structure. They also demonstrated their awareness of the importance of having a specific purpose in mind while reading.

The second research question is about problem-solving strategies involve several items: reading deliberately and attentively to ensure comprehension, refocusing when concentration interrupts, adjusting the reading pace based on the type of the material, paying closer attention when texts become challenging, pausing occasionally to reflect on what has been read, rereading to enhance comprehension of difficult texts, visualizing information to improve retention, and attempting to infer the meanings of unfamiliar words or phrases.

Findings from the interviews indicated that students with higher performance on reading demonstrated a greater awareness of problem-solving strategies when compared to their medium and low-achieving counterparts. In this regard, (S1) described her approach addressing comprehension problems, noting, “At times, I reduce my reading speed and focus intently to ensure I fully comprehend the material, particularly with more difficult texts.” She elaborated, “I adjust my reading speed according to the complexity of the content; for straightforward materials, I can skim through, but I take a more deliberate approach with tougher sections until I fully understand the ideas.” This student recognized strategies for re-focusing when her attention disrupts. She explained that during reading, she sometimes finds herself distracted and resolves this by re-reading portions of the text. She emphasized that she employs the strategy of paying extra attention especially when the material demands more careful engagement.

Regarding the strategy of rereading, S1 shared her insights on rereading as a beneficial strategy for grasping academic texts. She stated, “I often go over the material again to enhance my comprehension.” She explained that if she encounters difficulty with a specific sentence, several lines, a paragraph, or an entire section, she dedicates time to reread it. In conclusion, she noted, “I can confidently say that I typically use the rereading technique when working with academic content.”

Regarding the visualization of information, S1 expressed,

I try to form mental images of the material I have read, especially when I want to remember it for future use. I believe that visualization is a vital study technique that enhances my ability to recall what I have studied. In Addition, creating a visual representation of the information I have read makes it significantly easier for me to access it when I need it.

On the strategy of guessing the meanings of unfamiliar words or phrases, S1 mentioned, “When I encounter unfamiliar terms in the text, I attempt to infer their meanings through the context as much as I can.” She added that she employs other methods, such as consulting a dictionary or asking someone for clarification, only if she cannot deduce the meaning through guessing. Conversely, the interview revealed that medium and low achieving students often utilize a limited number of problem-solving strategies, such as rereading difficult texts and reading slowly but attentively to ensure comprehension of the text.

The third research question is with regard to support strategies. The interview revealed that the levels of awareness are relatively consistent across various performance tiers, unlike the discrepancies noted with global and problem-solving strategies. In this regard, S1 (the high achiever student) shared that she utilizes note-taking as a crucial study skill. She elaborated, “I often jot down key points while reading, and later, when I review those notes, I can recall all the information from the text. For me, note-taking is an essential technique.” Similarly, both S2 and S3 confirmed that they also take notes during their reading and study sessions. They both noted that they write down what they consider to be crucial information with the intent to review it later.

In relation to the strategy of reading aloud, only S3 indicated that he practices this method, believing it aids his concentration and comprehension. On the other hand, S1 and S2 mentioned that they typically do not read aloud unless prompted by their teachers. In terms of summarizing strategy, S1 noted that she summarizes the text after completing her reading, particularly for longer passages, to condense the content and facilitate review when needed. She emphasized that summarizing helps her grasp the main ideas. Similarly, S2 shared that she sometimes summarizes lengthy texts by jotting down key information. In contrast, S3 mentioned that he seldom engages in summarization following his reading. Similarly, both S1 and S2 mentioned that they paraphrase what they've read while studying or reading a text. S1 explained, "I put the content into my own words once I've comprehended the message." She added, "If I find it difficult to paraphrase in English, I can switch to my native language, which reinforces my memory when I review the material later."

Discussing with peers is a prevalent strategy among students at various levels. For instance, S1 mentioned, "I engage in discussions with others when instructed by the teacher. If I encounter difficulties while reading, I reach out to another student or my teacher for assistance." Similarly, S2 stated that she often collaborates with classmates when tackling challenging questions or when she wishes to compare her responses with theirs. She further noted, "I also seek help from others if I struggle to understand the text or find the questions posed to be particularly challenging." S3 also stated that confirming that he collaborates with fellow students to tackle questions and exchange insights about the reading material.

When it comes to strategies for underlining or circling information, referencing materials, as well as going back and forth to see the relationship of ideas, S1 mentioned that during her study or reading sessions, she typically underlines what she deems important for future reference. In addition, S2 confirmed that she also underlines essential information while reading. Conversely, S3 admitted that he does not engage in this practice. All participants noted that they frequently utilize dictionaries as a reference tool. However, S1 is the only one who reported consulting additional reference materials to enhance her understanding of topics she is studying. Furthermore, S1 indicated that she occasionally

revisits content to explore the relationships between ideas. The interviews revealed that students across different levels generally lack the habit of questioning themselves to find answers in the text.

The fourth research inquiry focused on the factors influencing students' use of strategies. The interviews indicated that students lack awareness of effective reading strategies. Each student noted that their chances to learn and practice these strategies while engaging with academic texts are quite minimal. Supporting this observation, S2 mentioned, "Our textbook doesn't include any written guidance on reading strategies. Additionally, while reading academic materials, we aren't given any strategies to help address our comprehension difficulties." S1 shared her difficulties in applying strategies, indicating that her main obstacle is a lack of familiarity with them, which often leaves her feeling uncertain about how to effectively use specific strategies to enhance her text comprehension. She remarked, "To become more skilled, I think I need to practice these strategies both during class and at home," while also recognizing her limited experience with reading.

In summary, the interview findings indicated that students across the three performance levels utilize particular common reading strategies. These include having a specific purpose during reading, skimming for an overall understanding (global strategies), rereading difficult sections, reading slowly and carefully, and deducing the meanings of unfamiliar words from context (problem-solving). Additionally, they utilize various support strategies such as note-taking, summarizing, highlighting key points, and consulting reference materials.

Nonetheless, there is a noticeable variation in both the awareness and implementation of these strategies among the different performance levels. High-achieving students demonstrated greater awareness and application of metacognitive reading strategies, especially in the areas of problem-solving and global strategies, compared to their medium and low-achieving peers. Regarding support strategies, the interviews revealed that high achievers still possess a better awareness than those in the medium and low

levels, although this gap is not as pronounced as with global and problem-solving strategies.

The interview revealed that students' use of reading strategies is primarily influenced by their limited awareness of these strategies and their inability to select appropriate strategy for specific tasks.

3.10.3 Insights Gained From the Pilot Study

In the pilot study, the researcher identified several challenges and evaluated the feasibility of the main study. It became clear that the reading test items did not sufficiently represent the three distinct performance levels of the students. The initial set of reading questions featured 20 multiple-choice items that primarily focused on literal comprehension. Consequently, significant revisions were made for the main study, introducing questions designed to evaluate the three difficulty levels: literal, referential, and evaluative. As a result, the main study utilized 30 questions that intentionally incorporated these three levels of difficulty. This modification aims to improve the effectiveness of the assessment.

A preliminary test of the questionnaire was conducted to ensure that the participants understood the questions properly. The initial group involved 145 individuals, with 83 females and 62 males. However, 15 questionnaires were completed incorrectly; some responses were either incomplete or had multiple answers for particular questions. Furthermore, eight participants did not submit their questionnaires. Consequently, the number of valid responses for analysis was reduced to 130, including 71 females and 59 males.

The challenges may stem from ambiguous language and phrases, even when translated into the students' native language. Additionally, time constraints likely hindered both the reading and answering of the questionnaire. To address these concerns, revisions were made to several items for the main study, opting for clearer terminology in place of the original words and phrases. Consequently, more time was dedicated to the main study than during the pilot test. In addition to providing improved instructions and extending

the time frame, more participants were brought in to achieve the desired sample size for the main study.

The other problem is with regard to interview items. Although interview items seemed clear and probing first, during interview it was found that they were not sufficiently inquisitive for some students. The researcher realized that all students do not similarly involve to the in the interview; they demand more follow up detailed inquiries to dig out what is inside them. Therefore, during interview the researcher managed to adapt the follow up questions according to each interviewee's reaction. Thus, for the main study, the researcher modified some items accordingly; and had more detail description for each broad question for the main study.

A new challenge emerged regarding the interview questions. This interview aimed to explore participants' comprehension of their strategic awareness, preferred strategies, and the factors influencing their choice and application of strategies. To fulfill the original aim, it was essential for the interviewees to understand both the five key questions and their related details as designed. At first glance, the questions appeared clear and adequately thought-provoking; however, it soon became evident during the interviews that some students found them lacking in depth. The researcher observed varying levels of engagement among students, with some requiring more in-depth follow-up questions to articulate their thoughts fully. Consequently, several of these questions were revised for the main study to enhance the depth of exploration into the participants' perspectives through more detailed inquiries.

Alongside the earlier modifications made to the interview data collection and analysis methods for the main study, independent coders analyzed the interview data to enhance reliability. This coding procedure achieved an 88% consistency rate, thereby validating the data's integrity.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter focuses on presenting, analyzing, and discussing the key findings of the research. To answer the research questions, both quantitative and qualitative data were gathered. In the quantitative approach, a reading assessment and a survey were conducted to 150 students. The reading assessment aimed to gauge their reading proficiency, enabling their classification into high, medium, or low achievers based on their performance. Additionally, these students completed a survey designed to assess how frequently they utilize different strategies and their overall strategy usage. To gain a deeper insight into the students' grasp and implementation of metacognitive strategies, semi-structured interviews were carried out. This qualitative method was designed to enrich the quantitative data while exploring the influences on students' choices and use of their strategies.

Based on the insights gathered from the pilot test, adjustments were made to the assessment tools. The researcher identified the need for modifications and the inclusion of additional questions after reviewing the reading test items from the pilot. Consequently, for the main study, several new questions were incorporated to better reflect the diverse performance levels of the students.

The questionnaire employed in this study was originally designed and validated by its creators. However, during pilot testing, it became evident that some participants faced difficulties, particularly with certain items in the questionnaire. Some statements remained unclear even after translation into Amharic. To address this, an orientation session was organized for the students prior to completing the questionnaire, concentrating on the instructions to foster a common understanding of the tasks at hand. Additionally, the researcher made a conscious effort to use simpler language in the translation process. Students were also encouraged to ask questions if they experienced any challenges while filling out the questionnaire. Extra time was allocated to ensure that all students were able to complete the items thoroughly.

While conducting interviews during the pilot test, the researcher observed varying self-descriptions among participants. Some interviewees grasped the questions quickly and articulated their thoughts clearly, while others provided minimal responses despite understanding the inquiries. Additionally, there were individuals with limited knowledge on the topic who still managed to express themselves without difficulty. To address these differences, a flexible approach was implemented in the main study, allowing for an in depth extraction of individual insights while maintaining focus on the essential points.

4.2. Findings of the Questionnaire

The first research question aimed to investigate the extent to which ninth-grade students utilize metacognitive reading strategies while engaging with academic texts. This study offers a detailed look at the extent of their usage, categorizing it as high, medium, or low for both the overall metacognitive strategies and their specific subscales. Descriptive statistical measures, including maximum, minimum, average, and standard deviation, were utilized to carry out this analysis.

Table 4.12 Descriptive Statistics of the Subscales of Strategies

	N	Min.	Max.	Mean	SD.
Overall	150	2.1	3.8	2.9	.47
Global	150	2.1	3.9	2.9	.47
Problem-Solving	150	1.1	4.8	3.2	1.2
Support	150	1.9	3.4	2.6	.32
Valid N)	150				

The information shown in Table 4.12 reflects a wide array of strategy usage among students, highlighting differing levels of engagement that span from low to high. It also illustrates how effectively students apply metacognitive strategies in general and their subcategories. Notably, the overall application of metacognitive reading strategies among students showed with a minimum score of 2.1, signifying minimal usage, and a maximum score of 3.8. In terms of the subscales, global strategies were utilized at levels between 2.1 and 3.9, demonstrating a variation from low to high level. Meanwhile, problem-solving strategies showed a wider range, fluctuating from 1.1 to 4.8, which corresponds to low and high levels of utilization, respectively. Support strategies were employed within a range of 1.9 to 3.4, reflecting low to moderate use.

The combined mean score for overall strategy usage among students is 2.9, which falls into the moderate level. Notably, the mean score for global strategies is 2.9, while problem-solving strategies achieved an average of 3.1, and support strategies registered the lowest mean of 2.7. These findings, which span scores from 2.5 to 3.5, suggest that students generally engaged in metacognitive strategies moderately. Upon closer examination, it is evident that the students predominantly utilized the problem-solving strategy, achieving an average score of 3.1. This was followed by global reading strategies, which had a mean score of 2.9, and support strategies, which scored lowest at an average of 2.7.

The preceding data provides an overview of strategy usage by students, highlighting both overall and subscale applications. However, it does not specify the varying degrees to which each individual strategy is utilized. In response to this, the subsequent tables present a detailed analysis of how ninth-grade students engaged with specific subscales strategies: global, problem-solving, and support, along with their respective components within each category.

Table 4.13 Descriptive Statistics of Global Strategies

No.	Global Strategies	M	SD	Level
1.	I have a purpose in mind when I read.	3.2	.95	Moderate
2.	I preview the text to see what it's about before reading it.	2.9	.85	Moderate
3.	I think about what I know to help me understand what I'm reading.	2.8	.87	Moderate
4.	I check whether the content of the text fits my purpose.	2.9	.81	Moderate
5.	I skim the text first by noting characteristics like length and organization.	3.0	.75	Moderate
6.	I decide what to read closely and what to ignore.	2.8	.72	Moderate
7.	I use tables, figures, and pictures in text to increase my understanding.	2.9	.71	Moderate
8.	I use context clues to help me better understand what I'm reading.	2.8	.74	Moderate
9.	I use typographical aids like boldface type and italics to identify key information.	2.9	.83	Moderate
10.	I critically analyze and evaluate the information presented in the text.	2.9	.83	Moderate
11.	I check my understanding when I come across conflicting information.	2.8	.84	Moderate
12.	I try to guess what the text is about when reading.	3.0	.73	Moderate
13.	I check to see if my guesses about the text are right or wrong.	2.9	.86	Moderate
Valid N		150		

Table 4.13 demonstrated the degree to which students engaged with global strategies. The average scores for these strategies ranged from 2.8 to 3.2, suggesting that students, as a whole, applied these strategies at a moderate level. While the general application of

global strategies was moderate, there were still slight differences in the scores associated with each specific strategy type.

Among the 13 strategies, the highest average scores were observed for having a clear purpose while reading (3.2), skimming the text initially by paying attention to aspects such as length and structure (3.0), and anticipating the content of the text while reading (3.0). On the other hand, strategies such as recalling prior knowledge to aid understanding, verifying comprehension when encountering contradictory information, and utilizing context clues for improved comprehension were the least utilized global strategies, each scoring an average of 2.8. The other strategies fell somewhere between these scores.

Table 4.14 Descriptive Statistics of Problem-Solving Strategies

No.	Problem-Solving Strategies	M	SD	Level
14.	I read slowly but carefully to be sure I understand what I'm reading.	3.1	1.4	Moderate
15.	I try to get back on track when I lose concentration.	3.1	1.3	Moderate
16.	I adjust my reading speed according to what I'm reading.	3.2	1.4	Moderate
17.	When text becomes difficult, I begin to pay closer attention to what I'm reading.	3.1	1.3	Moderate
18.	I stop from time to time to think about what I'm reading.	3.2	1.4	Moderate
19.	When text becomes difficult, I reread to increase my understanding.	3.1	1.3	Moderate
20.	I try to picture or visualize information to help me remember what I'm reading.	3.1	1.3	Moderate
21.	I try to guess the meaning of unknown words or phrases.	3.2	1.4	Moderate
Valid N		150		

Table 4.14 illustrates the extent of student engagement with various problem-solving strategies. The recorded means range from a low of 3.1 to a high of 3.2, indicating a moderate level of application for each strategy. Even though there are slight variations in the mean scores across all strategies, two particular strategies, pausing to reflect on the material and making contextual guesses about unfamiliar words, are used more than the other strategies, both achieving a mean score of 3.2. While both global and problem-solving strategies fall into the moderate category, the mean scores indicate that problem-solving strategies are used over global strategies.

Table 4.15 Descriptive Statistics of Support Strategies

No	Support Strategies	M	SD	Level
22.	I take notes while reading to help me understand what I'm reading.	2.7	.89	Moderate
23.	When text becomes difficult, I read aloud to help me understand what I'm reading.	2.5	.74	Moderate
24.	I summaries to reflect on key ideas in the text.	2.6	.69	Moderate
25.	I discuss my reading with others to check my understanding.	2.6	.80	Moderate
26.	I underline or circle information in the text to help me remember it.	2.7	.66	Moderate
27.	I use reference materials such as dictionaries to help me understand what I'm reading.	2.7	.72	Moderate
28.	I paraphrase (restate ideas in my own words) to better understand what I'm reading.	2.7	.63	Moderate
29.	I go back and forth in the text to find relationships among ideas in it.	2.7	.69	Moderate
30.	I ask myself questions I like to have answered in the text.	2.6	.72	Moderate
Valid N		150		

Table 4.15 displayed the level of students engaged with support strategies, showing mean scores that ranged from 2.5 to 2.7, indicating these scores reflect a moderate level of utilization, although they are lower than the mean scores for global and problem-solving strategies, which also remain in the moderate range. While there is only a slight variation in the mean scores for support strategies, the strategies that students tended to use a bit more frequently included note-taking during reading to improve comprehension and marking or circling essential information in the text to aid in retention, both of which reached a mean score of 2.7.

Prior to examining the relationship between students' reading scores and their use of strategies, it is useful to first analyze their scores across three distinct performance levels.

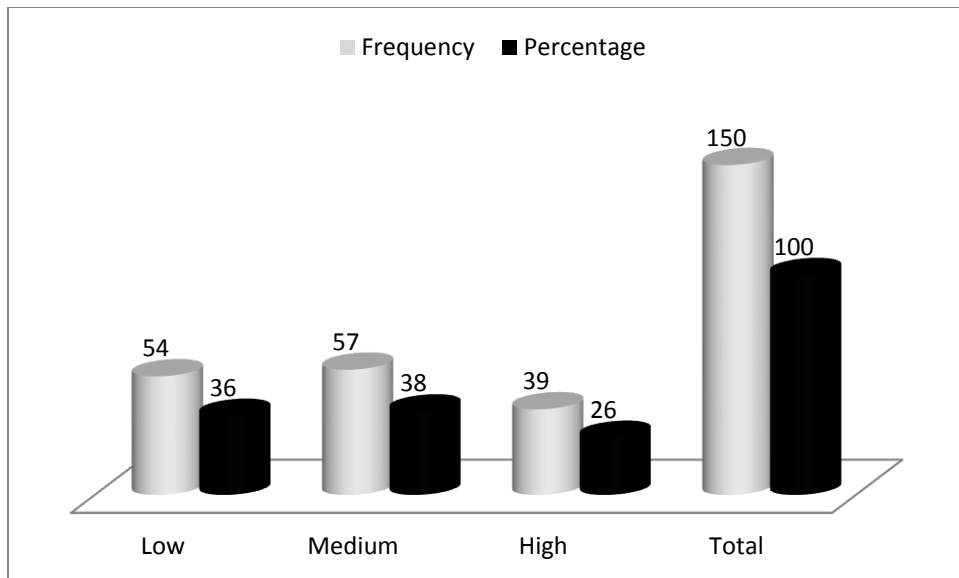


Figure 2 Students' Level of Strategy Usage

Figure 2 depicts how individual students employ metacognitive reading strategies. Analyzing the data on each student's strategy usage reveals three distinct categories: low, medium, and high users. Students scoring 2.4 or below fall into the low user group, those with scores between 2.5 and 3.4 are considered medium users, and high users have scores of 3.5 or higher (Oxford, 1990). Out of the 150 students participating in this research, 54 (36%) fall into the low scoring category, 57 (38%) are categorized as medium scorers, while the remaining 39 (26%) are identified as high scorers.

The second research question attempted to answer whether there is a significant relationship between ninth-grade students' metacognitive reading strategy use and their reading performance. To explore this relationship, Pearson's correlation coefficient was employed for analysis.

Table 4.16 Correlation between Students' Strategy Use and Their Reading Score

		Reading Score	Overall	Global	Problem-solving	Support
Reading score	Pearson C.C.	1	.887**	.424*	.910**	.037
	Sig. (2-tailed)		.000	.020	.000	.649
Overall strategies	Pearson C.C.	.887**	1	.794**	.920**	.200*
	Sig. (2-tailed)	.000		.000	.000	.014
Global	Pearson C.C.	.424*	.794**	1	.561**	-.059
	Sig. (2-tailed)	.020	.000		.000	.476
Problem-solving	Pearson C.C.	.910**	.920**	.561**	1	.033
	Sig. (2-tailed)	.000	.000	.000		.685
Support	Pearson C.C.	.037	.200*	-.059	.033	1
	Sig. (2-tailed)	.649	.014	.476	.685	

** . Correlation is significant at the 0.01 level (2-tailed).

*.Correlation is significant at the 0.05 level (2-tailed).

The results presented in Table 4.16 highlight a significant relationship between overall metacognitive reading strategies and student reading achievement, with a p value of 0.000 and a Pearson correlation coefficient (r) of 0.887. The threshold of 0.05 serves as a benchmark to determine the statistical significance of the relationship, while the Pearson correlation coefficient illustrates the strength of the correlation, with values exceeding 0.5 classified as strong, those between 0.3 and 0.5 as moderate, and under 0.3 as weak (Muijs, 2004, p. 145).

In addition, an examination of the three subscales of metacognitive reading strategies indicated that both global and problem-solving strategies were positively correlated with students' reading performance, with p values of 0.020 and 0.000, respectively. Conversely, the support strategy showed no correlation with reading test performance, as indicated by a p value of 0.649, which surpasses the typical significance level of 0.05.

However, the outcomes shown above may be affected by the outstanding performance of top students or the notably poor performance of those who struggle, which could mask the achievements of other student groups. It is beneficial to first illustrate how students at the three different performance levels utilize overall, global, problem-solving, and support strategies.

In examining the relationship between low and medium achievers and their strategic usage, the findings reveal a p-value of .001 for overall strategy utilization, .361 for global strategy, .001 for problem-solving strategy, and .564 for support strategy. These results indicate a significant correlation between the overall and problem-solving strategies used by students with medium and low performance levels. The effect sizes for these strategies were notably robust, calculated at .880 for overall strategy and .966 for problem-solving strategy. Conversely, no significant association was detected regarding the application of global and support strategies among these groups of students.

Table 4. 18 Correlation between Strategy Usage of Medium and High Achievers

		Reading	Overall	Global	Problem-Solving	Support
Reading	Pearson Correlation	1	.880**	.836**	.780**	.032
	Sig. (2-tailed)		.000	.000	.000	.759

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.18 illustrates the correlation between strategy use and reading performance for students with medium and high achievement levels. A significant p-value of .001 was observed for overall, global, and problem-solving strategies, pointing to noteworthy findings. The effect sizes for the various strategies were strong, measuring .880 for overall strategies, .836 for global strategies, and .780 for problem-solving strategies. In contrast, the p-value for support strategies was much higher at .759. This indicates a robust relationship between overall, global, and problem-solving strategies and the reading performance of students, while no significant difference was found regarding the impact of support strategies on reading scores.

The third research question aimed to identify which metacognitive reading strategies ninth-grade students, across different achievement levels, tend to use more or less frequently when reading academic materials. To identify the most frequently employed strategies, descriptive analysis was conducted, incorporating calculations of frequency and standard deviation.

Table 4.19 Summary of Strategy Usage among the Three Performance Levels

Types of Strategies	High Achievers	Medium Achievers	Low Achievers
Overall	3.5	2.9	2.4
Global	3.5	2.7	2.7
Problem-solving.	4.4	3.7	1.6
Support	2.7	2.7	2.7

The findings presented in Table 4.19 reveal differences in the use of metacognitive reading strategies among students at varying achievement levels. Specifically, an analysis of the overall metacognitive strategy employed by students across these three performance tiers indicated that high achievers registered an average score of 3.5. In contrast, medium achievers recorded an average of 2.9, while low achievers scored an average of 2.4. This data suggests that high achievers tend to employ metacognitive strategies more consistently than both medium and low achievers.

Likewise, medium achievers demonstrated a greater frequency of strategy use compared to their low-achieving peers. Additionally, when examining the strategic subscales, both high and medium achievers showed a preference for problem-solving strategies, followed by global and support strategies.

Conversely, low achievers primarily relied on global and support strategies, with problem-solving strategies being used less frequently. Overall, the student population exhibited a moderate level of strategy utilization across all subcategories, with scores ranging from 2.5 to 3.4.

The previous discussion summarizes the average scores of the strategy subscales utilized by students at three different levels. However, it did not provide insights into how each strategy within those subscales employed by the students. Therefore, the following discussion highlighted the frequently on the employment of individual strategies by students across the three levels.

Table 4.20 Global Strategies Used by Different Performance Levels

No	Strategies	High		Medium		Low	
		M	SD	M	SD	M	SD
1.	I have a purpose in mind when I read.	3.7	.7	3.5	.8	2.6	.7
2.	I preview the text to see what it's about before reading it.	3.5	.6	2.7	.9	2.7	.8
3.	I think about what I know to help me understand what I'm reading.	3.6	.7	2.6	.8	2.5	.7
4.	I check whether the content of the text fits my purpose.	3.6	.7	2.6	.6	2.6	.8
5.	I skim the text first by noting characteristics like length and organization.	3.6	.7	2.7	.7	2.8	.6
6.	I decide what to read closely and what to ignore.	3.5	.5	2.6	.7	2.7	.6
7.	I use tables, figures, and pictures in text to increase my understanding.	3.4	.5	2.6	.7	2.9	.6
8.	I use context clues to help me better understand what I'm reading.	3.3	.6	2.6	.6	2.7	.8
9.	I use typographical aids like boldface type and italics to identify key information.	3.6	.7	2.6	.6	2.8	.8
10.	I critically analyze and evaluate the information presented in the text.	3.5	.8	2.6	.7	2.7	.7
11.	I check my understanding when I come across conflicting information.	3.5	.7	2.7	.7	2.4	.8
12.	I try to guess what the text is about when reading.	3.6	.6	2.7	.7	2.8	.7
13.	I check to see if my guesses about the text are right or wrong.	3.5	.8	2.8	.5	2.5	1

The data in Table 4.20 illustrates that high achievers consistently utilized global reading strategies at a high level exceeding 3.5 for all strategies. The only strategies used moderately were “Referring tables, figures, and pictures in texts to enhance comprehension (mean of 3.4) and “Using context clues to enhance comprehension of the text” (mean of 3.3). In contrast, medium and low achievers employed all global strategies at a moderate level, with closer value of mean scores. Medium achievers scored between 2.6 and 3.1, while low achievers scored between 2.4 and 2.8. Exceptionally, the strategy “Checking my understanding when encountering conflicting information” was employed at a low level (mean of 2.4) by low achievers.

Students categorized as high and medium achievers generally place significant importance on having a defined purpose when they read, leading to average scores of 3.7 and 3.5, respectively. Among high achievers, there is a noticeable pattern of less frequent use of certain global strategies, such as using context clues and referring to tables, figures, and images to enhance comprehension, with average scores of 3.3 and 3.4. Conversely, medium achievers demonstrated similar average scores when employing

various global strategies. In contrast, lower achievers tend to utilize different strategies within their group, like relying on tables, figures, and images for improved understanding, resulting in a mean score of 2.9. Furthermore, these students are less inclined to check their understanding when they come across conflicting information, which is reflected in a mean score of 2.4.

Table 4.21 Problem-Solving Strategies Used by Different Levels

No	Strategies	High		Medium		Low	
		M	SD	M	SD	M	SD
14	I read slowly but carefully to be sure I understand what I'm reading.	4.5	.7	3.5	.8	1.6	.6
15.	I try to get back on track when I lose concentration.	4.3	.7	3.7	.8	1.6	.6
16.	I adjust my reading speed according to what I'm reading.	4.4	.6	3.8	.7	1.6	.7
17.	When text becomes difficult, I begin to pay closer attention to what I'm reading.	4.3	.6	3.6	.9	1.6	.6
18.	I stop from time to time to think about what I'm reading.	4.4	.6	3.9	.8	1.6	.6
19.	When text becomes difficult, I reread to increase my understanding.	4.3	.6	3.5	.9	1.7	.6
20.	I try to picture or visualize information to help me remember what I'm reading.	4.2	.7	3.6	.7	1.6	.6
21.	I try to guess the meaning of unknown words or phrases.	4.7	.6	3.7	.8	1.7	.6

The analysis of problem-solving strategies indicated that high achievers had a mean score ranging from 4.2 to 4.7, reflecting their significant application of these strategies. In comparison, medium achievers displayed mean scores between 3.5 and 3.9, also indicating a robust usage of these strategies. While both groups demonstrated a strong engagement with problem-solving strategies, differences emerged in their scores across specific items. High and medium achievers not only employed problem-solving strategies extensively but did so more often than global and support strategies. In contrast, low achievers utilized all items of problem-solving strategies at a low level, with mean values of 1.6–1.7.

High achievers consistently utilize all problem-solving strategies at a high level, with a mean score exceeding 4.2. Among these strategies, guessing the meanings of unfamiliar words or phrases stands out as the most frequently used, with a mean score of 4.7. Meanwhile, medium achievers frequently engage in the practice of pausing from time to time to reflect on the reading materials with a mean score of 3.9. On the other hand, low achievers tend to employ all problem-solving strategies at a low level, displaying only minimal differences in their usage of these strategies.

Table 4.22 Support Strategies Used by Different Levels

No	Strategies	High		Medium		Low	
		M	SD	M	SD	M	SD
22.	I take notes while reading to help me understand what I'm reading.	3.2	.7	2.7	.9	2.4	.9
23.	When text becomes difficult, I read aloud to help me understand what I'm reading.	2.7	.7	2.5	.7	2.4	.8
24.	I summarize to reflect on key ideas in the text.	2.3	.6	2.7	.6	2.6	.8
25.	I discuss my reading with others to check my understanding.	2.5	.7	2.6	.8	2.7	.8
26.	I underline or circle information in the text to help me remember it.	2.5	.6	2.7	.6	2.9	.7
27.	I use reference materials such as dictionaries to help me understand what I'm reading.	2.6	.9	2.7	.8	2.7	.7
28.	I paraphrase (restate ideas in my own words) to better understand what I'm reading.	2.7	.7	2.7	.7	2.7	.6
29.	I go back and forth in the text to find relationships among ideas in it.	2.7	.6	2.7	.7	2.7	.8
30.	I ask myself questions I like to have answered in the text.	2.8	.8	2.6	.7	2.6	.7

Table 4.22 reveals that support reading strategies were the least frequently employed compared to global and problem-solving strategies. High achievers recorded scores ranging from 2.3 to 3.2, suggesting a low to moderate application of these strategies. The most frequently used support strategies among high achievers include taking notes to improve comprehension, which garnered a mean score of 3.2, and asking questions that can be answered within the text, with a mean score of 2.8. In contrast, the strategy that's least utilized by these students is summarizing to capture key ideas from the text, scoring 2.3. Medium achievers, on the other hand, scored a mean between 2.5 and 2.7, indicating a moderate engagement with the strategies.

Despite slight variations in usage, reading aloud to aid comprehension when facing challenging text was the least practiced strategy among medium achievers, with a score of 2.5. For low achievers, scores fell between 2.4 and 2.9, denoting a low to moderate application of strategies. The support strategy most frequently employed by low achievers is underlining or circling key information in the text to aid memory, achieving a mean score of 2.9. Conversely, the strategies least utilized by lower-performing students include taking notes while reading to enhance understanding and reading aloud when confronted with difficult text, both scoring a mean of 2.4, reflecting their limited use.

The fourth research question aimed to investigate if there are differences in the use of metacognitive reading strategies between male and female students. To achieve this, an independent samples t-test was performed, along with a Mann-Whitney U test.

Table 4.23 Subscales of Strategies Used by Male and Female Students

Strategy	Gender	N	M	SD
Overall	Male	68	2.9	.50
	Female	82	2.9	.45
Global	Male	68	2.8	.49
	Female	82	3.0	.44
Problem	Male	68	3.1	1.2
	Female	82	3.1	1.2
Support	Male	68	2.8	.32
	Female	82	2.5	.28

Table 4.23 provided a summary of the performance differences between male and female participants regarding both the overall and subscales of metacognitive reading strategies. For the overall strategies, males had an average score of 2.88, with a standard deviation of 0.45, while females achieved a slightly higher average of 2.89, also with a standard deviation of 0.45. Regarding global strategies, males scored an average of 2.8 and had a standard deviation of 0.49, whereas females surpassed their scores with an average of 3.0 and a standard deviation of 0.44.

In terms of problem-solving strategies, males recorded an average score of 3.1, with a standard deviation of 1.2, while females scored an average of 3.14, sharing the same standard deviation of 1.2. In case of support strategies, males had an average score of 2.77 with a standard deviation of 0.32, surpassing females who recorded an average of 2.54 and a standard deviation of 0.28.

Despite these insights, it is essential to assess whether the observed differences in strategy usage between the genders are statistically significant. To achieve this, an independent sample t-test was conducted.

Table 4.24 Independent Sample-Test

	Overall Strategy	Global Strategy	Problem-Solving Strategy	Support Strategy
Sig.	0.931	0.058	0.841	0.000
Cohen's D	-	-	-	0.7586

An independent sample t-test demonstrated that the overall metacognitive reading strategy yielded a p-value of 0.93, the global strategy 0.058, and the problem-solving strategy 0.84, exceeding the standard threshold value of 0.05. However, the p-value for the support strategy was 0.001, falling below the conventional threshold.

The results indicate that there are no significant differences between genders regarding the use of overall, global, and problem-solving strategies. However, a significant gender difference was noted in support strategies, where males performed better than females, reflecting a strong effect size of 0.8.

Additionally, an in-depth analysis was conducted to explore differences in strategy usage across three performance tiers: high, medium, and low.

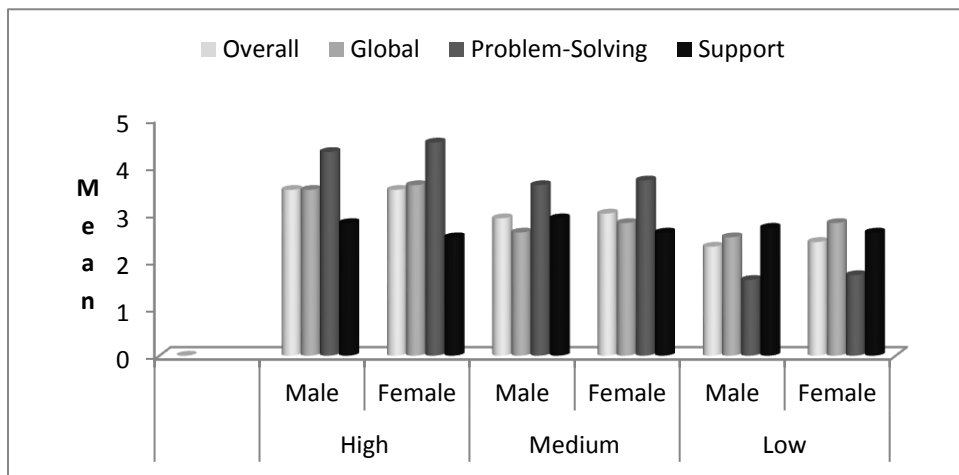


Figure 4 Strategy Usage among Male and Female Students across the Three Levels

Table 4 illustrates the utilization of strategic subscales by male and female students across three levels of performance. The data reveals that among high achievers, there is no significant difference in the application of global and problem-solving strategies between genders; however, a marked difference is noted in the implementation of support strategies. For medium achievers, distinguishable differences are observed in their use of global and support strategies. As for low achievers, the chart indicates there is disparity in global strategy usage between male and female students.

Table 4.25 Gender and Strategy use across the Three Performance Levels

Strategies	Gender	N	High		Medium		Low	
			M	SD	M	SD	M	SD
Overall	Male	20	3.5	0.2	2.9	0.1	2.3	0.1
	Female	19	3.5	0.1	3.0	0.2	2.4	0.2
Global	Male	20	3.5	0.2	2.6	0.2	2.5	0.3
	Female	19	3.6	0.2	2.8	0.4	2.8	0.2
Problem-Solving	Male	20	4.3	0.3	3.6	0.2	1.6	0.2
	Female	19	4.5	0.2	3.7	0.4	1.7	0.3
Support	Male	20	2.8	0.3	2.9	0.3	2.7	0.3
	Female	19	2.5	0.2	2.6	0.3	2.6	0.4

Table 4.25 illustrates that male students who perform at a high level achieve an average score of 3.5 in overall strategy, accompanied by a standard deviation of 0.2. Their score for the global strategy is also 3.5, with a standard deviation of 0.2. In terms of problem-solving strategies, their average reaches 4.3, with a standard deviation of 0.3. Conversely, the support strategy reflects a mean of 2.8, alongside a standard deviation of 0.3. When examining high-achieving female students, their average score for the overall strategy stands at 3.5, with the global strategy showing an average of 3.6. They showed an average of 4.5 for problem-solving strategy; and 2.5 for support strategy. The standard deviations of their scores are 0.1, 0.3, 0.2, and 0.2, respectively.

Male medium achievers had average scores of 2.9 for overall strategy, 2.6 for global strategy, 3.6 for problem-solving, and 2.8 for support, with standard deviations ranging from 0.1 to 0.3. In contrast, females with similar achievement levels scored an average of 3.0 for overall strategy, 2.8 for global strategy, 3.7 for problem-solving, and 2.6 for support, with their standard deviations spanning from 0.2 to 0.4.

In the case of low achievers, males had mean scores of 2.3 for overall strategy, 2.5 for global strategy, 1.6 for problem-solving, and 2.7 for support strategies, with standard deviations of 0.1, 0.3, 0.2, and 0.3, respectively. Females in the same category scored averages of 2.4 for overall, 2.8 for global, 1.7 for problem-solving, and 2.6 for support strategies, with corresponding standard deviations of 0.2, 0.2, 0.3, and 0.4.

Among high achievers, females are found to be more proficient in using global and problem-solving strategies when compared to males, who are more likely to rely on

support strategies. For medium achievers, similar variations arise; females generally adopt global and problem-solving strategies more than males, while males tend to perform better in support strategies. In the case of low achievers, the findings show that females utilize global strategies more than their male counterparts, whereas males tend to favor support strategies over females.

The research indicates that female participants demonstrated greater use in employing overall, global, and problem-solving strategies than their male counterparts. In contrast, male participants exhibited a better performance in utilizing support strategies. However, further analysis is required to determine the significance of these differences.

Table 4.26 Independent Sample-Test

Level	P value & Effect Size	Overall	Global	Problem-Solving	Support
High	Sig.	0.889	0.206	0.005	0.000
	Cohen' D	-	-	0.97	0.98
Medium	Sig.	0.151	0.002	0.311	0.003
	Cohen's D	-	0.963	-	0.816
Low	Sig.	0.060	0.001	0.441	0.174
	Cohen's D	-	0.93	-	-

The independent samples t-test results presented in Table 4.26 revealed notable differences between high-achieving male and female students regarding their use of problem-solving and support strategies, with p-values of 0.005 and 0.001 indicating a robust effect size of .97 and .98, respectively. Furthermore, medium-achieving male and female students demonstrated significant disparities in their deployment of global and support strategies, reflected by p-values of 0.002 and 0.003, which correspond to strong effect sizes of 0.96 and 0.82, respectively. Among low-achieving male and female students, a significant correlation was found in their use of support strategies, supported by a p-value of 0.001 and a considerable effect size of 0.93.

Alongside an independent sample t-test, a Mann-Whitney U Test was performed to investigate gender differences in the use of each strategy item. The analysis indicated that there were no notable differences between genders in the usage of overall, global, and problem-solving strategies, as all p-values exceeded the .05 significance threshold. In

contrast, regarding support strategies, most items registered p-values below the .05 threshold. Notably, these included statements such as ‘I discuss my reading with others to check my understanding’ (.042), ‘I underline or circle information in the text to help me remember it’ (.27), ‘I use reference materials like dictionaries to aid my comprehension’ (.018), ‘I paraphrase to enhance my understanding of the material’ (.016), and ‘I ask myself questions that I want answered in the text’ (.005). The findings indicate no substantial differences in how male and female students applied the remaining four support strategies.

4.3 Findings of the Semi-Structured Interviews

Semi-structured interviews were mainly utilized to supplement the quantitative data gathered from student surveys. The purpose of these interviews was to explore participants' perspectives on possible differences in their understanding and application of metacognitive reading strategies. In this effect the following questions were asked.

1. Could you describe the strategies you use when working with academic materials?
Please detail the strategies you utilize before, during, and after reading the texts.
2. Could you describe the reading strategies you employ in a deliberate or thoughtfully organized manner? This might involve having a clear purpose while reading, previewing the text as to its length and organization, or using typographical aids and tables and figures to enhance your comprehension.
3. What strategies do you employ to tackle comprehension issues when you encounter challenging text? These are specific, targeted strategies that come into play when you struggle to understand written information. Some examples include modifying your reading pace depending on the difficulty level of the material, inferring the meanings of unfamiliar words, and revisiting the text to enhance understanding.
4. What methods do you employ to enhance your understanding while reading? This may include using a dictionary, making notes, underlining, or highlighting key information.
5. What factors influence how you grasp and utilize effective reading strategies to enhance your comprehension of academic texts?

Table 4. 27. Coded Interview Analysis Based on Five Questions

Interview Questions	Themes	Code/Subcategory	Sample Students Quote	Performance Level
1. General Awareness and Use of Reading Strategies	Awareness of strategies	Low to moderate	"I try to read but I don't know which strategy to use exactly."	Low
	Unstructured strategy use	Trial and error	"Sometimes I guess the meaning. Other times I skip words I don't know."	Medium
	Conscious strategy use	Purposeful and planned	"Before reading, I check the title to predict. After reading, I summarize."	High
2. Use of Global Reading Strategies	Pre-reading awareness	Previewing text	"I look at the headings before reading to get the main idea."	High
	Goal-oriented reading	Purpose-setting	"I read with a purpose, like to find out what the story is about."	Medium/high
	Absence of planning	No strategy applied	"I just start reading. I don't think about what I want to learn."	Low
3. Use of Problem-Solving Strategies	Repairing comprehension gaps	Rereading difficult parts	"When I don't understand, I go back and read slowly again."	High
	Strategic flexibility	Adjusting reading speed	"If it's hard, I read slower to try to understand."	Medium/high
	Minimal strategic engagement	Skipping unclear parts	"I just continue reading even if I don't understand."	Low
4. Use of Support Strategies	Text interaction	Note-taking/underlining	"I underline key points and take notes to remember them"	High/medium/low
	Lexical support	Use of dictionary	"I check new words using my phone dictionary."	Medium
	Lack of external aids	Avoiding support tools	"I don't use anything. I just try to read and finish."	Low
5. Challenges and Influences on Strategy Use	Lack of strategy instruction	Curriculum gap	Nobody taught us how to use strategies We are just told to read."	All levels
	Teacher and peer influence	External scaffolding	My teacher sometimes tells us to underline important ideas."	Medium to High
	Lack of reading environment	Environmental barrier	We don't read at home. We don't have enough books or support	Low

The first research question prompted students to detail the strategies they employ when engaging with academic texts, encompassing pre-reading, while-reading, and post-reading activities. At this stage of the interview, the researcher posed open-ended questions to the participants, encouraging them to discuss their awareness and implementation of various reading strategies without referencing the previous survey question. This approach aimed to identify the strategies they utilize throughout the entire reading process, from the pre-reading phase to the post-reading phase. Consequently, it

allowed the researcher to gain insights into the overall awareness and application of reading strategies among differing proficiency levels of students.

Interviews conducted with students provided valuable insights, particularly highlighting that high-achieving students understand their approach from the outset or during the pre-reading stage. For instance, S1 and S2 expressed that they form predictions about the reading material by examining its title. S1 explained, “As I read, I focus on confirming or disproving my initial predictions made before reading.” Similarly, S2 mentioned her main goal when reading is to verify whether her initial predictions about the text were accurate. She also noted that her expectations for the passage are grounded in her existing knowledge of the topic. In this regard, S1 stated that he often relies on his previous knowledge to relate to the reading material, allowing him to anticipate on it before actually reading.

A significant number of students, particularly those with medium and low performance levels, tend to neglect the pre-reading phase and prediction strategies. For example, S6 noted, “I glance at the title and dive right into the passage; I don’t do anything else beforehand.” Similarly, S9 and S8 mentioned that they only engage with the pre-reading stage when prompted by their teacher with specific questions. If left to their own devices, they simply proceed to read without any preparatory activities. For them reading started when they actually start reading.

The students shared the strategies they employed during the while-reading stage, emphasizing techniques like scanning for specific information, skimming for a general gist of the text, deducing meanings of words, and paying attention to visual components such as tables and images. In this context S1 reflected on his experience as follows.

When I read, I employ various strategies to enhance my understanding of the material. If I encounter an unfamiliar word, I attempt to infer its meaning from the surrounding context before proceeding. I particularly focus on words that are highlighted because they often contain crucial information. Additionally, I pay close attention to tables, as they effectively summarize essential points from the text.

On the other hand, medium and low performing students employ strategies such as using a dictionary to translate words into their native language, the meanings of words in a dictionary taking time to understand the meaning of individual words, phrases or sentences, and practicing reading aloud with pronunciation. In this regard, S8 stated that she doesn't proceed with her reading until she has clarified the meaning of any unfamiliar words she encounters. In a similar vein, S5 indicated that he ensures there are no unfamiliar words in a passage before he begins reading. S7 mentioned, "I make an effort to read at a slow and deliberate pace, particularly when facing challenging material. I take my time and often go back to reread sections if I don't grasp them on the first pass." S6 remarked, "I need to read slowly to fully grasp the words without becoming confused." For these students, taking their time and paying attention to every individual word is crucial.

Moreover, the students focus on reading a single sentence at a time. For example, S4 mentioned, "When I reach a full stop, I pause briefly before continuing my reading." They emphasize the correct pronunciation of individual words during the reading comprehension lessons, viewing this as a problem-solving tactic. S7 added, "Initially, I make sure to pronounce words accurately and then proceed to read them." For her, reading involves clearly articulating each word with the proper pronunciation. In this regard, S9 also expressed her belief that reading aloud significantly aids comprehension, confirming that she tends to read aloud whenever she encounters a passage. Similarly, students with medium to low achievement levels also seek to understand individual sentences. For instance, S8 acknowledged that she does not proceed past a sentence without ensuring she comprehends it fully.

S2 explained that he frequently uses dictionary to find out the meanings of unfamiliar words. He said, "For me it is critical to understand the meaning of individual words, otherwise it blocks my whole comprehension." Therefore, "I do not proceed my reading without solving the problem with difficult words."

For S3 the most important strategies are reading quickly and finishing the text on time. It seems that for this student finishing the text is more important than comprehending it. She also confirmed that

Many students with lower academic performance tend to rely on memorization as a key learning strategy. They reported that once they complete reading a text, they focus on committing it to memory. Some even mentioned that they make an effort to memorize individual word meanings. For example, S9 remarked, “I highlight words or jot down notes to remember what I’ve written,” while S7 mentioned, “I repeatedly read the text to help me memorize it.” These students often concentrate on memorizing specific phrases or words rather than grasping the overarching concepts.

In line with these findings, Annury, et al. (2019) find out those low proficient L2 readers, tend to take account on difficult words in recognition and word-for-word translation. As a result, they may employ fewer higher-order thinking processes while reading and may tend to be less metacognitively aware. As cited in Oxford (2002), Nyikos (1987) highlighted that less proficient L2 learners often remain oblivious to the non-communicative or rather simple strategies they employ, including translation, memorization without understanding, and repetition.

Regarding the post reading stage, the interview uncovered that once they completed the reading, students across various proficiency levels reported that they actively engage in discussions about the text with their peers and addressed related questions. For instance, S2 mentioned, “I often discuss with fellow students once I've completed my reading.” Other students, including S7, S4, and S9, also affirmed that they typically enjoy conversing with their classmates about the content after completing the passage.

The second research question prompted students to detail on the global reading strategies they intentionally implement. These global reading strategies entail establishing setting a clear purpose for reading, ensuring that the material aligns with this purpose, previewing content, brainstorming relevant thoughts, and skimming the text while making use of various elements such as charts, tables, and figures. Additionally, these strategies involve reflecting on prior knowledge to improve comprehension, emphasizing key parts of the

text while ignoring less significant ones, using contextual clues for meaning clarification, critically analyzing and assessing the information provided, checking for understanding when faced with conflicting details, making predictions about the content during reading, and verifying their prediction during reading.

Insights gained from students' interviewed revealed that high achievers tend to employ various global strategies when engaging with texts. For instance, S1 remarked that she always has a purpose in mind when engaging in a particular reading text. She explained, "My concentration varies based on my purpose and the nature of the task." She added, "I typically glance at the questions first and then read the corresponding text to find answers. I might skim to get a quick understanding, and when detailed analysis is required, I read more thoroughly."

Regarding prediction strategy, S1 shared, "When I first see the title, I start predicting what the text might cover. I use that initial clue to form my predictions." Similarly, S2 mentioned, "The moment I notice the topic, I reflect on what I already know about it." She also noted, "My understanding of the subject comes from my thoughts, which shapes what I anticipate finding in the reading." S3 emphasized that if she encounters a confusing topic, she makes an effort to clarify it, as a lack of understanding makes it challenging to grasp the rest of the passage and to respond to subsequent questions. Furthermore, regarding the pre-reading process, these students indicated that when they come across unfamiliar words, they typically write down their meanings beforehand to aid their reading experience.

When it comes to anticipating the content of the following paragraph or section, S2 noted that after completing one paragraph, he considers what the next one could cover. He explained that while he reads, he relates the material to the complete passage and assesses how well his predictions align with the text. Similarly, S3 remarked that she connects her previous reflections to the material as she continues reading. In a similar manner, S1 affirmed that she also formulates expectations about upcoming paragraphs immediately after reading one.

High achieving students frequently utilize brainstorming strategies when interacting with written materials. For example, Student 2 shared, “While reading, I try to connect with the text; I fully engage with it and use my prior knowledge of the subject to improve my understanding of the material”.

In the context, using contextual signals, such as images and charts, as well as typographical features like bold or italicized text, to enhance their comprehension when engaging with reading materials, S1 mentioned, I usually begin by reviewing the content and associating it with an existing diagram or graphic. I pay particular attention to italicized or bold text, as these often highlight crucial points. When I encounter images, I recognize they encapsulate the essential ideas of the text, so I focus on them closely to aid my understanding. Tables present categorical data in a straightforward manner. They do not only facilitate my comprehension but also help me retain the information drawn from them. Moreover, tables condense extensive information into a more manageable format, allowing me to grasp large amounts of data swiftly while forming clear mental images.

In a similar context, S2 expressed, “Whenever I see a table, image, or graph, I realize that the key concept is highlighted there; it seems that the essence of the text is captured in these visuals.” He also mentioned, “Additionally, I pay attention to linking words and phrases such as however, in addition, and moreover, as they clarify the connections between different ideas.” S2 pointed out that he finds words indicating order, like firstly and secondly, particularly useful, as they aid in his understanding of the text. He further noted that when ideas are organized into groups, it helps him grasp the message more easily.

Insights from the interviews indicated that these students actively evaluate their comprehension of the material, either while reading or after they have finished. For instance, S1, mentioned, “I assess my comprehension and analyze the text by considering how focused I am on the reading, the amount of time I dedicate to it, the value I derive from it, and after finishing, I evaluate what I learned from that section.” Another participant, S2, shared that he poses questions to himself regarding his progress, and if

he's unable to respond to those questions that arise during his reading, he doesn't hesitate to seek clarification from others.

In contrast, interviews with students who achieve lower or medium results revealed their minimal awareness and use of global strategies. These students often fail to identify strategies such as pre-reading, reviewing, or brainstorming when engaging with academic texts; their approach to reading begins exclusively at the while reading stage, with their attention centered primarily on the text itself. For example, S7 commented, "I don't do anything before I start reading."

These students often fail to notice or pay closer attention to different clues in the text. They explicitly mentioned a lack of focus on tables, picture and charts, transitional phrases like 'however,' 'in addition,' and 'consequently,' as well as on text that is italicized or bolded. For example, S5 remarked, "When I encounter a table in the text, I simply read through it and move on without giving it much thought." S7 also mentioned that she does not think those clues have special importance in comprehending the text.

Moreover, the findings from the interviews revealed that these students seldom evaluate their reading comprehension engaging with academic texts. Nonetheless, one medium achiever (S6) noted that he does practice self-evaluation, especially by comparing his initial expectations of the text against the actual information he encounters while reading.

The second subgroup of strategy is problem-solving strategy. This involves various approaches such as reading slowly and carefully, getting back on track when losing concentration, adjusting reading pace, pausing to think, creating visualizing information, re-reading material again, and guessing the meanings of unknown words.

The interviews highlighted disparities in the understanding and use of problem-solving strategies across different achievement levels. Problem-solving strategies include encompass paying closer attention during difficult texts, getting back on track when losing concentration, pausing to process understanding, visualizing information to better retention, and guessing the meaning of unknown words were predominantly utilized by high-achieving students. For instance, S1 mentioned that

I pay closer attention on the reading material when I perceive a text as important or feel the need to retain the information. In such cases, I try to concentrate. Whenever I lose concentration, I typically return to the start of the text to realign my attention. This approach not only helps me concentrate but also improves my understanding of the content.

Another student (S3) mentioned that when she comes across unfamiliar words, she pays closer attention to them and tries to understand their meanings, believing they might appear again. This way, she can avoid any challenges in using them subsequently.

Conversely, the interview asserted that most low and medium achievers have little experience in paying closer attention to solve their comprehension problems while reading. A few students from medium achievers mentioned they pay closer attention to understand the reading material and solve their comprehension problem. S4, for instance, stated, “I focus where I need to focus. I focus on main points and I focus on areas that I think would be useful.”

Although there is variation in both awareness and usage of problem-solving strategies across different achievement levels, certain strategies are familiar to all students. The key strategies include rereading and guessing the meanings of unknown words. Students from various achievement levels reported that rereading improves their understanding of the text and enhances their ability to answer comprehension questions accurately. For instance, S1 shared her strategy to understand challenging material:

Whenever I struggle to comprehend the material, I tend to reread it. If, after my first reread, I’m still confused, I take a brief break before attempting it again. I genuinely believe that going over the text multiple times helps me tackle my comprehension issues. Most of the time, I resolve my issues by rereading and trying to make sense of unfamiliar words. Since English isn’t my first language, there are many words that I find challenging. To overcome this, I look up their definitions and then reread the text with that newfound clarity.

Likewise, low and medium achievers also affirmed that they reread the text when they do not understand the message. For instance, S5 and S6 said that when the text is difficult for them to understand, and the questions are challenging they reread it over and over again.

Furthermore, students across various levels of achievement indicated that they often try to infer the meanings of unfamiliar words within sentences. However, they also admitted their tendency to quickly consult a dictionary to clarify unknown words. In this regard, S2 mentioned, “When I come across new words, I try to deduce their meanings based on the context of the sentence. If that fails, I turn to a dictionary, jot down the definitions, and incorporate them as I read”. Likewise, S6 noted, “If I encounter words whose meanings I do not know, I either ask someone for help, check a dictionary, or look it up on Google”

In summary, the findings from the interviews suggested that students with high achievement are significantly more likely to recognize and utilize a variety of problem-solving strategies to address their comprehension challenges than those with low or medium achievement levels. High achievers demonstrate a strong awareness of these strategies and report employing them while engaging with academic texts. On the other hand, students who perform at lower and medium achievement levels tend to have a limited grasp and use of these strategies, even though medium achievers demonstrated slightly better awareness of certain strategies compared to their lower-achieving peers. It's worth noting, however, that some problem-solving strategies, such as rereading and deducing meanings of unfamiliar words, are acknowledged and employed by students across all levels of achievement.

The fourth question focused on the support strategies students use to enhance their reading comprehension. These strategies may encompass taking notes during reading, highlighting or marking key information, summarizing and paraphrasing content, reading aloud, engaging in discussions with peers, utilizing reference materials, and revisiting concepts to uncover connections.

Interviews reveal that students of varying reading abilities frequently utilize strategies such as note-taking and highlighting key information, though each person has their own distinct approach. They employ these strategies while interacting with texts, regardless of differences in reading proficiency. The interview highlighted that many choose to jot down notes or underline significant details during their reading to enhance their understanding of the content and to develop a helpful resource for later reference. This practice not only improves their comprehension of the material but also helps them create a valuable resource for future reference. For instance, one student (S1) shared, “When I think there’s something crucial to remember from my reading, I write it down.” She further explained, “My notes are essential because they significantly improve my understanding and allow for content review. I always keep my notebook nearby before I begin reading to jot down ideas as I go.”

Another students (S2) mentioned, “I write down what stands out to me and highlight parts that I find essential. Once I complete the text, I revisit those highlighted areas.” Similarly, S6 and S7 indicated that they take notes on what they understand and highlight areas they struggle with.

When it comes to summarizing or paraphrasing the reading material high achievers tend to apply it more commonly. For instance, S2 mentioned, “I make brief notes as I read, particularly focusing on what I believe is significant.” He continued, “Once I have a good grasp of a paragraph, I jot down a quick note about it before moving on to the next one, which helps me anticipate what the upcoming paragraph will be about.” Additionally, S1 indicated that after completing her reading, she attempts to write down what she understood.

Engaging in discussions with peers, particularly in a classroom environment, is a highly effective approach to enhancing reading comprehension. Insights from student interviews revealed that learners across various reading proficiency levels frequently engage in discussions to articulate their thoughts on comprehension questions. These discussions commonly take place during or after they read. Students expressed that these discussions are most likely to be initiated by their teachers or when they face difficulties in grasping

the text. Additionally, both medium and low achievers tend to seek help from classmates whom they believe can assist them with comprehension challenges. For example, S7 remarked, “If I struggle to understand the material, I turn to the person beside me for help.”

Students at various achievement levels often turn to dictionaries as their main resource for addressing reading materials. For instance, S1 remarked, “When I struggle to understand something, I either consult an adult or look it up in a dictionary.” Similarly, S9 shared that she depends on a dictionary to help her navigate difficult texts. In contrast, high achievers typically complement their dictionary use with other reference materials relevant to their studies in different subjects. S3, for example, mentioned, “I read additional books to deepen my understanding.” However, many medium and low achievers reported that they rely solely on dictionaries for their reference needs. In this regard, S8 highlighted that after completing her reading, she takes the initiative to jot down the definitions of words she doesn’t recognize or searches for their meanings online or in a dictionary, reviewing them to fully comprehend their importance.

Readers often enhance their comprehension by going back and forth through the reading material. In interviews, many high achievers mentioned that they frequently revisit their steps to clarify challenging concepts or correct any misinterpretations in the text. For example, one participant (S1) stated, “I’ll go back to certain sections until I fully understand them.” Similarly, S3 noted, “While reading, I concentrate on the parts I understand and jot down any questions that confuse me. After I finish, I return to those sections I missed.”

When it comes to the strategy of questioning to find answers within the text, it appears that this strategy is predominantly used by high achievers. For example, S2 stated, “While I read, I frequently ask questions that the text should answer.” She noted that this technique boosts her engagement and cultivates her interest in attaining a deeper level of understanding through inquiry.

The fifth research question inquires the students to mention common challenges they face in using appropriate reading strategies frequently.

Regarding the inquiry about why individuals may not utilize diverse reading strategies, there are several factors that could contribute to this. The interview highlighted that many students face a major obstacle: they are often unaware of the effective reading strategies required to comprehend academic materials. In this regard, S1 noted, “The challenge is that I don’t know many strategies.” In addition, S7 mentioned that her limited use of strategies is a result of lack of awareness; she believes that having more strategies at her disposal would improve her reading abilities. Likewise, S2 raised concerns regarding the general lack of knowledge about reading strategies. She proposed that including notes about these strategies in students’ textbooks, providing a dedicated handout with detailed explanations and examples, or offering formal training during class sessions could significantly boost their understanding of these strategies, ultimately leading to improved reading proficiency. Without access to these helpful resources, we remain unaware of various strategies, making it challenging to apply them effectively while reading. Personally, I strive to employ various strategies as I strongly believe they significantly enhance my comprehension of the reading material.

The majority of students interviewed acknowledged their limited understanding of different reading strategies, which they attribute to a lack of opportunities to engage with or practice these strategies. This concern was voiced even by those who excelled in reading assessments. Supporting this claim, Nyikos and Oxford (1993) highlight that a significant obstacle in employing appropriate strategies is a lack of awareness related to those strategies. Furthermore, O’Malley and Chamot (1990:8) argue “learners who lack metacognitive awareness are like navigators without a compass, unable to plan their learning journeys”. In other words, Chamot (2004) describes strategic readers as individuals who are aware of their cognitive processes and learning methods. They understand what is required for each task and are capable of efficiently coordinating strategies that match both the demands of the task and their personal learning strengths.

A significant factor that emerged from the interview is that students often struggle with selecting appropriate strategies for specific contexts. Both S5 and S6 expressed that their primary challenge lies in pinpointing the right strategy to address certain reading difficulties. S5 elaborated that while he is aware of several strategies, he lacks knowledge

about when, where, and how to utilize them effectively during reading. In support of this idea, Oxford (2002), citing Vann and Abraham (1998), noted that less skilled EFL learners often utilize these strategies erratically and with a sense of urgency, demonstrating a lack of strategic coherence and the capacity to adjust their methods to fit the specific task. Additionally, Nyikos and Oxford (1993) emphasized the variety of alternative strategies that could be beneficial, as well as the contexts in which each strategy can be applied most effectively.

Another significant concern that emerged from the interview regarding students' challenges in effectively using diverse reading strategies is their insufficient reading experience. S4 noted that his limited background in reading limits his grasp of these strategies. He mentioned, "When I read English texts, I attempt to pinpoint the appropriate strategies for specific obstacles, but this makes the material more complex for me, despite it being tailored to my proficiency level." S5 expressed, "I find it hard to identify and apply the right reading strategies due to my restricted reading experience." He explained that even minimal exposure to reading would ease the process of engaging with challenging texts, allowing for the selection of strategies that assist in understanding. He also indicated that unfamiliarity with these strategies directly stems from his lack of reading experience. Similarly, S3 suggested that if students developed a reading habit beyond the classroom, their comprehension and overall skills would significantly enhance.

Another student (S8) highlighted that a lack of reading experience negatively affects her reading skills. She mentioned that regular reading practice, both in school and at home, could help her discover methods to improve her reading abilities. Additionally, she stressed the significance of having resources such as notes from textbooks or materials provided by teachers that summarize essential strategies, enabling her to practice these techniques while reading. Without prior exposure to these strategies, she finds it challenging to implement them effectively.

4.2 Discussion

This section interprets the results in relation to the literature and the theoretical framework of the study.

4.2.1 The Extent Students Use Strategies

This section shows extent to which ninth-grade students utilize metacognitive reading strategies while engaging with academic texts. Collectively, grade nine students utilized metacognitive reading strategies across all categories, including overall strategies and their subcategories (global, problem-solving, and support), at a moderate level. This suggests that students are somewhat aware of these strategies to address their comprehension difficulties. However, the moderate data indicates their usage is not fully maximized, highlighting certain limitations in their application of these strategies. In other terms, for their low level of reading proficiency their strategy use is not the only contributing factor, there might be other factors as well beside their limited strategy usage.

This observation was evident across the overall metacognitive strategies, as well as in the specific subscales and the individual items within those subscales. This outcome is consistent with the research conducted by Tefera (2013), which involved 152 students and 29 Grade 9 English teachers from four secondary schools in the Jimma Zone. Tefera's research highlighted that both students and their teachers perceived the students as moderate users of reading strategies.

In addition to the general analysis of students' strategy usage, analysis was made to subscale metacognitive reading strategies employed by the entire student group. However, it does not specify how each student applies these strategies individually; in other words, it does not confirm that all students are at a moderate level. The overall results could be influenced by students with either the highest or lowest scores, which can skew the perception of a moderate application. To address this, the subsequent figure details the degree of metacognitive reading strategy usage among individual students, categorizing them into three distinct levels.

Consequently, individual student strategy implementation shows that over a quarter of them fall into the low usage category. Conversely, a majority of the students are classified as moderate users, and less than one-fifth exhibit high usage of strategies. Overall, the results highlight a considerable variation in metacognitive reading strategy usage among ninth-grade students. While some of students display a strong grasp of and participation in these strategies, many others exhibit a lack of awareness and effective implementation when engaging with academic texts.

4.2.2 Strategic Reading and Proficiency

The second research question attempted to answer whether there is a significant relationship between ninth-grade students' metacognitive reading strategy use and their reading performance. To explore this relationship, Pearson's correlation coefficient was employed for analysis.

The findings revealed a strong positive relationship between students' use of metacognitive reading strategies and their overall reading performance. This indicates that high achievers, who scored well on reading assessments, tended to employ these strategies more frequently than their medium and low-achieving counterparts. Likewise, students with medium achievement levels made greater use of these strategies compared to those with lower achievement. This trend was especially notable in their application of overall, global, and problem-solving strategies, showing a strong effect for overall and problem-solving strategies and a moderate effect for global strategy use. Conversely, the use of support strategies did not demonstrate a significant correlation with reading performance. This implies that while students do occasionally use support strategies, they do so less often than they employ global and problem-solving strategies, highlighting an area that could benefit from further development.

The study identified that within the various strategy subscales, problem-solving strategies such as rereading and making inferences, was particularly associated with improved understanding. These strategies are the strongest indicators of reading comprehension outcomes.

Alongside the earlier findings, a study was carried out to examine the use of strategies and reading performance across two different groups of students based on their performance levels: high and medium, as well as medium and low. The results revealed that students categorized as medium and low performers did not display a significant connection between their use of global strategies and their reading performance. On the other hand, a robust correlation was found among high and medium-performing students regarding their utilization of global strategies.

In summary, the study indicated a strong and consistent correlation between the problem-solving strategies and the students' reading proficiency at all three performance tiers, as well as in each pairwise comparison. Although support strategies such as utilizing dictionaries or seeking help from peers are well-known, they did not demonstrate a significant correlation with reading performance. This could be attributed to improper or ineffective application, or insufficient access to the necessary resources. Moreover, although there was no significant correlation between low and medium achievers regarding global strategies, an important relationship emerged when examining the high achievers in relation to medium achievers. This suggests that employing global strategies, such as previewing the text, setting a reading purpose, and identifying typological aids, requires critical skills within the text that these strategies can enhance.

Previous research has shown conflicting findings regarding the relationship between students' use of reading strategies and their comprehension. Asalefew (2018), Belilew (2015), and Zeleke and Zeleke (2022) found a weak correlation between students' use of metacognitive reading strategies and their comprehension. Belilew (2015) also concluded that implementing reading strategies did not show either a positive or a negative correlation with reading comprehension achievement. Conversely, Manh and Phan (2021) demonstrated a significant association between students' use of reading strategies and their reading performance.

The current study aligns with earlier findings by Mokhtari and Reichard (2002) who reported that proficient readers tend to use strategies more often than those who are less skilled. Moreover, Mokhtari and Reichard (2002) specifically show marked differences in

the application of Global and Problem-Solving Strategies, linked to self-reported reading proficiency, though they found no significant variations in the use of Support Strategies. Par (2020) also identified a significant correlation between overall reading strategy usage and students' reading achievements. The results align with prior research (Anderson, 2003), which found that proficient readers actively use metacognitive strategies. Similarly, Manurung, et al. (2024) found that students who apply a diverse set of reading strategies, including problem-solving, support, and global strategies, perform better in reading comprehension tasks. Afflerbach and Cho (2009) also highlighted that more proficient readers typically possess higher verbal abilities, which enables them to select and implement reading strategies more effectively, often employing a wider array of reading comprehension techniques. Local studies by Musema and Geremew (2023) demonstrated that high achievers tend to use a broader range of reading strategies more frequently than their lower-achieving peers.

Additionally, the above mentioned researchers identified that students' proficiency levels predict their metacognitive awareness in reading, with higher-ability students more frequently employing reading strategies compared to those with lower reading abilities.

The preceding discussion revealed that there is a significant relationship between the metacognitive reading strategies employed by students and their reading performance. It suggested that proficient readers demonstrate a more profound understanding of these strategies, whereas those who struggle often lack awareness and application of these strategies.

4.2.3 Varied performance levels of students' strategy Preference

The goal is to investigate whether students with varying levels of performance show different preferences for global, problem-solving, and support strategies. Understanding the tendencies of proficient readers is crucial, as a key aim of strategy research is to pinpoint the strategies utilized by skilled readers and to impart these strategies to those who are less proficient.

Students across different achievement levels not only utilize reading strategies to varying degrees but also exhibit distinct preferences for those strategies. This variation is evident in both the three subscales of strategies as well as in the specific strategies within each subscale. Among the subscales of strategies, it was explored that problem-solving strategies were most frequently utilized followed by global and finally support strategies in general. The research revealed that high achievers not only employ a wider range of strategies but also tend to prioritize problem-solving strategies, followed by global and support strategies. Similarly, those with moderate achievement levels also show a preference for these strategies, though with less frequency than high achievers. Conversely, individuals with low achievement tend to use global and support strategies in a comparable score but they use the problem-solving strategies the least frequently.

The interview insights also revealed that there are difference in the awareness and utilization of global reading strategies by students at different achievement levels. High achieving students employ a range of global strategies, including previewing the text, setting specific goals, using their prior knowledge, utilizing visual aids like tables and contextual clues, evaluating their reading effectiveness, verifying their comprehension, and making educated guesses about the text while subsequently confirming those guesses. In contrast, students with low to medium achievement levels tend to utilize these strategies sparingly. The interview finding indicates that some of these students tend to favor using one strategy over others, while others might opt for a different one.

Students with high achievement are significantly more likely to recognize and utilize a variety of problem-solving strategies to address their comprehension challenges than those with low or medium achievement levels. On the other hand, students who perform at lower and medium achievement levels tend to have a limited grasp and use of these strategies, even though medium achievers demonstrated slightly better awareness of certain strategies compared to their lower-achieving peers. It's worth noting, however, that some problem-solving strategies, such as rereading and deducing meanings of unfamiliar words, are acknowledged and employed by students across all levels of achievement. This aligns with the findings from the quantitative data.

Students at various proficiency levels frequently utilize a range of support strategies such as emphasizing important details, taking notes, participating in discussions, summarizing material, and using a dictionary. This contrasts with global or problem-solving strategies, which displayed more variability in their application among different proficiency levels of students. Although students from various achievement tiers displayed a shared understanding of these support strategies, as evidenced by quantitative analysis, interviews revealed that awareness and effective application of these strategies vary from one student to another. High achievers generally demonstrated a deeper awareness of most support strategies compared to their peers with medium and low achievement levels.

These findings are in line with Mokhtari and Reichard (2002), who noted that highly proficient readers significantly utilize Global and Problem-Solving Strategies compared to their less skilled counterparts. Additionally, studies by Harimurti et al. (2023), Li (2010), Par (2020), and Zeleke & Zeleke (2022) emphasize the prevalence of problem-solving strategies, with global and support strategies following suit.

This might be due to that skilled readers found problem-solving strategies helping them in solving their comprehension difficulties, or they do have better experience how to tackle their comprehension problems, or they are able to implement even complex type of strategies for instance paraphrasing, summarizing texts after they read. In this regard, Sheorey and Mokhtari (2001) justified the why the skilled readers employ more sophisticated strategies this might be due to appropriateness, and frequency of reading strategies proficient readers utilize during reading. Pressley and Afflerbach (1995) also pointed out, that skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

Conversely, individuals with low achievement tend to use global and support strategies more often, followed by problem-solving strategies, though to a lesser extent. This might be those less successful readers prefer to employ simple strategies like highlighting key

information. In this regard, Lau and Chan (2003) highlighted that poor readers are only able to use simple strategies such as deleting unimportant sentences, and understanding surface information in text.

Anderson (2005) also described that less successful language learners often use the same strategies over and over again and do not make significant progress in their task. They do not recognize that the strategies they are using are not helping them to accomplish their goal. These less successful learners seem to be unaware of the strategies available to them successfully accomplish a certain task. This implies that skilled readers utilize a wider range of strategies compared to their less skilled counterparts, and they are also adept at selecting the right strategy for specific situations. In contrast, less skilled readers often lack the awareness to apply suitable strategies tailored to different types of tasks.

In summary, skilled readers not only employ strategies more frequently than unskilled readers, their preference of specific or subscales of strategies differ significantly. These have been identified among the three performance levels of students.

4.2.4 Gender and Strategic Use

The descriptive statistics showed that female students consistently surpassed their male counterparts in the application of overall, global, and problem-solving strategies across various performance levels. Conversely, male students achieved higher average scores in employing support strategies. Nonetheless, the results from the independent sample t-test generally showed that there were no significant differences between genders in the application of metacognitive reading strategies among students, with the exception of support strategies, where males outperformed females.

This observation is align with a study by Bashir (2021), which highlighted that male and female students did not exhibit notable differences in their reading strategies, even though females scored higher overall in using these strategies. Similarly, a study conducted by Zhang (2022) found no significant disparities in the overall use of reading strategies based on gender, nor did it find a strong gender influence on global and problem-solving strategies.

Initially, male and female from three different performance groups revealed no significant differences in their overall use of metacognitive strategies. Nevertheless, a closer look at specific subscales revealed that high-achieving male and female students demonstrated a significant difference in their use of problem-solving and support strategies. On the other hand, male and female students with medium achievement levels demonstrated a significant variance in their use of global and support strategies. In contrast, low-achieving students exhibited marked differences between genders in the application of global strategies.

These findings were somewhat consistent with the research conducted by Mokhtari et al. (2018), which revealed a modest gender effect favoring females across three latent factors. The most pronounced effect was seen in problem-solving strategies, followed by support reading strategies and global reading strategies. Similarly, Rianto (2021) reported related outcomes, highlighting significant gender differences in the use of overall, problem-solving, and support strategies, with female students typically outperforming their male counterparts, though the effect sizes were small.

4.2.5 Challenges Students' Face Using Strategies

Most students from all performance levels commonly stated that they have limited knowledge in metacognitive reading strategies. The problem is worse with low performing students that they generally lacked awareness of most metacognitive reading strategies.

Another key problem raised during interview was most students do not know which strategy to apply to solve a particular reading task. Therefore, it hinders them to solve their comprehension problems. The students' stated that their limited experience in reading is a cause for their limited awareness on strategy.

With regard to students' challenges in using effective strategies strategy use, a study by Abiy (2005) revealed that secondary schools students in Ethiopia typically utilized a surface reading strategy. Furthermore, Selamawit (2023) corroborated this by stating that reading instruction in Ethiopian secondary schools commonly involves techniques such

as reading aloud, translating texts, performing tasks focused on literal comprehension, and utilizing dictionaries for word meanings. Additionally, Yenus (2017) remarked that teachers frequently implemented similar comprehension strategies, which included assigning specific tasks and prompting students to predict correct responses based on brief subject outlines. However, there was insufficient focus on the actual content and strategy teaching, leading to minimal efforts in aiding students to extract meaning from the texts. Anderson (2003) pointed out that second language learners often engage in various bottom-up processes during reading, such as decoding unfamiliar vocabulary, contending with poor print quality, and determining the grammatical function of specific words.

The finding that many students are unaware of reading strategies suggests a critical gap in reading instruction. This confirms the argument by Carrell (1991) and Pressley & Gaskins (2006) that strategy instruction must be explicit and embedded in teaching.

Another key challenge raised by the students is lack of reading experience beyond the classroom has hindered their understanding of various strategies. This suggests that increased participation in reading activities can lead to the development of a wider range of strategies among students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

5.1 Introduction

This study aimed to investigate the students' strategy use in relation to their reading performance. This section presented the summary of the study that restated main findings of the study but in a condensed form. Then based on the summary of the findings conclusions will be given. Based on the conclusions made recommendations were provided to be addressed by the concerned body.

5.2 Summary

The present study focused on English reading skill as Ethiopian students' academic success is mainly relied on it. For Ethiopian learners, reading abilities are vital not only for academic achievement but also for their long-term personal development. This study specifically examines ninth-grade students, a critical phase when English transitions to the main language of instruction. At this stage, students are required to read and engage with course material in English across all subjects, which include dealing with more intricate and lengthy texts.

Research has identified several contributing factors to the low reading proficiency levels among students. These factors encompass students' prior knowledge, the intricacy of the language, the time dedicated to reading activities, and the instructional methods employed. Additionally, the use of reading strategies has emerged as vital for improving students' reading skills.

Consequently, this study aimed to investigate the students reading strategies use and the influence of these strategies on students' reading performance. To this end, a mixed-methods approach was utilized. The quantitative aspect involved administering the TOEFL reading test and the MARSII questionnaire, and the qualitative part contains semi-structured interviews.

Before the main study was conducted, a pilot test was carried out to assess the reliability of the research instruments. Revisions were made to both the reading test and the semi-structured interview format in preparation for the main research. Initially, the study included the TOEFL (Test of English as a Foreign Language). In the pilot phase, 20 questions were taken directly from the TOEFL reading test; however, these did not adequately reflect the three performance levels of the students. As a result, more questions were added for the main study to effectively differentiate between the three performance tiers, which led to a total of 30 multiple-choice questions being used. To validate and ensure the reliability of the test, various methods were employed, including the test-retest approach.

This study was inspired by Flavell's (1979) assertion that metacognitive awareness encompasses a reader's capacity to effectively plan, evaluate, and reflect on their comprehension and cognitive processes during reading. The study utilized the framework outlined in the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) model, which was designed by Mokhtari and Reichard (2002).

The focus on metacognitive reading strategies stems from the belief that they allow students to consciously evaluate and regulate their understanding, helping them to overcome any challenges they face while reading. MARSİ was selected for this research as it prompts students to actively retrieve the strategies they utilized while reading. This retrieval process aids them in answering both the survey and interviews effectively. The inventory comprises three categories, making it suitable for identifying areas where students excel and where they may struggle, thereby facilitating targeted support.

The MARSİ comprises 30 statements divided into three categories: global strategies, problem-solving strategies, and support strategies. This study utilized MARSİ without any adjustments, but feedback from the pilot test indicated that some students struggled to comprehend certain items, even though they had been translated into Amharic. Therefore, it was necessary to rephrase these confusing items using simpler language, particularly those highlighted as challenging during the pilot test. Additionally, some students seemed uncertain about how to approach the questionnaire, despite the presence

of clear instructions. This led the researcher to conclude that a pre-orientation was crucial. Consequently, an orientation session was conducted a day prior to distributing the questionnaire, ensuring that all students were well-informed about the task and its requirements. A total of 165 students attended the orientation. Moreover, during the pilot test, some students did not complete all the questionnaire items upon collection. To address this in the main study, extra time was allocated to allow every student to finish the questionnaire thoroughly.

Concerning the semi-structured interviews, adjustments were implemented for the main study. The pilot test revealed that not all students grasped and articulated their thoughts in the same manner. Consequently, the researcher tailored their approach based on each student's comprehension and responses to the questions. To gain deeper insights from every participant, additional supportive details were utilized until the students were able to express themselves in the most effective way possible.

For quantitative data analysis, SPSS version 24 was used. A comprehensive analysis of descriptive statistics such as means, standard deviations, frequencies, and percentages was conducted to assess the extent to which students utilize metacognitive strategies. This analysis also aimed to pinpoint the strategies that were most and least commonly used among students at various levels. In order to investigate the relationship between students' strategy use and their reading performances Pearson's Correlation Coefficient was employed. An independent sample t-test was conducted to examine potential differences in strategy use between male and female students. Moreover, the Mann-Whitney U test was applied to determine if there were significant differences in strategy use between male and female students for each item.

For the qualitative portion of the study, semi-structured interviews were conducted with nine students who also participated in the quantitative aspect. These interviewees were purposefully chosen from three levels of achievement, with three students representing each level. After translating the interview data into English, a thematic analysis was performed. Initially, every word, phrase, and concept was organized into various categories. Similar concepts were then grouped together, which led to the formation of

broader categories encompassing global strategies, problem-solving techniques, and supportive reading methods. Additionally, the qualitative data examined the factors that influence students' selection and application of various strategies. Ultimately, the findings from both the quantitative and qualitative analyses were compared and discussed.

The major findings which portray the relationship between the students' utilization of metacognitive reading strategies to students reading performances are summarized as follows.

In average the students are moderate users of MARS, .the majority of ninth-grade students either lacked awareness of or failed to effectively implement metacognitive reading strategies to address their comprehension challenges.

The analysis of student engagement with these strategies, among the surveyed students, over 36% reported low usage of the strategy, while more than 38% demonstrated a moderate level of engagement, and less than 26% utilized it at a high level when it came to metacognitive reading strategies for academic texts. This indicates that the majority of ninth-grade students either lacked awareness of or failed to effectively implement metacognitive reading strategies to address their comprehension challenges.

The second research inquiry aimed to investigate the relationship between students' engagement with metacognitive reading strategies and their reading achievement. To analyze this relationship, the Pearson correlation coefficient was applied, evaluating both the overall metacognitive reading strategies and their individual components. There is a notable correlation between the overall application of meta-cognitive strategies and students' reading skills. The findings revealed a notable correlation between the overall application of metacognitive strategies and students' reading skills. In particular, problem-solving strategies demonstrated a strong link to reading performance, whereas global strategies exhibited a moderate correlation. Conversely, support strategies did not show a significant association with students' reading outcomes.

A research investigation focused on the strategies employed by students at various achievement levels uncovered a notable correlation between high and medium achievers

in their use of problem-solving and global strategies. High achievers performed better than their medium-level peers. Additionally, a strong relationship was identified in the application of problem-solving methods between medium and low achievers, with medium achievers surpassing those in the lower category. However, no significant relationship was found in the utilization of global strategies within this group. Importantly, problem-solving strategies consistently demonstrated a significant correlation across all achievement levels, while support strategies showed no meaningful relationships across the different performance tiers. Students who frequently employed these strategies exhibited superior reading skills, whereas those who utilized them less often tended to have lower reading proficiency.

The third research question aimed to investigate the strategies that students with varying academic performances employ most and least frequently. To tackle this inquiry, descriptive statistics were applied. The findings indicated that students exhibit diverse preferences regarding the strategies they use. Overall, the research highlighted that the problem-solving strategy emerged as the most popular choice, followed by global strategies and support strategies. When examining the preferences based on students' performance levels, it was found that both high achievers and medium achievers predominantly utilized problem-solving strategies, with global and support strategies following closely behind. In contrast, low achievers tended to favor support and global strategies over problem-solving approaches.

In addition to the quantitative findings, the interview findings highlighted notable differences in how students across varying achievement levels identify and utilize specific global, problem-solving, and reading support strategies. Students with high achievement levels demonstrated a stronger understanding of strategies employed at the pre-reading, while-reading, and post-reading phases. When not prompted by guiding questions, these high-achieving students articulated their use of these strategies more effectively than their peers with medium and low performance levels.

Moreover, in terms of global strategies, high-achieving students showed a better understanding compared to those in the medium and low-performance groups. Their

strategic approaches included previewing texts and leveraging prior knowledge, and effectively using tables and charts to enhance their comprehension. They also notice special styles such as bold and italicized text, self-assessed their reading effectiveness, ensured comprehension, and formulated hypotheses about the material before validating them. Conversely, students who perform at low to medium levels of achievement typically use these strategies infrequently.

Concerning problem-solving strategies, high achievers demonstrated a clear understanding of various problem-solving strategies such as regaining focus after losing concentration and visualizing information. Meanwhile, medium achievers also appeared to recognize certain problem-solving strategies, albeit to a lesser extent.

The analysis of student questionnaire indicated that learners of different achievement levels had comparable average scores regarding support strategies. However, interviews revealed that high achievers had a deeper understanding of many of these techniques, such as summarizing and paraphrasing text. In contrast, students across all levels generally demonstrated awareness and engagement with certain support strategies, including note-taking, highlighting important information, using dictionaries, and engaging in discussions with classmates.

Although the questionnaires and interviews revealed that students with different performance levels employ strategies to varying degrees and have distinct preferences, it was found that there are specific metacognitive reading strategies that are widely recognized and used across all levels of student performance.

These strategies include setting a clear reading purpose, skimming the material while considering aspects like its length and organization, and predicting the text's content, which are categorized as global strategies. Regarding problem-solving strategies, some students, regardless of their proficiency levels, regularly apply strategies such as inferring the meanings of unknown words or phrases, reading meticulously at a slower pace, and rereading sections to enhance comprehension. For support strategies, techniques such as taking notes, engaging in discussions with peers, and highlighting key information by circling or underlining are widely acknowledged and utilized by students at all levels.

The fourth research question investigated the potential differences in reading strategies between male and female students. To analyze this, an independent samples t-test and the Mann-Whitney U test were utilized. The results from the independent samples t-test indicated that there was no significant difference in strategy usage between male and female students, particularly regarding overall, global, and problem-solving strategies. However, when it came to support strategies, males showed a notably higher utilization than females, with this difference being statistically significant. The Mann-Whitney U test further validated these findings, revealing that out of nine items related to support strategies, five items demonstrated significant differences, while the other four items showed no notable variance between the two groups.

Building on earlier research concerning gender differences in strategy use, this study revealed significant insights into how male and female students at different achievement levels differ in their application of strategies. It demonstrated notable differences in the use of problem-solving and support strategies between high-achieving male and female students. Additionally, for those with medium achievement, a significant gender-related difference was found in the usage of global and support strategies. Conversely, among low-achieving students, a significant difference was observed relating their gender to the implementation of global strategy.

The results from the interviews, which address the fifth research question, revealed various factors influencing students' selection and utilization of strategies. A number student indicated that their limited knowledge about available strategies restricted their capability to implement effective strategies for enhancing comprehension. Another crucial element brought up during the discussions was the difficulty students encountered in selecting suitable strategies that match the specific tasks or types of reading material. This struggle has significantly affected their ability to implement these strategies effectively, which in turn has obstructed their progress in improving reading comprehension. Moreover, a lack of adequate reading experience was identified as a key contributing factor, as it minimized their opportunities to discover and consistently implement effective strategies.

5.3 Conclusions

Based on the findings of the study the following conclusions were drawn:

- a. In general, it was found that ninth-grade students tend to be moderate users of metacognitive reading strategies, based on evaluations of both general and specific subcategories of these strategies. This conclusion was drawn from a comprehensive analysis of the group as a whole, rather than by assessing each student's individual performance. Overall, their level of engagement 36% = low; 38% medium 26% high engagement.

It appears the majority of the students utilize metacognitive reading strategies at a moderate to a low level, with a significant number falling into the low category. Several factors may contribute to this situation, including insufficient guidance on effectively implementing these strategies, which results in a lack of awareness about them. Additionally, limited reading practice, uncertainty about which strategies are best suited for particular tasks, and restricted opportunities to practice these strategies in the classroom could all play a role.

- b. A key aspect highlighted in this study was the investigation of the relationship between students' use of strategies and their reading performance. The findings indicated a significant correlation between the strategies employed by students and their reading outcomes. With regards to correlation, High-performing students were found to utilize metacognitive strategies more extensively than those with moderate or low achievements. Moreover, students in the medium achievement group consistently outperformed those categorized as low achievers.

Problem-solving strategies were identified as the most impactful for enhancing comprehension, resulting in significant variations in performance among students across differing reading proficiencies. While global strategies were found to be related to reading performance, this relationship was only moderate. In contrast, students of varying achievement levels demonstrated comparable outcomes in their application of support strategies. Although there was no significant correlation between support strategies and

reading performance, this does not diminish their value. It rather indicates that students have a comparable understanding and application of these strategies.

In conclusion, grade nine students reading performance is impacted by how effectively they employ metacognitive reading strategies while reading academic materials: the students who actively applied metacognitive reading strategies, in general, tended to achieve higher results in reading assessments, whereas those with minimal strategy application scored lower. A significant number of students displayed both a lack of strategy awareness and a lack of utilizing these strategies. Specifically, when it came to using problem-solving strategies and global strategies there was a marked difference across the three student levels.

When we look into Ethiopian students, as foreign language learners, their limited awareness and usage of reading strategies has an insightful impact on their low level of proficiency at their reading skill.

c. There are differences among students of different performance levels in their choice of metacognitive reading strategy. This was observed in subscales (global, problem-solving, support) of strategies and also individual items in the subscales.

Students with high and medium reading proficiency levels utilized problem-solving strategies more frequently than they use global and support strategies. Remarkably, those who achieved high proficiency in their reading skills utilized these strategies more extensively compared to their medium and low-performing counterparts. This accounts for the significant variations in reading skills among high, medium, and low achievers, with findings indicating that those who prefer and actively employed these strategies more frequently; with research showing that those who favor and consistently implement these strategies tend to perform better.

Global strategies are the second most frequently utilized strategies, especially among individuals who perform at high and medium levels, following support strategies. Notably, those who achieve high performance tend to employ these strategies more frequently than their medium-performing peers.

Conversely, support strategies include activities such as note-taking, emphasizing important information, utilizing additional resources like dictionaries, and discussing readings with fellow students. Typically, support strategies are the least frequently utilized strategies by students who perform at medium to high levels.

In contrast, students who perform at lower levels tend to favor support strategies more than global and problem-solving strategies. This indicates that while low-performing students don't necessarily rely on support strategies more than their higher-achieving counterparts, they do demonstrate a preference for these strategies over the global and problem-solving strategies. Interestingly, although these strategies produce comparable results among the three performance levels of students, interviews highlighted that high achievers possess a more profound understanding of how to apply them effectively.

d. Concerning gender differences in strategy usage among ninth-grade students, the study indicated that females were more likely to employ overall, global, and problem-solving strategies compared to males. However, these findings were not statistically significant, suggesting no direct link between gender and the application of these strategies. On the other hand, a clear difference was observed in the use of support strategies, where male students demonstrated superior performance over female students; it was statistically significant.

In conclusion, the difference in strategy use between male and female students continues to be a subject of academic discussion. However, this study found that female participants typically adopt a wider range of strategies than their male counterparts, especially in areas such as problem-solving and global approaches. On the other hand, males showed superior effectiveness in applying support strategies. This indicates that female students excel in strategies like slow reading, having a clear purpose, and previewing texts, while male students tend to utilize methods such as circling or underlining, engaging in discussions with peers, and relying on reference materials more frequently than their female peers. It is possible that cultural or societal influences play a role in these discrepancies, although further research is necessary to explore this.

e. In addition to gender factors, the interviews conducted with students highlighted several important aspects that affect their ability to utilize reading strategies effectively. These aspects include lack of awareness, difficulties in selecting appropriate strategies for specific tasks, and a lack of reading experience among the students.

The research indicates that while implementing reading strategies can greatly enhance students' reading abilities; Ethiopian students exhibit a notable lack of awareness and application of these strategies. This suggests that the significance of reading strategies has not been adequately emphasized within the Ethiopian educational framework, highlighting the need for targeted interventions. Students do not have opportunities to exchange insights about the strategies they utilize which results in a missed chance for less proficient readers to learn from their more accomplished peers. Moreover, it appears that educational material developers have not prioritized the incorporation of diverse reading strategies in textbooks, nor have they created a variety of activities that encourage students to apply different strategies on a regular basis. Finally, it seemed an ignored issue overall to recognize gender variability in strategy usage and choice.

5.4 Recommendations

The research investigated the metacognitive reading strategies utilized by ninth grade students and their relationship with the students' reading performance. Findings revealed that a majority of students demonstrated a lack of awareness and application of these strategies. Furthermore, the study indicated a significant correlation between the use of metacognitive reading strategies and students' reading proficiency. The overall analysis indicated that there were no significant differences in the strategies utilized by male and female students. However, when looking at the strategy implementation across various performance levels, clear variations were observed between the two groups.

The study revealed that students encountered challenges in utilizing effective reading strategies with their reading materials for various reasons. These included a lack of familiarity with the strategies, the choice of inappropriate ones, and inadequate reading

experience. As a result, their use of strategies was limited and often ineffective, adversely affecting the reading performance of ninth graders. Therefore, it is crucial to ensure that students are aware of and can effectively implement a range of suitable reading strategies during reading.

Considering the insights gathered, the subsequent suggestions are provided.

Students often lack awareness of strategy use, which can be addressed by offering adequate input and tailored instruction aimed at fostering strategy application. To achieve this, material developers and textbook authors should thoughtfully incorporate rich input and comprehensive explanations of metacognitive reading strategies into educational resources. This would serve as a valuable tool for students, enabling them to explore, reference, and practice various reading strategies.

Additionally, teachers should integrate direct instruction on metacognitive reading strategies, specifically focusing on planning, monitoring, and evaluating comprehension, within reading lessons. This instruction should be progressively developed and consistently practiced across different texts. Such an approach can significantly enhance students' awareness of effective strategies.

Research indicates that students vary not only in their use of strategies but also in their selection of those strategies. More proficient readers tend to favor different metacognitive strategies compared to their less skilled counterparts. Therefore, it's essential for teachers to group students with varying levels of performance for this purpose. Specifically, proficient readers should highlight their favored strategies with peers who are average or struggling. Research has shown that high-achieving students tend to employ problem-solving strategies at an elevated level, in contrast to their lower-performing counterparts, who engage with these strategies far less effectively.

The research also indicated significant variations in the utilization of different metacognitive reading strategies between male and female students. This indicates that language instructors need to pay close attention to these variations to offer targeted assistance and promote practice. If it proves challenging to address each type of student

separately, instructors should encourage all students to explore various metacognitive strategies, helping them bridge their personal gaps by utilizing these strategies effectively.

In summary, teachers must not assume students know how to read strategically. Explicit instruction in metacognitive reading strategies could bridge the gap between curriculum expectations and actual performance. Students need more opportunities to practice strategies across subjects and outside the classroom.

From an educational standpoint, it is clear that a more in-depth investigation of this subject is necessary, given that existing research largely focuses on native speakers, cultural contexts, and gender differences. This study focused on examining the link between students' reading strategies and their reading proficiency, often viewing gender as a contributing factor in strategy choice. However, it would benefit from a broader consideration of various factors. Future research could significantly benefit from examining the ways in which students' attitudes, motivation, learning preferences, age, and instructional strategies affect their choice and use of reading strategies. Adopting this comprehensive viewpoint may provide deeper understanding of how reading strategies influence students' reading skills.

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APPENDICES

APPENDIX A-1

Informed Consent for School Principals

Dear Principals,

My name is Elfinesh Berhe, and I am currently pursuing my doctoral studies in the Department of Foreign Languages and Literature at Addis Ababa University.

I am reaching out to express my interest in conducting research at your school, which aligns with the criteria I have established for my study.

My research focuses on students' reading strategies, with the goal of identifying the challenges they face in utilizing effective strategies and providing them with opportunities to enhance their awareness of these strategies.

This study will involve Grade 9 students of different achievement levels. I believe the findings from this research could significantly contribute to enhancing their reading skills by improving their awareness of effective reading strategies.

In order to proceed with this, I will need permission to engage with the students so they can take part in a reading assessment, complete questionnaires, and engage in interviews.

Thank you for considering my request. Your support is greatly appreciated.

Best regards,

Elfinesh Berhe

APPENDIX A-2 Consent for School Principals (Amharic)

ለርእሰ መምህራን የተዘጋጀ በመረጃ የተደገፈ ስምምነት

ውድ ርዕሰ መምህራን፣

እልፍነሽ በርሄ እባላለሁ፤ አሁን በአዲስ አበባ ዩኒቨርሲቲ የውጭ ቋንቋዎችና ስነ-ጽሁፍ ትምህርት ክፍል የዶክትሬት ትምህርቱን እየተከታተልኩ ነው።

ትምህርት ቤትዎ ለጥናቴ ካቀረብኩት መስፈርት ጋር ስለሚጣጣም በትምህርት ቤቱ ውስጥ ምርምር ለማድረግ ፍላጎቴን ለመግለፅ እና ፍቃድ ለመጠየቅ ነው ።

የእኔ ጥናት የሚያተኩረው በተማሪዎች የንባብ ስልቶች ላይ ነው፤ ዓላማውም ተማሪዎች የንባብ ስልቶች እንዳይከፈቁ የሚያጋጥሟቸውን ተግዳሮቶች በመለየት ውጤታማ ስልቶችን ለመጠቀም እና ስለእነዚህ ስልቶች ያላቸውን ግንዛቤ ለማሳደግ እድሎችን ለመስጠት ነው።

ይህ ጥናት በንባብ ችሎታ የተለያየ የውጤት ደረጃ ያላቸውን የ9ኛ ክፍል ተማሪዎችን ያሳትፋል። የዚህ ጥናት ግኝቶች ስለ ውጤታማ የንባብ ስልቶች ያላቸውን ግንዛቤ በማሻሻል የማንበብ ክህሎታቸውን ለማሳደግ ከፍተኛ አስተዋፅኦ ያደርጋሉ ብዬ አምናለሁ።

ይህንን ለማድረግ ተማሪዎቼን አግኝቼ በንባብ ምዘና እንዲሳተፉ፣ የጽሁፍ መጠይቆችን እንዲሞሉ እና በቃለ መጠይቅ እንዲሳተፉ እንዲፈቅዱልኝ በትህትና እጠይቃለሁ።

ጥያቄዬን ስላጤንክኝ አመሰግናለሁ። ስለትብብርዎቻችኋል እናመሰግናለን።

እልፍነሽ በርሄ

APPENDIX B-1

Informed Consent for Students

An informed consent prepared for students to participate in the reading test, written questionnaire, and interview

Dear Student,

Thank you for agreeing to participate in this study.

The purpose of the research is to prepare a dissertation for the researcher who is doing a doctoral degree in English language teaching.

You are kindly requested to take part in a research which aimed at improving students' reading comprehension abilities. To achieve the purpose of the research, you will be asked to take a reading test and fill out a written questionnaire about your use of reading strategies. Finally, I humbly ask for your cooperation in giving an interview in this regard.

The purpose of the reading test is to identify students' English reading skills. The reading test will be conducted on a schedule agreed upon by you without disrupting the teaching and learning process. The test takes about 25-30 minutes.

This test is for study purposes only and is not linked to your continuous assessment and will not be recorded.

You will also be required to fill the questionnaire which contains items that states strategies you may use while reading academic texts.

Moreover, semi- structured interviews will be conducted to support the questionnaire. In addition to filling the questionnaire, you might be required to participate in the interview. The interview which lasts 20-25 minute will be conducted in person (one interviewee at a time).

The purpose of the interview is to explore answers to questions pertaining to your experience in strategy use. You will also have the opportunity to speak freely on your views, gains and challenges about the issue.

The interview will be conducted on the preferred schedule by the participants without interrupting the teaching learning process. The interview will be conducted in a private, safe, comfortable place as per your convenience.

The interview will be audio-taped and transcribed later. You may request that the tape recorder be turned off at any point of the interview.

Apart from requiring a few hours of your time in filling the questionnaire, taking tests and involving in the interview and the reflection you contribute, your participation in the research will not disadvantage you in anyway.

Confidentiality will be ensured. Only the researcher will have access to the raw data. Should any information you give be presented verbally in the research report, anonymity would be maintained. The information you give will not be used against you in anyway, and will be purely for research purposes. You are free to withdraw from the program at any time, and any information supplied will be destroyed.

With regards

Elfinesh Berhe

Addis Ababa Universty

APPENDIX B-2 Consent Detail (Amharic)

ለተማሪዎች የተዘጋጀ የስምምነት ውል

ለተማሪዎች የተዘጋጀ የስምምነት ውል

የንባብ ፈተና፣ የጽሁፍ መጠይቅ እና ቃለ መጠይቅ ላይ እንዲሳተፉ ለተማሪዎች የተዘጋጀ በመረጃ የተደገፈ ስምምነት

ውድ ተማሪ፣

በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኛ ስለሆንክ/ሽ አመሰግናለሁ።

የምርምር አላማ በእንግሊዘኛ ቋንቋ ማስተማር የዶክትሬት ዲግሪ እየሰሩ ላሉት የጥናቱ ባለቤት የመመረቂያ ጽሁፍ ማሙላት ሲሆን የሚከተሉትን የሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የንባብ ስልቶች በተማሪዎች የንባብ አፈጻጸም ላይ የሚያሳድሩት ተጽእኖ ላይ ነው። የምርምር ስራውን አላማ ለማሳካት የሚሆን የንባብ ፈተና እንድትወስድ/ጁ ትጠየቃለህ/ሽ እንዲሁም የንባብ ስልት አጠቃቀምህን/ሽን በተመለከተ የጽሁፍ መጠይቅ ትሞላላህ/ሽ። በመጨረሻም ከዚህ ጋር በተያያዘ ቃለ-መጠይቅ እንድትሰጥ/ጩ በትህትና ትብብርህን/ሽን ትጠየቁለሽ።

የንባብ ጽሁፉ ፈተና አላማ ተማሪዎችን የእንግሊዘኛ የንባብ ችሎታ ለመለየት ነው። የንባብ ፈተናው የመማር ማስተማር ሂደቱን ሳያስተጓጉል አንተ/ቺ በተስማማህበት/ሽበት መርሃ ግብር ይካሄዳል። ፈተናው ከ25-30 ደቂቃ ያህል ይወስዳል። ይህ ፈተና ካንተ/ቺ ተከታታይ ምዘና ጋር የማይገናኝ እና የማይመዘገብ ለጥናት አላማ ብቻ የሚውል ነው።

የፍሁፍ መጠይቁ ትምህርት ነክ ጽሑፎችን በምታነበበት/ቢበት ጊዜ ልትጠቀምባቸው/ሚባቸው የሚችላቸውን/ቺያቸውን የንባብ ስልቶች የሚገልጹ አረፍተ ነገሮችን የያዘው ነው። እያንዳንዱ 9.ነገር የስምምነት-ህን/ሽን ደረጃ የሚያሳይ ቁጥሮች (1-5) ይይዛል። ከእርስዎ አስተያየት ጋር የሚስማማ ብለህ/ሽ የምታስበውን/ቢውን ከእያንዳንዱ መግለጫ ቀጥሎ ባለው ቁጥር ላይ ምልክት አድርግ/ጊ።

የአንተ/ቺ ምላሾች የማን እንደሆኑ ሳይታወቅ ይቆያሉ። ምንም እንኳን የተማሪ ቁጥሮችህን/ሽን መጻፍ አስፈላጊ ቢሆንም አፈጻጸምን ለመፈተሽ እና ምላሾችን ለመቁጠር ብቻ ጥቅም ላይ ይውላሉ እንጂ ለሌላ መለያ ዓላማዎች አይደሉም። ለዚህ መጠይቅ

ምላሽ መስጠት በአንተ፣ ላይ ምንም ጉዳት አያስከትልም። በተጨማሪም፣ መጠይቁን ለመደገፍ ከፊል የተዋቀረ ቃለ መጠይቅ ይካሄዳል። መጠይቁን ከመሙላት በተጨማሪ፣ በቃለ መጠይቁ ላይ መሳተፍ ሊያስፈልግህ/ሽ ይችላል። ከ 20-20 ደቂቃ የሚቆየው ቃለ መጠይቅ በአካል ይካሄዳል።

የቃለ መጠይቁ አላማ በንባብ ስልት አጠቃቀም ላይ ያለህን/ሽን ልምድ ለሚመለከቱ ጥያቄዎች መልሶችን ለማግኘት ነው። እንዲሁም ስለ ንባብ ስልት ያለህን/ሽን እውቀት አጠቃቀም በነጻነት የመናገር እድል ለመስጠት ነው። ቃለ መጠይቁ የመማር ማስተማር ሂደቱን ሳያስተጓጉል በተሳታፊዎች በተመረጡት መርሃ ግብሮች ይካሄዳል። ቃለ-መጠይቁ የሚካሄደው በግል፣ በአስተማማኝ፣ ምቹ በሆነ ቦታ እንደ አንተ/ቺ ምርጫ ነው። ቃለ ምልልሱ በድምጽ ይቀረጻል፤ ይህ በድምጽ የተቀረጸው በኋላ ወደ ጽሁፍ ይገለበጣል። በቃለ መጠይቁ በማንኛውም ጊዜ ቴፕ መቅጃው እንዲጠፋ መጠየቅ ትችላለህ/ሽ

የጽሁፍ መጠይቁን ለመሙላት፣ ፈተናዎችን ለመውሰድ እና በቃለ ምልልሱ ላይ ለመሳተፍ ጥቂት ሰዓታትን ከመፈለግ በተጨማሪ በምርምርው ውስጥ ያለህን/ሽን ተሳትፎ በማንኛውም ሁኔታ አንተን አንችን እንደማይጎዳ ለማረጋገጥ ዐወዳለሁ።

የተሳታፊዎች መረጃዎች ምስጢራዊነት ይረጋገጣል። የጥሬ መረጃውን ማግኘት የሚችለው ተመራማሪው ብቻ ነው። የሰጡት ማንኛውም መረጃ በምርምር ሪፖርቱ ውስጥ በቃላት ከቀረበ፣ ማንነታቸው እንዳይገለጽ ይደረጋል። የሰጡት መረጃ ለማንኛውም በአንተ ላይ ጥቅም ላይ አይውልም እና ለምርምር ዓላማዎች ብቻ ይሆናል። በማንኛውም ጊዜ ከፕሮግራሙ ለመውጣት ነፃ ነዎት፣ እና ማንኛውም የቀረበው መረጃ ይጠፋል።

ከምስጋና ጋር

እልፍነሽ በርሄ
አዲስ አበባ ዩኒቨርሲቲ

APPENDIX C-1

Statement of Informed Consent for Student Participants

I have read the information included in the above letter, and I am willing to participate in the research program outlined. I agree that the following data may be used for the purposes outlined in the letter:

- (a) My responses to questionnaires on my reading awareness and use of reading strategies
- (b) My performance in the reading test.
- (c) My answers to interview questions pertaining to the reading strategies I use and challenges I face in comprehending reading academic texts.

Signature of respondent

Date

APPENDIX C-2 Consent Form (Amharic)

በመረጃ የተደገፈ ለተማሪ ተሳታፊዎች የተዘጋጀ ውል

ከላይ ባለው ደብዳቤ ውስጥ የተካተተውን መረጃ አንብቤያለሁ፤ እና በተጠቀሰው የምርምር መርሃ ግብር ውስጥ ለመሳተፍ ፈቃደኛ ነኝ የሚከተለው መረጃ በደብዳቤው ላይ ለተዘረዘሩት ዓላማዎች ጥቅም ላይ ሊውል እንደሚችል ተስማምቻለሁ፡-

(ሀ) በንባብ ግንዛቤዬ እና በንባብ ስልቶች አጠቃቀም ላይ ለጥያቄዎች የሰጠኋቸው ምላሾች።

(ለ) በንባብ ፈተና ውስጥ ያለኝ አፈፃፀም።

(ሐ) የምጠቀምባቸውን የንባብ ስልቶች እና የንባብ ትምህርታዊ ጽሑፎችን ለመረዳት የሚያጋጥሙኝን ተግዳሮቶችን

በተመለከተ ለቃለ መጠይቅ ጥያቄዎች የምሰጣቸው መልሶች።

የተሳታፊ ፊርማ _____

ቀን _____

APPENDIX D

The Reading Test

Read the following passage and answer the questions that follow.

1. Did you know that some people don't do their reading assignments? It is shocking, but it is true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. **They** may be **distracted** or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

5. Reading stimulates your mind. **It** is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed **decline** with age. Reading strengthens your brain and prevents these declines.

9. You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all **these** and more. But you have to get good at reading, and the only way to get good at something is to practice.

14. Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "**boring**" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

18. Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and **perspectives**. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

22. Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading are very important. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

I. True and False

Read and decide the following statements are true or false and write your answers on the space provided.

- _____ 1. The writer believes that students should read only familiar texts.
- _____ 2. The writer advises readers should not read boring texts.
- _____ 3. If one wants to be a good reader, he/she must practice reading.
- _____ 4. Reading provides mainly short-term benefits.
- _____ 5. We need to read different types of texts even if they are unfamiliar, boring.

- _____ 6. Reading possesses the ability to provide new perspectives into diverse cultures and individuals that are distant from our own environments.

II. Multiple Choice Items

Read the following sentences and choose the write answer

- _____ 7. In paragraph 1 the writer expresses
 - A. There are different reasons why students do not read.
 - B. Students prefer to read shorter texts than longer texts.
 - C. Students have no reason for not reading.
 - D. The only reason for students not read is because they are bored.

- _____ 8. According to paragraph 4 the best way to get good at reading is
 - A. By practice reading.
 - B. By practice listening.
 - C. By practice writing.
 - D. By speaking.

- _____9. The writer recommends students to read
- A. Any material at school.
 - B. to choose school related materials.
 - C. Material only given by their teachers.
 - D. Only to do their assignments.
- _____10. The author believes that unfamiliar texts
- A. Should be ignored because they are difficult.
 - B. Should not be included in students' texts.
 - C. Should be read because they bring new ideas.
 - D. Have negative influence on students reading.
- _____11. Which best expresses the main idea of the paragraph 2?
- A. Reading is exciting.
 - B. Reading strengthens your mind.
 - C. Age affects the body in many ways.
 - D. Working out keeps your body in shape.
- _____12. Which best expresses the main idea of the paragraph 3?
- A. Reading can benefit you.
 - B. You can learn to program video games or design clothing by reading.
 - C. You can learn amazing things and become a better person by reading.
 - D. Knowledge is power.
- _____13. Which is not a reason given by the author why students fail to complete reading assignments?
- A. Students may be bored.
 - B. Students may be distracted.
 - C. Students may be unwilling to focus.
 - D. Students may be tired.
- _____14. Why does the author think that you should read books that are boring?
- A. You will eventually grow to love them if you read them enough.
 - B. You will get better grades in reading class.
 - C. You will make your teacher very happy.
 - D. You will learn new words.

- _____ 15. Which of the following is not one of the author's main points?
- A. Reading broadens your perspective and makes you a better person.
 - B. Reading is a relaxing activity with positive mental side effects.
 - C. Reading helps you perform on tests and get into selective schools.
 - D. Reading keeps your mind in shape and prevents losses due to age.
- _____ 16. Which is not one of the author's arguments in paragraph 5?
- A. Reading gives you a broader perspective on the world.
 - B. Reading changes the way that you understand the world.
 - C. Reading helps prepare you for your job in the real world.
 - D. Reading teaches you about distant lands and cultures.
- _____ 17. Why does the author believe that reading is good for your mind state?
- A. It has a calming effect.
 - B. It can lower your stress levels.
 - C. It can help you relax.
 - D. All of these
- _____ 18. Which best expresses the author's main purpose in writing this text?
- A. He is trying to persuade students to do their reading work.
 - B. He is teaching people how to become better readers.
 - C. He is explaining why people don't do their reading work.
 - D. He is entertaining readers with facts about the mind and body.
- _____ 19. Which title best expresses the main idea of this text?
- A. Reading: Good for the Mind in Many Ways
 - B. Reading: The Key to a Successful Academic Future
 - C. Reading: Improve Your Vocabulary While Being Entertained
 - D. Reading: The Best Way to Improve your Writing Skills
- _____ 20. How does the writer relate physical exercise and reading?
- A. Reading is strengthens the brain like exercise builds the body.
 - B. Reading strengthens the body as well as the brain.
 - C. Exercise enhances body as well as strengthens brain.
 - D. There is no connection between reading and exercise.

_____ 21. Which paragraph recommends readers to implement the message of the passage in the real life?

- A. 1 B. 2 C. 3 D. 4

_____ 22. In general we can deduce that the writer is

- A. In favor of reading. B. Against of reading.
C. Neutral. D. In favor of physical exercise.

_____ 23. Which one of the following is not true about reading?

- A. It provides a new life experience.
B. It is important in lowering down ones stress.
C. It strengthens the functionality of one's brain
D. It fits the readers body .

III. Vocabulary

Choose the correct meanings of the following words according to the passage and write the letter of your choice on the space provided.

_____ 24. **'They'** paragraph 1 refers to

- A. people who read B. people who don't read
C. people who write D. students

_____ 25. **'It'** paragraph 2 refers to

- A. reading B. studying C. speaking D. writing

_____ 26. **'These'** paragraph 3 refers to

- A. Video games
B. Design clothing
C. Both video games and design clothing and more
D. Reading problems.

_____ 27. **'Distracted'** in paragraph 1 means

- A. interested B. unfocused C. confused D. concentrated

_____ 28. **'Decline'** in paragraph 2 means

- A. reduce B. quicken C. fail D. improve

_____ 29. **'Perspectives'** in paragraph 5 means

- A. view B. understanding C. habit D. skill

_____ 30. **'Boring'** paragraph 4 refers

- A. Interesting B. uninteresting C. easy D. difficult

APPENDIX E Students Reading Score

No.	Gender	Reading Score	Level
1.	Male	24	Low
2.	Male	29	Low
3.	Male	35	Low
4.	Male	42	Low
5.	Male	41	Low
6.	Male	43	Low
7.	Male	41	Low
8.	Male	47	Low
9.	Male	45	Low
10.	Male	47	Low
11.	Male	49	Low
12.	Male	47	Low
13.	Male	46	Low
14.	Male	46	Low
15.	Male	47	Low
16.	Male	44	Low
17.	Male	46	Low
18.	Male	49	Low
19.	Male	48	Low
20.	Female	27	Low
21.	Female	29	Low
22.	Female	47	Low
23.	Female	46	Low
24.	Female	48	Low
25.	Female	46	Low
26.	Female	49	Low
27.	Female	45	Low
28.	Female	47	Low
29.	Female	45	Low
30.	Female	45	Low
31.	Female	47	Low
32.	Female	48	Low
33.	Female	44	Low
34.	Female	45	Low
35.	Male	48	Low
36.	Female	26	Low
37.	Female	26	Low
38.	Female	30	Low
39.	Female	46	Low

40.	Male	49	Low
41.	Male	47	Low
42.	Female	35	Low
43.	Female	41	Low
44.	Female	41	Low
45.	Female	47	Low
46.	Female	46	Low
47.	Female	49	Low
48.	Female	48	Low
49.	Female	45	Low
50.	Female	49	Low
51.	Male	48	Low
52.	Male	47	Low
53.	Female	24	Low
54.	Female	23	Low
55.	Male	60	Medium
56.	Male	76	Medium
57.	Female	66	Medium
58.	Female	70	Medium
59.	Female	72	Medium
60.	Female	78	Medium
61.	Male	60	Medium
62.	Male	61	Medium
63.	Male	63	Medium
64.	Male	65	Medium
65.	Male	65	Medium
66.	Male	65	Medium
67.	Male	70	Medium
68.	Male	76	Medium
69.	Male	72	Medium
70.	Male	73	Medium
71.	Male	73	Medium
72.	Male	75	Medium
73.	Male	69	Medium
74.	Male	72	Medium
75.	Male	74	Medium
76.	Male	73	Medium
77.	Male	72	Medium
78.	Male	73	Medium
79.	Male	77	Medium
80.	Male	78	Medium
81.	Male	76	Medium

82.	Male	79	Medium
83.	Female	61	Medium
84.	Female	64	Medium
85.	Female	65	Medium
86.	Female	62	Medium
87.	Female	66	Medium
88.	Female	67	Medium
89.	Female	61	Medium
90.	Female	63	Medium
91.	Female	66	Medium
92.	Female	67	Medium
93.	Female	64	Medium
94.	Female	61	Medium
95.	Female	66	Medium
96.	Female	70	Medium
97.	Female	68	Medium
98.	Female	67	Medium
99.	Female	71	Medium
100.	Female	74	Medium
101.	Female	77	Medium
102.	Female	73	Medium
103.	Female	76	Medium
104.	Female	70	Medium
105.	Female	74	Medium
106.	Female	76	Medium
107.	Female	77	Medium
108.	Female	78	Medium
109.	Female	75	Medium
110.	Female	76	Medium
111.	Female	74	Medium
112.	Male	79	Medium
113.	Male	84	High
114.	Male	88	High
115.	Male	84	High
116.	Male	85	High
117.	Male	95	High
118.	Male	98	High
119.	Female	84	High
120.	Female	80	High
121.	Female	95	High
122.	Female	93	High
123.	Male	80	High

124.	Male	80	High
125.	Male	83	High
126.	Male	82	High
127.	Male	82	High
128.	Male	87	High
129.	Male	86	High
130.	Male	82	High
131.	Male	88	High
132.	Male	94	High
133.	Male	94	High
134.	Male	94	High
135.	Male	94	High
136.	Female	82	High
137.	Female	87	High
138.	Female	86	High
139.	Female	82	High
140.	Female	84	High
141.	Female	83	High
142.	Female	86	High
143.	Female	84	High
144.	Female	85	High
145.	Female	92	High
146.	Female	94	High
147.	Female	94	High
148.	Female	94	High
149.	Female	92	High
150.	Female	96	High

APPENDIX F-1 Questionnaire for Students

Dear Students,

The aim of these questionnaires is to collect insights into how you utilize various strategies when engaging with academic readings. This survey, which is developed by experts in the field, consists of thirty statements organized into three categories of strategies.

The findings of this study will be crucial in understanding secondary school students' level of awareness and usage of these strategies. Therefore, your honest responses to each item in the questionnaire will greatly enhance the research.

We sincerely value your contribution to the success of this study.

Thank you!

Please take a moment to carefully review consider each statement in the table and mark your score underneath the number that best reflects your self-evaluation of how often you use that strategy.

The scoring scale is represented as follows:

'1' means that 'I never or almost never do this'.

'2' means that 'I do this only occasionally'.

'3' means that 'I sometimes do this'.

'4' means that 'I usually do this'.

'5' means that 'I always or almost always do this'.

No.	Strategies	1	2	3	4	5
	Global Strategies					
1.	I review the text first by noting its characteristics like length and organization.					
2.	I have a purpose in mind when I read.					
3.	I think what I know to help me Understand what I read					
4.	I think about whether the content of the text fits my reading purpose.					
5.	I take an overall view of the text to see what it is about before reading it.					
6.	When reading, I decide what to read closely and what to ignore.					
7.	I use tables, figures, and pictures in the text.					
8.	I use context clues to help me better understand what I am reading.					
9.	I use typographical features like bold face and italics to identify key information.					
10.	I critically analyze and evaluate the information presented in the text.					
11.	I check my understanding when I come across new information.					
12.	I try to guess what the content of the text is about when I read. 1					
13.	I check to see if my guesses about the text are right or wrong. 1					
	Problem-Solving Strategies					
14.	I read slowly and carefully to make sure I understand what I am reading.					
15.	I try get back on track when I lose concentration.					
16.	I adjust my reading speed according to what I am reading.					
17.	When text becomes difficult, I pay closer attention to what I am reading.					
18.	I stop from time to time to think about what I'm reading.					
19.	I try to picture or visualize information to help remember what I read.					
20.	When text becomes difficult, I re-read it to increase my understanding.					
21.	When I read, I guess the meaning of unknown words or phrases.					
	Support Strategies					
22.	I take notes while reading to help me understand what I read.					
23.	When text becomes difficult, I read aloud to help me understand what I read.					
24.	I summaries to reflect on key ideas.					
25.	I discuss my reading with others.					
26.	I underline or circle information in the text to help me remember it.					
27.	I use reference materials (e.g. a dictionary) to help me understand what I read.					
28.	I paraphrase (restate ideas in my own words) to better understand what I read.					
29.	I ask myself questions I like to have answered in the text					
30.	I go back and forth in the text to find relationships among ideas in it.					

Mokhtari and Reichard (2002)

APPENDIX F-2 Questionnaire for Students (Amharic)

የተማሪዎች መጠይቅ በአማርኛ

የተማሪዎች የንባብ ስልቶች ግንዛቤ መጠይቅ በአማርኛ

ውድ ተማሪ፣

የመጀመሪያው ክፍል ስለ እርስዎ የግል መረጃ ሲሆን ሁለተኛው ክፍል የትምህርት ጽሑፎችን በሚያነቡበት ጊዜ ስለሚጠቀሙባቸው የንባብ ስልቶች ናቸው።

ለምርምር አገልግሎት ብቻ

ምላሽ ሰጪ ቁጥር

ከዚህ በታች የተዘረዘሩት 9 ነገሮችም ከትምህርት ወይም ከትምህርት ነክ ጋር የተያያዙ እንደ የመማሪያ መጽሐፍት ወይም የቤተ መጻሕፍት መጽሐፍትን ሲያነቡ ስለሚጠቀሙባቸው የንባብ ስልቶች የሚያካትቱ ናቸው።

የእነዚህ መጠይቆች አላማ ከአካዳሚክ ንባቦች ጋር ሲሳተፉ የተለያዩ ስልቶችን እንዴት እንደሚጠቀሙ ግንዛቤዎችን መሰብሰብ ነው። በዘርፉ ባለሙያዎች የተዘጋጀው ይህ ዳሰሳ በሶስት የስትራቴጂ ምድቦች የተደራጁ ሰላሳ መግለጫዎችን ያቀፈ ነው።

የዚህ ጥናት ግኝቶች የሁለተኛ ደረጃ ተማሪዎችን የግንዛቤ ደረጃ እና የእነዚህን ስልቶች አጠቃቀም ለመረዳት ወሳኝ ይሆናሉ። ስለዚህ፣ በመጠይቁ ውስጥ ላለው ለእያንዳንዱ ነገር ያለዎት ታማኝ ምላሾች ጥናቱን በእጅጉ ያሳድጋል።

ለዚህ ጥናት ስኬት ያደረጋችሁትን አስተዋፅኦ ክልብ እናደንቃለን።

አመሰግናለሁ!

እባክዎን ትንሽ ጊዜ ይውሰዱ በሠንጠረዥ ውስጥ ያለውን እያንዳንዱን መግለጫ በጥንቃቄ ይገምግሙ እና ውጤቱን ከቁጥር በታች ያመልክቱ እና ያንን ስልት ምን ያህል ጊዜ እንደሚጠቀሙበት በራስዎ መገምገሚያ ላይ ያንፀባርቃል።

የውጤት መለኪያው በሚከተለው መልኩ ተወክሏል፡

- '1' ማለት "ይህን በጭራሽ አላደርገውም" ማለት ነው.
- '2' "ይህን የማደርገው አልፎ አልፎ ብቻ ነው" ማለት ነው.
- '3' "አንዳንድ ጊዜ ይህን አደርጋለሁ" ማለት ነው.
- '4' "ብዙውን ጊዜ ይህን አደርጋለሁ" ማለት ነው.
- '5' "እኔ ሁልጊዜ ወይም ሁልጊዜ ማለት ይቻላል ይህን አደርጋለሁ" ማለት ነው.

እባክዎ የእርስዎን አስተያየት በትክክል የሚያንፀባርቀውን ቁጥር (X ምልክት በመጠቀም) ምልክት ያድርጉ

No.	የማንበብ ስልቶች	1	2	3	4	5
	አጠቃላይ (ዓለም አቀፍ) የማንበብ ስልቶች					
1.	ጽሑፉን ከማንበቤ በፊት ስለ ምን እንደሆነ ለማየት አስቀድሜ እመለከታለሁ።					
2.	ሳነብ በአእምሮዬ ውስጥ አላማ ይገዢ ነው።					
3.	የማነበውን ለመረዳት እንዲረዳኝ ስለዕሁፉ ቀድሜ የማውቀውን አስባለሁ።					
4.	የጽሑፍ ይዘት ከኔ ዓላማ ጋር እንዴት እንደሚስማማ አረጋግጣለሁ።					
5.	በመጀመሪያ የዕሁፉን ርዝመትና እና አደረጃጀት ያሉ ባህሪያትን በማስተዋል ጽሑፉን ብፍጥነት አነባለሁ።					
6.	መምንጩ ውስጥ ምን በደንብ ማንበብ እንዳለብኝ እና ምን ችላ ማለት እንዳለብኝ እወስናለሁ።					
7.	ግንዛቤዬን ለመጨመር ሰንጠረዦችን፣ አሃዞችን እና ስዕሎችን አስተውላለሁ።					
8.	የማነበውን በተሻለ ለመረዳት እንዲረዳኝ የአውድ ፍንጮችን እጠቀማለሁ።					
9.	ቁልፍ መረጃዎችን ለመለየት እንደ ደማቅ እና ሰያፍ ጽሑፎችን አስተውላለሁ።					
10.	በጽሁፉ ውስጥ የቀረቡትን መረጃዎች በጥልቀት ተንትኜ እገመግማለሁ።					
11.	የሚጋጩ መረጃዎች ሲያጋጥሙኝ መረዳቴን አረጋግጣለሁ።					
12.	ሳነብ ንባቡ ስለ ምን እንደሆነ ለመገመት እሞክራለሁ።					
13.	ስለ ጽሑፉ ያለኝ ግምት ትክክል ወይም ስህተት መሆኑን ለማየት አረጋግጣለሁ።					
	የችግር አፈታት ስልቶች					
14.	እያነበብኩት እንዳለ መረዳቴን ለማረጋገጥ በዝግታ ግን በጥንቃቄ አነባለሁ።					
15.	ትኩረቴን ሳጣ ወደ ነበርኩበት ለመመለስ እሞክራለሁ።					
16.	በማነበው ንባብ መሰረት የንባብ ፍጥነቴን አስተካክላለሁ።					
17.	አስቸጋሪ በሚሆንበት ጊዜ፣ እያነበብኩት ላለው ነገር ትኩረት እሰጣለሁ።					
18.	ከጊዜ ወደ ጊዜ ቆም ብዬ እያነበብኩት ስላለው ነገር አስባለሁ።					
19.	ያነበብኩትን ለማስታወስ እንዲረዳኝ መረጃውን በአእምሮዬ ለመሳል ወይም ለማየት እሞክራለሁ።					
20.	ጽሁፍ አስቸጋሪ በሚሆንበት ጊዜ ግንዛቤዬን ለመጨመር ደግሜ አነባለሁ።					
21.	የማላውቃቸው ቃላትን ትርጉም ከአገባባቸው እገምታለሁ።					
	የድጋፍ ስልቶች					
22.	ያነበብኩትን ለመረዳት እንዲረዳኝ በማንበብ ጊዜ ማስታወሻ እወስዳለሁ።					
23.	ጽሑፍ አስቸጋሪ በሚሆንበት ጊዜ ያነበብኩትን ለመረዳት እንዲረዳኝ ጮክ ብዬ አነባለሁ።					
24.	ጠቃሚ መረጃን ለማንፀባረቅ ያነበብኩትን በጽሑፍ አጠቃልላለሁ ።					
25.	ንባቡን መረዳቴን ለማርጋገጥ ከሌሎች ተማሪዎች ጋር እወያያለሁ።					
26.	በጽሁፉ ውስጥ ያለውን መረጃ ለማስታወስ እንዲረዳኝ ዋና ዋና ነጠጥቦችን አስምራለሁ ወይም አከብባለሁ።					
27.	ያነበብኩትን ለመረዳት እንዲረዳኝ እንደ መዘገበ ቃላት እና ሌሎች የማጣቀሻ ቁሳቁሶችን እጠቀማለሁ።					
28.	ያነበብኩትን የበለጠ ለመረዳት የጽሁፉን ሀሳቦች በራሴ ቃላት እንደገና በጽሁፉ በእገልጻለሁ።					
29.	በጽሁፉ ውስጥ በሃሳቦች መካከል ግንኙነትን ለማግኘት ወደ ጎላ እና ወደ ፊት እሄዳለሁ።					
30.	በጽሁፉ ውስጥ መመለስ የምፈልጋቸውን ጥያቄዎች እራሴን እጠይቃለሁ።					

APPENDIX F-3 Students' Reading Score and Their Strategy Use

No	Gender	Reading Score	Overall Strategy	Global Strategy	Problem-Solving Strategy	Support Strategy
1.	male	35	low	low	low	low
2.	male	41	low	low	low	low
3.	female	26	low	low	low	low
4.	female	46	low	low	low	low
5.	male	43	low	low	low	moderate
6.	male	41	low	low	low	moderate
7.	male	47	low	low	low	moderate
8.	male	45	low	low	low	moderate
9.	male	47	low	low	low	moderate
10	male	47	low	low	low	moderate
11	male	44	low	low	low	moderate
12	male	48	low	low	low	moderate
13	female	29	low	low	low	moderate
14	male	24	low	moderate	low	low
15	male	42	low	moderate	low	low
16	male	48	low	moderate	low	low
17	female	47	low	moderate	low	low
18	female	46	low	moderate	low	low
19	female	48	low	moderate	low	low
20	female	46	low	moderate	low	low
21	female	49	low	moderate	low	low
22	female	45	low	moderate	low	low
23	female	47	low	moderate	low	low
24	female	45	low	moderate	low	low
25	female	45	low	moderate	low	low
26	female	47	low	moderate	low	low
27	female	44	low	moderate	low	low
28	female	26	low	moderate	low	low
29	male	29	low	moderate	low	moderate
30	male	49	low	moderate	low	moderate
31	male	46	low	moderate	low	moderate
32	male	46	low	moderate	low	moderate
33	male	47	low	moderate	low	moderate
34	male	46	low	moderate	low	moderate
35	male	49	low	moderate	low	moderate
36	female	27	low	moderate	low	moderate
37	female	48	low	moderate	low	moderate
38	female	45	low	moderate	low	moderate

39	female	30	low	moderate	low	moderate
40	male	48	moderate	moderate	low	low
41	female	45	moderate	moderate	low	low
42	male	49	moderate	moderate	low	moderate
43	male	47	moderate	moderate	low	moderate
44	male	47	moderate	moderate	low	moderate
45	female	35	moderate	moderate	low	moderate
46	female	41	moderate	moderate	low	moderate
47	female	41	moderate	moderate	low	moderate
48	female	47	moderate	moderate	low	moderate
49	female	46	moderate	moderate	low	moderate
50	female	49	moderate	moderate	low	moderate
51	female	48	moderate	moderate	low	moderate
52	female	49	moderate	moderate	low	moderate
53	female	24	moderate	moderate	low	moderate
54	female	23	moderate	moderate	low	moderate
55	male	74	moderate	low	moderate	low
56	female	66	moderate	low	moderate	low
57	female	70	moderate	low	moderate	low
58	male	60	moderate	low	moderate	moderate
59	male	63	moderate	low	moderate	moderate
60	male	65	moderate	low	moderate	moderate
61	female	72	moderate	low	moderate	moderate
62	female	67	moderate	low	high	low
63	male	61	moderate	low	high	moderate
64	female	78	moderate	low	high	moderate
65	female	77	moderate	moderate	moderate	low
66	male	60	moderate	moderate	moderate	moderate
67	male	77	moderate	moderate	moderate	moderate
68	female	68	moderate	moderate	moderate	moderate
69	female	73	moderate	moderate	moderate	moderate
70	female	70	moderate	moderate	moderate	moderate
71	female	76	moderate	moderate	moderate	moderate
72	male	72	moderate	moderate	high	low
73	male	75	moderate	moderate	high	low
74	male	69	moderate	moderate	high	low
75	male	72	moderate	moderate	high	low
76	male	78	moderate	moderate	high	low
77	male	76	moderate	moderate	high	low
78	female	61	moderate	moderate	high	low
79	female	64	moderate	moderate	high	low

80	female	65	moderate	moderate	high	low
81	female	67	moderate	moderate	high	low
82	female	64	moderate	moderate	high	low
83	female	61	moderate	moderate	high	low
84	female	66	moderate	moderate	high	low
85	female	70	moderate	moderate	high	low
86	female	74	moderate	moderate	high	low
87	female	76	moderate	moderate	high	low
88	female	75	moderate	moderate	high	low
89	female	76	moderate	moderate	high	low
90	female	74	moderate	moderate	high	low
91	male	76	moderate	moderate	high	moderate
92	male	65	moderate	moderate	high	moderate
93	male	65	moderate	moderate	high	moderate
94	male	70	moderate	moderate	high	moderate
95	male	76	moderate	moderate	high	moderate
96	male	73	moderate	moderate	high	moderate
97	male	73	moderate	moderate	high	moderate
98	male	72	moderate	moderate	high	moderate
99	male	73	moderate	moderate	high	moderate
10	male	73	moderate	moderate	high	moderate
10	male	79	moderate	moderate	high	moderate
10	female	62	moderate	moderate	high	moderate
10	female	66	moderate	moderate	high	moderate
10	female	67	moderate	moderate	high	moderate
10	female	61	moderate	moderate	high	moderate
10	female	63	moderate	moderate	high	moderate
10	female	66	moderate	moderate	high	moderate
10	female	71	moderate	moderate	high	moderate
10	female	74	moderate	moderate	high	moderate
11	female	77	moderate	high	moderate	low
11	female	78	moderate	high	high	low
11	male	82	moderate	moderate	high	low
11	female	84	moderate	moderate	high	low
11	female	93	moderate	moderate	high	low
11	male	88	moderate	moderate	high	moderate
11	male	84	moderate	moderate	high	moderate
11	male	95	moderate	moderate	high	moderate
11	male	98	moderate	moderate	high	moderate
11	male	85	moderate	high	high	low
12	female	80	moderate	high	high	low

12	female	95	moderate	high	high	low
12	male	84	moderate	high	high	moderate
12	male	82	high	moderate	high	moderate
12	male	94	high	moderate	high	moderate
12	female	87	high	moderate	high	moderate
12	female	86	high	moderate	high	moderate
12	female	84	high	moderate	high	moderate
12	female	96	high	moderate	high	moderate
12	female	85	high	high	high	low
13	female	92	high	high	high	low
13	female	94	high	high	high	low
13	female	94	high	high	high	low
13	male	80	high	high	high	moderate
13	male	80	high	high	high	moderate
13	male	83	high	high	high	moderate
13	male	82	high	high	high	moderate
13	male	87	high	high	high	moderate
13	male	86	high	high	high	moderate
13	male	82	high	high	high	moderate
14	male	88	high	high	high	moderate
14	male	94	high	high	high	moderate
14	male	94	high	high	high	moderate
14	male	94	high	high	high	moderate
14	female	82	high	high	high	moderate
14	female	82	high	high	high	moderate
14	female	83	high	high	high	moderate
14	female	86	high	high	high	moderate
14	female	84	high	high	high	moderate
14	female	94	high	high	high	moderate
15	female	92	high	high	high	moderate

APPENDIX G Mann Whitney U-Test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of I have a purpose in mind when I read, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.574	Retain the null hypothesis.
2	The distribution of I preview the text to see what it's about before reading it, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.211	Retain the null hypothesis.
3	The distribution of I think about what I know to help me understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.065	Retain the null hypothesis.
4	The distribution of I check whether the content of the text fits my purpose, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.285	Retain the null hypothesis.
5	The distribution of I skim the text first by noting characteristics like length and organization, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.081	Retain the null hypothesis.
6	The distribution of I decide what to read closely and what to ignore, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.549	Retain the null hypothesis.
7	The distribution of I use tables, figures, and pictures in text to increase my understanding, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.459	Retain the null hypothesis.
8	The distribution of I use context clues to help me better understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.038	Reject the null hypothesis.
9	The distribution of I use typographical aids like boldface and italics to identify key information, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.222	Retain the null hypothesis.
10	The distribution of I critically analyze and evaluate the information presented in the text, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.073	Retain the null hypothesis.
11	The distribution of I check my understanding when I come across conflicting information, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.153	Retain the null hypothesis.
12	The distribution of I try to guess what the text is about when reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.071	Retain the null hypothesis.
13	The distribution of I check to see if my guesses about the text are right or wrong, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.360	Retain the null hypothesis.
14	The distribution of I read slowly but carefully to be sure I understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.837	Retain the null hypothesis.
15	The distribution of I try to get back on track when I lose concentration, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.952	Retain the null hypothesis.
16	The distribution of I adjust my reading speed according to what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.159	Retain the null hypothesis.
17	The distribution of When text becomes difficult, I begin to pay closer attention to what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.920	Retain the null hypothesis.
18	The distribution of I stop from time to time to think about what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.547	Retain the null hypothesis.
19	The distribution of When text becomes difficult, I reread to increase my understanding, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.605	Retain the null hypothesis.
20	The distribution of I try to picture or visualize information to help me remember what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.986	Retain the null hypothesis.
21	The distribution of I try to guess the meaning of unknown words or phrases, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.997	Retain the null hypothesis.
22	The distribution of I take notes while reading to help me understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.297	Retain the null hypothesis.
23	The distribution of When text becomes difficult, I read aloud to help me understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.138	Retain the null hypothesis.
24	The distribution of I summaries to reflect on key ideas in the text, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.082	Retain the null hypothesis.
25	The distribution of I discuss my reading with others to check my understanding, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.042	Reject the null hypothesis.
26	The distribution of I underline or circle information in the text to help me remember it, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.027	Reject the null hypothesis.
27	The distribution of I use reference materials such as dictionaries to help me understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.018	Reject the null hypothesis.
28	The distribution of I paraphrase (restate ideas in my own words) to better understand what I'm reading, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.016	Reject the null hypothesis.
29	The distribution of I go back and forth in the text to find relationships among ideas in it, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.076	Retain the null hypothesis.
30	The distribution of I ask myself questions I like to have answered in the text, is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.005	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

APPENDIX H-1 Interview Protocol

Project Title: A Study on How Secondary School Students' Reading Strategies Influence Their Text Comprehension

Thank you for participating in this interview. I appreciate your willingness to participate in this study. All the information you shared is very valuable and will be treated with complete confidentiality. I would like to record the interview, so the study can be as accurate as possible. You may request that the tape recorder be turned off at any point of the interview. This interview will probably take between 30-40 minutes to complete. Once the reordering of your interview transcribed I will contact you, so you may review the transcription to ensure that it accurate and reflect what you said. Do you have any question?

Time of Interview: _____ Location: _____

Interviewer: _____

Interviewee: _____ Date of Interview: _____

Interview Questions

1. Would you mention the reading strategies you use when reading academic texts? Pre-reading, while reading and post reading strategies.

2. Would you explain you use intentionally or carefully planned reading strategies by which you can monitor or manage your reading?

2.1 Among these, reading with a purpose and making sure that the text goes along with one's own purpose; using prior knowledge; explaining how to preview the text according to its length and organization, noticing tables and figures in a text.

2.2 Using context clues, identifying key information, such as understanding bold and italic text, to refocusing on important information and ignoring irrelevant ones; critically evaluate the text; Confirming ones understanding of conflicting information; evaluating the validity of the text.

3. When you find the text difficult to comprehend, what strategies you use to solve comprehension problems?

3.1 these strategies include re-reading the text to improve understanding; reading slowly but carefully to ensure understanding; after losing concentration getting back on track; adjusting ones reading speed based on the type of the text.

3.2 When it is difficult to understand, paying attention while reading; stop and think about what you are reading every now and then; visualizing the information in mind to remember what was read; and rereading when text is difficult; guess the meaning of new words from their context.

4. What strategies you use to support your comprehension while reading?

4.1 Taking notes, underlining or highlighting textual information; Summarize what you read in writing; restating the ideas of the text in ones own words;

4.2 Reading aloud when text is difficult; using dictionaries or other information books, sharing with other students after reading; I go back and forth to find connections between ideas in the text; I ask myself the questions I want to answer in the text.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

APPENDIX H-2 Interview (Amharic)

ቃለ መጠይቅ በአማርኛ

የቃለ መጠይቅ ፕሮቶኮል

የፕሮጀክቱ ርዕስ: የሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የንባብ ስልቶች የዕውቀት ግንዛቤ ላይ እንዴት ተጽዕኖ እንደሚያሳድሩ ላይ የተደረገ ጥናት

በዚህ ቃለ መጠይቅ ለመተሳተፍ ፈቃደኛ በመሆንዎን አስቀድሜ ማመስገን እወዳለሁ። ያሚገኙት መረጃ ሁሉ በጣም ጠቃሚ ነው እና በተሟላ ሚስጥራዊነትም ይያዛል። ጥናቱ በተቻለ መጠን ትክክለኛ እንዲሆን ቃለ መጠይቁን በድምጽ መቅዳት እፈልጋለሁ።

በቃለ መጠይቁ በማንኛውም ጊዜ ቴፕ መቅጃው እንዲጠፋ መጠየቅ ይችላሉ። ይህ ቃለ መጠይቅ ለማጠናቀቅ ከ20-25 ደቂቃዎች ሊወስድ ይችላል። የቃለ መጠይቅዎ ወደጽሁፍ ከተቀየረ በኋላ ዕናሳይዎታለን፤ ስለዚህ ግልባጩ ትክክል መሆኑን ለማረጋገጥ እና የተናገሩትን እንዲያንፀባርቁ ያዩታል።

ቃለ መጠይቁን ከመጀመራችን በፊት ግልጽ ያልሆነልዎት ጥያቄ ካለ መጠየቅ ይችላሉ። ቃለ መጠይቁ የተካሄደበት ጊዜ: _____

ቦታ: _____

ጠያቂ: እልፍነሽ በርሄ _____

ተጠያቂ: ተማሪ _____

የቃለ መጠይቁ ቀን: _____

ጥያቄዎች

1. የአካዳሚክ ጽሑፎችን በሚያነቡበት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶችን ሊጠቅሱ ይችላሉ? በቅድመ ንባብ።

በንባብ እና በድህረ ንባብ ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ይዘርዝሩ።

2. ሆን ተብሎ ወይም በጥንቃቄ የታቀዱ ንባብዎን ለመቆጣጠር የሚጠቀሙባቸውን የንባብ ስልቶችን ዕነማን ናቸው? ያብራሩ።

2.1 ከነዚህም ውስጥ በዓላማ ማንበብና ጽሁፉን ከራስ አላማ ጋር አብሮ አንደሚሄድ ማረጋገጥ፤ ጽሁፉ የቀደመ ዕውቀትን መጠቀም፤ ጽሁፉን እንደ ርዝመቱና አደረጃጀቱ

አስቀድሞ መመልከትን ፤ በጽሁፍ ውስጥ ያሉ ሰንጠረዦችን እና አሃዞችን ሲያገኙ እንዴት እንደሚረዱባቸው ወይም እንደሚጠቀሙባቸው ያብራሩ።

2.2 የአውድ ፍንጮችን አጠቃቀም፣ ቁልፍ መረጃዎችን ለመለየት እንደ ደማቅ እና ሰያፍ ጽሑፎችን ማስተዋል፣ መምንባቡ ውስጥ መርጠው በትኩረት ማንበብ፤ ጽሁፉን በትልቀት መገምገም፤ የሚጋጩ መረጃዎች መረዳትን ማረጋገጥ፤ ጽሁፉ ያለን ግምት ትክክለኛነት መገምገም

3. ጽሁፉን ለመረዳት አስቸጋሪ ሆኖ ሲያገኙት፣ የመረዳት ችግሮችን ለመፍታት የትኞቹን የንባብ ስልቶች ይጠቀማሉ?

3.1 መረዳትን ለማሻሻል ጽሁፉን እንደገና ማንበብ፤ መረዳትን ለማረጋገጥ በዝግታ ግን በጥንቃቄ ማንበብ፤ ትኩረትን ለመመለስ ወደ ነበሩበት መመለስ፤ በንባቡ መሰረት የንባብ ፍጥነትን ማስተካከል፤

3.2 ለመረዳት አስቸጋሪ ሲሆን፣ በንባብ ጊዜ ትኩረት መስጠት፤ በየጊዜው ቆም ብሎ ስለሚነበበው ነገር ማሰብ፤ የተነበውን ለማስታወስ መረጃውን በአእምሮዬ መሳል፤ ጽሁፍ አስቸጋሪ በሚሆንበት ጊዜ ደግሞ ማንበብ፤ የአዳዲስ ቃላትን ትርጉም ከአገባባቸው መገመት።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ የትኞቹን ስልቶች ይጠቀማሉ?

4.1 ማስታወሻ መያዝ፣ ማስመር ወይም የጽሁፍ መረጃን ማድመቅ፤ ያነበቡትን በጽሁፍ ማጠቃለል፤ የጽሁፉን ሀሳቦች በራስ ቃላት እንደገና በጽሁፉ መግለጽ፤

ጽሁፍ አስቸጋሪ በሚሆንበት ጊዜ ጮክ ብሎ ማንበብ ፤ መዝገብ ቃላት ወይም ሌላ መርጃ መጽሀፍትን መጠቀም፤ ከንባብ በኋላ ከሌሎች ተማሪዎች ጋር መወያየት፤ በጽሁፉ ውስጥ በሀሳቦች መካከል ግንኙነትን ለማግኘት ወደ ጌላ እና ወደ ፊት እይቃለሁ። በጽሁፉ ውስጥ መመለስ የምፈልጋቸውን ጥያቄዎች እራሴን እጠይቃለሁ

5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጥቅሱ።

APPENDIX I-1 Interview with Students (Amharic)

አማርኛ ቃለመጠይቅ

ተማሪ 1

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚከተሉት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሊዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: የትምህርት ነክ ጽሁፎች ሲያጋጥሙኝ የመጀመሪያ እርምጃዬ ርዕሱን በደንብ መመርመር ነው። ከዚህ በመነሳት በዝርዝር ማንበብ ከመጀመሪያ በፊት ዋናውን ርዕስ ለመዳሰስ ስለጽሁፉ ለመገመት እሞክራለሁ። በማንበብ ጊዜ፣ በተለይም ይዘቱ ለትምህርቱ ወሳኝ በሚሆንበት ጊዜ በቁልፍ ነጥቦች ላይ ማስታወሻ እወስዳለሁ። በጽሁፉ ውስጥ እየገፋሁ ስሄድ መረጃውን በትኩረት እከታተላለሁ። ቁልፍ ነጥቦችን መያዙን አረጋግጣለሁ። ለበጎላ ጥቅም ላይ ሊውል የሚችል ማስታወሻ አዘጋጃለሁ።

ካነበብኩ በኋላ፣ የእኔ ትንበያዎች ከጸሐፊው መልእክት ጋር ምን ያህል በትክክል እንደሚዛመዱ አሰተውላለሁ። ትኩረቴን እገመግማለሁ እና ትምህርቱን ለመረዳት የማደርገውን ጥረት ግምት ውስጥ አስገባለሁ። ከጽሁፉ ያገኘኋቸውን ግንዛቤዎች ሁልጊዜ የማወቅ ጉጉት አለኝ። ንባቤን ከጨረስኩ በኋላ የተማርኩትን ገምግሜ መረጃውን በትክክል ወስጄ እንደሆነ ወይም ዝም ብዬ በዳስሳ አንብቤ እንደሆነ አስባለሁ። ብዙ ጊዜ አስቀድሜ አንድ ጥያቄ አዘጋጃለሁ፣ እና አንዴ አንብቤ እንደጨረስኩ፣ ለመመለስ እሞክራለሁ። ከጽሁፉ ትንሽ እውቀትን እንኳን መውሰድ ከቻልኩ ጠቃሚ ተሞክሮ አድርጌ እቆጥረዋለሁ።

ወደ ትምህርት ስንመጣ በትኩረት ማተኮር እና ከንባቡ ጋር በጥልቀት መሳተፍን ቅድሚያ እሰጣለሁ። ነገር ግን፣ እንደ ታሪክ መጽሐፍ ወይም ልቦለዶችን ያሉ ሳነብ የእኔ አካሄድ የተለየ ነው። በትልቀት ትኩረት ሳላደርግ በትርፍ ጊዜዬ ንባቤን በቀላሉ እያነበብኩ መዘናናት እንደምችል ተገንዝቤያለሁ። ማስታወሻ ለመያዝ አልጨነቅም። በተለይ በልቦለዶችን ሳነብ በታሪኩ በመዘናናት ምንም ልፋት ሳይኖረው ነው ማነበው።

በእንግሊዝኛ ትምህርቱ፣ የተለየ ስልት ተጠቅሜ ጽሑፎችን አነባለሁ። መጀመሪያ ላይ በቀረቡት ጥያቄዎች ላይ አተኩራለሁ፤ ብዙውን ጊዜ፣ መጀመሪያ ጥያቄውን እያየሁ እና በጽሁፉ ውስጥ ያለውን ተዛማጅ መልስ እፈልጋለሁ። ለጥያቄዎች መልስ ስለጥ፣ በብቃት ለመመለስ ፈጣን ዘዴን እጠቀማለሁ። ለተሟላ ንባብ፣ ለተሻለ ግንዛቤ ከላይ የተጠቀሰውን አካሄድ እከተላለሁ።

አንብቤ እንደጨረስኩ ለተነሳው ጥያቄ ምላሽ እሰጣለሁ እና ተጨማሪ ግንዛቤዎችን ካጋጠሙኝ በማስታወሻነት እጽፋቸዋለሁ። ጽሑፉን ብቻ ከማንበብ ይልቅ ቁልፍ ነጥቦችን መያዝ ለእኔ አስፈላጊ እንደሆነ አምናለሁ። የተማርኩት አጭር ማጠቃለያ እንኳን ለፍላጎቴ በቂ ነው። ማስታወሻ መውሰዴ የሂደቱ ወሳኝ አካል ነው - ራሴ በተደጋጋሚ ማስታወሻ እየወሰድኩ ነው።

ጥያቄ 2: የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሚጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሑፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ: ማላውቃቸው ቃላቶች ካጋጠሙኝ ትርጉማቸውን እጽፋለሁ። ንባቡን ከጨረስኩ በኋላ ዋና ዋና ነጥቦቹን እጠቅሳለሁ። አልፎ አልፎ፣ ለማብራሪያ አንድ ምሳሌም እጨምራለሁ።

አንድ ምስል ሲያጋጥመኝ የማነበውን መረጃ የሚያጠቃልል ሆኖ አግኝቼዋለሁ። ለምሳሌ፣ በጂኦግራፊ ማስታወሻ ደብተራ ውስጥ እሳተ ገሞራዎችን እያጠናሁ ከሆነ እና ከዚህ ጋር የተያያዘ የእሳተ ገሞራ እንቅስቃሴ ምስል ካለ፣ አስፈላጊ የሆኑ ግንዛቤዎችን በግልፅ ስለሚያስተላልፍ ምሳሌውን በትኩረት እከታተላለሁ። ከጽሑፍ ይልቅ ምስሎች ሲካተቱ ጽንሰ-ሀሳቦችን በተሻለ ሁኔታ የመረዳት አዝማሚያ አለኝ። ምስሎችን የሚያካትቱ የተፃፉ ነገሮች ባጋጠሙኝ ጊዜ ወዲያውኑ ሃሳቡን አገናኛለሁ። ምክንያቱም

ምስሎች ቃላቶች ሊሰጡኝ ከሚችሉት በላይ ግንዛቤዬን ስለሚያሳድጉልኝ ነው። ምስሎ ለኔ ግንዛቤዬን በእጅጉ ይጨምርልኛል።

ለምሳሌ የተለያዩ የኮምፒዩተሮችን ኤሌክትሮኒክ የሚዘረዘር የንባብ ጽሑፍ ውስጥ ሰንጠረዥ ካጋጠመኝ፣ ጊዜ ወስጄ በደንብ እመረምረዋለሁ። ከሠንጠረዥ ጎን ያሉትን ጠቃሚ ማስታወሻዎች በመመርመር፣ መረጃውን አረጋግጣለሁ እና የበለጠ ግልጽ ግንዛቤ ማግኘት እችላለሁ። ይህ ሰንጠረዥ ለግንዛቤ ብቻ አይደለም; በቁሳቁስ ላይ ያለኝን ግንዛቤ ለማሳደግ እንደ መሳሪያ ሆኖ ያገለግለኛል። የአንድ ሰፊ ጽሑፍ አጭር መግለጫ በሠንጠረዥ ቅርጸት ሊቀርብ ይችላል, ይህም ከመጀመሪያው ረጅም ትረካ የበለጠ ተደራሽ እና ለመረዳት ያስችላል. ይህ አካሄድ ተነባቢነትን በማጎልበት ዋናዎቹን ሃሳቦች ያጎላል።

በተጨማሪም፣ አንድን ፅንሰ-ሀሳብ በዓይነ ሕሊናዬ ሳየው፣ ጽሑፉን ከማንበብ የበለጠ ውጤታማ በሆነ መንገድ በማስታወስ ውስጥ የመቆየት አዝማሚያ ይኖረዋል። ለምሳሌ፣ ስለ እሳተ ጎሞራ ሲጠየቅ፣ የማስታወሰው የተጻፉት ቃላት ሳይሆን ጭንቅላቴ ላይ የሚወጣውን ምስል ነው። በማንበብ ጊዜ እንደዚህ ያሉ ምስላዊ መርጃዎችን መጠቀም ለማስታወስ ለማቆየት ጠቃሚ ነው ፣ ምክንያቱም ሠንጠረዥ መረጃውን ያቃልላል ፣ ምስል ግን ምናብን ይማርካል።

2.2 እባኩትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፣ እንደ ደፋር እና ሰያፍ የተፃፉ ፅሁፎች ያሉ ቁልፍ አካላትን በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ: በልዩ ቅር የተፃፉ ቃላቶችን እንደ ቁልፍ ቃላት እከፋፍላቸዋለሁ፣ በተለይም በኮድ ቅርጸት ሲቀርቡ፣ በመማሪያ መጽሐፋችን ላይ እንደተገለጸው—በጥናታችን ወቅት የምናገኛቸው ነገሮች ብዙውን ጊዜ በኮድ ተቀምጠዋል። የነዚህን ቁልፍ ቃላት ትርጉም ከማንበብ በፊት እቀዳለሁ። በአጠቃላይ፣ በሰያፍ ወይም በድፍረት አፅንዖት የሚሰጣቸው ቃላቶች ልዩ ትርጉም አላቸው ወይም ቁልፍ ፅንሰ-ሀሳቦችን በማጉላት ለእነሱ የበለጠ ትኩረት እንድሰጥ ያደርገኛል። በተጨማሪም፣ በማንበብ ጊዜ፣ ስለቀድሞው ይዘት ካለኝ ግንዛቤ በመነሳት ቀጣዩ ክፍል ምን ሊሸፍን እንደሚችል ብዙ ጊዜ እጠብቃለሁ።

ጥያቄ 3፡ ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ፡ ጽሑፉ አስቸጋሪ ሲሆንብኝ እኔ የምወስደው የመጀመሪያ እርምጃ ጽሑፉን እንደገና ማንበብ ነው። ካልገባኝ እረፍት ወስጄ ጽሑፉን እንደገና አንበብዋለሁ። ከዚያ አሁንም አስቸጋሪ ከሆነ ከእኔ የተሻለ ግንዛቤ ያላቸውን ሰዎች እጠይቃለሁ። ግን በተለይ ካልገባኝ ደግሜ ማንበብ እወዳለሁ። እያነበብኩ እያለ አንድ ሰው ቢያናግረኝ ወይም በሌላ ነገር ብረበሽ ትኩረቴን አጣለሁ፣ ስለዚህ እንደገና አነባለሁ። ለመረዳት የሚከብደኝ ከሆነ በዋናነት ችግሪን የምፈታው ያልገባኝን ቃላቶች እንደገና በማንበብ እና ትርጉም በመፈለግ ነው። የመጀመሪያ ቋንቋዬ ስላልሆነ ብዙ ያልገባኝ ቃላቶች ይገጥሙኛል። እና ችግሪን የምፈታው የእነዚህን ትርጉም በመፈለግ እና እንደገና በማንበብ ነው። ከዚያ ካለፈ ግን ከእኔ የተሻሉ ሰዎችን እጠይቃለሁ።

የመረዳት ችግርን ለመፍታት ብዙ ጊዜ የምጠቀምበት ሌላው ጠቃሚ የንባብ ስልት ጽሑፉን በዝግታ እና ሆን በጥንቃቄ በማንበብ ለመረዳት እሞክራለሁ። በተለይ ትኩረቴ እየደበዘዘ ሲሄድ ወይም ይዘቱ ፈታኝ ሆኖ ሳገኘው በድጋሚ ወደትኩረቴ በመመለስ ጽሑፉን ለመረዳት እሞክራለሁ። በተጨማሪም፣ ውስብስብ ምንባቦች ሲያጋጥሙኝ ይህ በዝግታ በማንበብ በጽሑፉ ውስጥ በሚተላለፈው መልእክት ላይ በተሻለ መረዳት እንዲኖረኝ ይረዳኛል።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ፡ እነዚህ ከላይ የተዘረዘሩትን ስልቶች በአብዛኛው እጠቀማለሁ። ለምሳሌ፣ ፈታኝ የሆነ ጽሑፍ ሲያጋጥመኝ፣ ባነበብኩት ላይ ለማሰላሰል እረፍት እየወሰድኩ በትኩረት አነባለሁ። ለወደፊት ማጣቀሻ አንዳንድ መረጃዎችን ካገኘሁ፣ በዓይነ ሕሊናዬ እመለከተዋለሁ፣ ይህም ለረጅም ጊዜ ለማስታወስ ይረዳኛል። የማላውቃቸው ቃላት ሲያጋጥሙኝ ትርጉማቸውን ከአገባቡ ወይም ከአውዱ ለመፍታት እሞክራለሁ። ከአውዳቸው ለመፍታት አስቸጋሪ በሚሆንበት ጊዜ ብቻ መዝገብ ቃላት እጠቀማለሁ ወይም ከመምህራ ወይም ከጓደኞቼ እርዳታ እሻለሁ።

ጥያቄ 4፡ በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ፡ በንባብ ላይ እያለሁም ሆነ አንብቤ ከጨረስኩ በኋላ ጠቃሚ ማስታወሻዎችን እወስዳለሁ። ይህ ግንዛቤዬን የሚያሻሽል ጠቃሚ ማጣቀሻ እንድለይ ይረዳኛል። በተጨማሪም፣ ከጓደኞቼ ጋር በቡድን ጥናት ወቅት፣ በማጣቀሻ ማስታወሻ ደብተራ ላይ በንቃት ማስታወሻዎችን እወስዳለሁ። እንዲያውም ብዙ ጊዜ የማስታወሻ ደብተራን በእጄ ሳልይዝ ዋናውን ጽሑፍ ማንበብ አልጀምርም።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዝገብ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሑፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሑፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሑፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ፡ በተለምዶ በጸጥታ አነባለሁ፣ ነገር ግን ትኩረቴን ሳጣ ትኩረቴን መልሼ ለማግኘት ጮክ ብዬ አነባለሁ። በተጨማሪ፣ መምህራ እንድዛ እንዳነብ ከጠየቀኝ፣ በክፍል ጊዜ ጮክ ብዬ አነባለሁ። እንግሊዘኛ የአፍ መፍቻ ቋንቋዬ ስላልሆነ ብዙ ጊዜ ለእኔ አዲስ የሆኑ ቃላት ያጋጥሙኛል። በነዚያ ጉዳዮች ላይ፣ በማንበብ ወይም በምማርበት ጊዜ ለትርጉማቸው መዝገብ ቃላትን እጠቀማለሁ። ንባቤን ለማበልጸግ

የተለያዩ የማመሳከሪያ ቁሳቁሶችንም እጠቀማለሁ፤ በተለይ ከእንግሊዘኛ ትምህርት ውጪ ለሆኑ ትምህርቶች ማመሳከሪያ ጽሁፎችን እጠቀማለሁ። ከላይ ከዘረዘርኳቸው ስልቶች በተጨማሪ ከኔ የተሻለ እውቀት ካላቸው ሰዎች እርዳታ እሻለሁ።

ጥያቄ 5: የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: ውጤታማ ያልሆኑ ስልቶችን መጠቀም ወደ አለመግባባት ሊመራ ይችላል። ለምሳሌ፣ አንድ ሰው የማንበብ ፈተና ሲያጋጥመው፣ ከጽሑፉ ውስጥ በደመ ነፍስ ከጥያቄው ጋር የሚዛመድ ቃልን አውድ ከማረጋገጥ ይልቅ መምረጥ ይችላል። ይህ አካሄድ በሁለት ዋና ዋና ምክንያቶች የተሳሳተ ነው። በተለምዶ ትክክለኛውን መልስ አለመስጠት እና የጽሑፉን አጠቃላይ መልእክት እንዳንረዳ እንቅፋት ይሆናል። እንደዚህ አይነት ልማዶች የወደፊት የእንግሊዘኛ የማንበብ ክህሎታችንን ላይ አሉታዊ ተጽዕኖ ሊያሳድሩ እና አጠቃላይ እውቀታችንን እንዳናገኝ እንቅፋት ሊሆኑብን ይችላሉ። የቋንቋ እድገታችን እንደ ፊልም ማንበብ እና መመልከት ባሉ የተለያዩ ተግባራት ላይ የተመሰረተ ነው፤ ተመሳሳይ ቃላት ሲያጋጥሙን ትክክለኛውን መልስ እንዳለን እንድናምን ሊያሳስቱን ይችላሉ።

ተማሪ 2

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚኣነቡበት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሊዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: በአጠቃላይ፣ የእኔ የንባብ አካሄድ በርካታ ቁልፍ እርምጃዎችን ያካትታል። በመጀመሪያ ስለ ርዕሱ ግንዛቤ ለማግኘት ርዕሱን በመመልከት እጀምራለሁ። ከዛም ተነስቼ ስለ ዋናው ጽሁፍ መላምት ከፈጠርኩ በኋላ ለየትኛውም ያልተለመዱ ቃላት ወይም ፈታኝ ጽንሰ-ሐሳቦች ልዩ ትኩረት እሰጣለሁ። የበለጠ ግልጽ ግንዛቤ እስካገኝ ድረስ ጽሑፉን ብዙ ጊዜ እመለከተዋለሁ። የጽሑፉን ሃሳብ በደንብ ከተረዳሁ በኋላ ስለ ንባቡ ያለኝን ግንዛቤ ለማጠናከር ማስታወሻዎች እጽፋለሁ።

ርዕሱን ስመለከት ወይም የመጀመሪያ ግምት ሳደርግ፣ ጽሁፉን ሳነብ ከጽሁፉ ላይ ያለው መረጃ የእኔ ግምት ትክክለኛው መሆን አለመሆኑን ለማወቅ ይረዳኛል። የንባቤን መረዳት ለማጣራት እነዚህን ምልክቶች እጠቀማለሁ እና ቀስ በቀስ ራሴን ወደጽሁፉ በጥልቀት በመግባት አነባለሁ።

በማንበብ ላይ እያለሁ ንባቡን በተመስጦ ከጽሁፉ አነባለሁ። የተለያዩ ትረካዎችን በመፍጠር የጽሁፉን መልእክት ለመረዳት እሞክራለሁ። አንድን አንቀፅ ከጨረስኩ በኋላ፣ ስለሚከተለው ይዘት እገምታለሁ። አዳዲስ ቃላት ወይም ጽንሰ-ሐሳቦች ላይ ትኩረት እሰጣለሁ። እነዚህን ከአገባባቸው በራሴ ለመፍታት እሞክራለሁ፤ ያን ማድረግ ካልቻልኩ ከአዋቂዎች እርዳታ እሻለሁ ወይም መዝገበ ቃላትን አጠቀማለሁ።

መጀመሪያ ላይ የተረጎምኳቸውን ቃላት በማንብብት ጊዜ ከጽሁፉ ጋር ለማገናኘት እሞክራለሁ። ከአገባባቸው በትክክል ትርጉማቸውን ለመፍታት ያልቻልኳቸውን አዳዲስ ቃላት ከመዝገበ ቃላት ትርጉሞቻቸውን ወስዳለሁ። ከዚህ ካለፈ አብረውኝ ሚማሩ ተማሪዎች እወያያለሁ ወይም እጠይቃለሁ። የተለያዩ ሃሳብ ካለን ትክክለኛውን ሃሳብ ለማግኘት የራሴን ጥረት አደርጋለሁ።

ፈታኝ የሆኑ ቃላትን ለማብራራት ብቻ ሳይሆን የቁሱን አጠቃላይ ትርጉም ለመረዳት በምታገልበት ጊዜ ሃሳቦችን ከሌሎች ጋር መወያየቴ ያስደስተኛል።

አንብቤ ከጨረስኩ በኋላ የተረዳሁትን ከጎኔ ላለው ሰው ለመግለፅ እሞክራለሁ፤ እና እነሱም መከታተል ከቻሉ በደንብ ለማስረዳት የተቻለኝን አደርጋለሁ። ትርጉሞቻችን ቢለያዩ፣ መግባባት ላይ እስክንደርስ ድረስ ይዘቱን አብረን እንጎበኝዋለን። አንዳንድ ጊዜ፣ ለተጨማሪ ግንዛቤዎች ሌሎች ተማሪዎችን ልናማክር እንችላለን።

ንባቤን እንደጨረስኩ፣ በተማርኩት መሰረት አንድ ጥያቄ አዘጋጃለሁ። ከሌላ ሰው ጋር ከሆንኩ የራሳቸውን ተዛማጅ ጥያቄ ሊያካፍሉ ይችላሉ፤ ይህም ጥያቄዎቻችንን እና ግንዛቤዎቻችንን የምንለዋወጥበት ውይይት ያነሳሳል። በአማራጭ። ጥያቄዬ ሳይመለስ ወደ እኔ ከተመለሰ፣ ግልጽ እስኪሆን ወይም ከሌሎች ጋር የጋራ ግንዛቤ እሲኪኖረን ድረስ ድረስ ጽሁፉን ደግሜ አነባለሁ። ከሌሎች እርዳታ ከመጠየቅ ወደኋላ አልልም። አንብቤ በጨረስኩ ቁጥር አዲስ ጥያቄ በአእምሮዬ ይመጣል። ራሴን መፍታት ካልቻልኩ፣ ሌሎችን እጠይቃለሁ።

በእንግሊዘኛ የማንበብ ልምድ፣ የሚያጋጥሙኝን ሃሳቦች ከአውነተኛ የህይወት ሁኔታዎች ጋር ለማዛመድ እሞክራለሁ። ለምሳሌ፣ ስለ ብክለት መረጃ ካጋጠመኝ፣ ለ ብክለት ቅንሳ አስተዋፅዖ ለማበርከት ከጽሑፉ የተሰጡ አስተያየቶችን በእለት ተእለት ተግባራዊ ውስጥ ለማካተት እሞክራለሁ።

ጥያቄ 2: የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሚጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሑፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ: ሆን ብዬ የንባብ ተግዳሮቶቼን ሊፈቱልኝ የሚያስችሉ የንባብ ስልቶችን እጠቀማለሁ። በተለይም ትምህርታዊ ጽሁፎችን ሳነብ የማንበብ አላመዬ ለፈተናዎች መዘጋጀት ላይ ወይም ዘላቂ እውቀትን በመገንባት ላይ ያተኮረ ነው። በፈተና ዝግጅት ወቅት፣ በተመሳሳይ ለስኬት አስፈላጊ የሆኑትን አስፈላጊ መረጃዎች መቃረምን ለማረጋገጥ ንባብ ላይ አተኩራለሁ።

2.2 ጥ: እባኮትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፣ እንደ ደፋር እና ሰያፍ የተፃፉ ዕቃዎች ያሉ ቁልፍ አካላትን በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ: የተለያዩ የይዘት ዓይነቶችን ሳነብ ሠንጠረዦችን፣ አኃዞችን ወይም በደማቅ ወይም በሰያፍ የተጻፉ ቃላትን ሳነብ እነዚህ ቃላት ጠቃሚ ግንዛቤዎችን ይይዛሉ ብዬ አምናለሁ። የጽሁፉን ፍሬ ነገር በነዚህ አካላት በተለይም በሰንጠረዥ ውስጥ የተለየ ትርጉም ሲሰጡ እንደሚችሉ አስባለሁ። ስለዚህ ለእነዚህ ቃላት በጥንቃቄ ትኩረት በመስጠት አነባቸዋለሁ። የስእል ዌብ ሰንጠረዥሳንን ብትኩረት ለማየት ትንሽ ጊዜ ወስዳለሁ። ነገር ግን ግልጽ ካልሆኑ ለማብራራት ጽሑፉን ተመልሼ አናባለሁ።

በተጨማሪም፣ ተያያዥ ቃላትን በመለየት የጽሑፍ አደረጃጀትን ለማስተዋል እሞክራለሁ፣ ለምሳሌ፣ በተጨማሪ፣ እና በተጨማሪ፣ ጽሑፉን ለመረዳት ወሳኝ ሚና ይጫወታሉ። እነዚህን ቃላት ሲያጋጥሙኝ፣ ትርጉማቸውን መሰረት አድርጎ ጽሑፉን ለመረዳት ዐጠቀምባቸዋለሁ። ለምሳሌ፣ የተቃራኒ ቃላትን በማየት የቀረቡት ሃሳቦች ተቃራኒ እንደሆኑ እገነዘባለሁ። ተጨማሪ መረጃን የሚጠቁሙ ከሆነ እንደ ማሟያ ነው የማያቸው።

እንደ 'የመጀመሪያው' እና እንደ አንደኛ፣ ሁለተኛ፣ ሶስተኛ ያሉ ቅደም ተከተልን የሚአሳዩ ቃላት ሲያጋጥሙኝ የማስበው በጽሑፉ አደረጃጀት ላይ ተመስርተው ሀሳቦችን ለመደርደር እንዴት እንደሚረዱኝ ነው። ለምሳሌ፣ ርዕሱ በውሃ ብክለት ላይ የሚያጠነጥን ከሆነ፣ ፅሁፉ በተለምዶ የውሃ ሀብቶችን አጠቃላይ እይታ ይጀምራል፣ በመቀጠልም ሊሆኑ የሚችሉ መፍትሄዎችን እያለ ይቀጥላል። ይህንን መዋቅር በመተንተን የመተላለፊያውን ዋና ትኩረት እና ሂደቱን መረዳት እችላለሁ። ይዘቱን ሙሉ በሙሉ ለመረዳት በጥንቃቄ አንብቤ የቀረበውን መረጃ ሀሳብ እረዳለሁ።

በመክፈቻው አንቀጽ ላይ በተረዳሁት መሰረት ስለ ጽሑፉ አጭር ማስታወሻ እጽፋለሁ። ይህ ማስታወሻ የቀጣዩን አንቀጽ ርዕስ ጉዳይ አስቀድሞ ለማየት ይረዳኛል፣ ወደ ጭብጡ ጠለቅ ብዬ ለማስተዋል ይረዳኛል።

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ፡ ብዙ ጊዜ ትምህርታዊ ጽሑፍን ደጋግሜ በማንበብ አስቸጋሪ ሃሳቦችን ለመረዳት የምጠቀምበት ስልት ነው። ለመረዳት የሚያስቸግር ጽሑፍ ሲያጋጥመኝ፣ እንደገና እመለስበታለሁ፣ እና አንዳንድ ጊዜ፣ ይዘቱን በግልፅ እስክረዳ ድረስ ብዙ ጊዜ - ሶስት ወይም ከዚያ በላይ አነባለሁ። በተለይ ፈታኝ ጽሑፎች ሲያጋጥሙኝ በዝግታ እና በማሰብ ለማንበብ እሞክራለሁ። ትኩረቴን ለመጠበቅ የምታገልባቸው ጊዜያት አሉ፣ ነገር ግን ትኩረቴን ሳጣ ትኩረቴን ለመመለስ ጥረት አደርጋለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ፡ ጽሑፉ ለመረዳት አስቸጋሪ በሚሆንበት ጊዜ በትኩረት በማንበብ መልእክቱን ለመረዳት እሞክራለሁ። በተጨማሪም፣ የማላውቃቸው ቃላት ሲያጋጥሙኝ የምወስደው የተለመደ አካሄድ ትርጉማቸውን ከአገባባቸው ለመረዳት መሞከር ነው። መዝገብ-ቃላትን ተጠቅሜ ፍቺዎችን ለማግኘት ምዕልገው ከአውዳቸው መገመት የሚቻል መስሎ በማይታይበት ጊዜ ብቻ ነው።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ፡ ሁልጊዜ ማስታወሻ ለመያዝ እሞክራለሁ ምክንያቱም ይህ ያነበብኩትን እንዳስታውስ ወይም በዘላቂነት እንድርዳ ስለሚረዳኝ ነው። ማስታወሻ ስንዝ ያልተረዳሁት ቦታን ይጠቁመኛል። ይህም ጽሑፉን እንደገና እንድመለከት እና በግንዛቤ ውስጥ ያሉ ክፍተቶችን እንዳስተካክል ያነሳሳኛል። በተጨማሪም፣ በማጥናት ላይ፣ አስፈላጊ ነጥቦችን በማጠቃለል እና ዋና ዋና ሃሳቦችን እንደገና በመድገም ላይ አተኩራለሁ፣ ይህም የግንዛቤ ግምገማዬን ያሳድጋል።

መጀመሪያ ላይ የማያስቸግረኝ ጽሁፍ ከሆነ ማንበቤን ቀትላለሁ። ነገር ግን ለመረዳት የሚከብደኝ ከሆነ፣ አማራጭ ስልቶችን እፈልጋለሁ። ብዙ ጊዜ የጽሁፉን አንድ ክፍል ካነበብኩ በኋላ መረዳቴን ለመገምገም ወደሚቀጥለው ርዕስ ከመሄዴ በፊት ግንዛቤዬን እገመግማለሁ። አሁንም ይዘቱን የመረዳት ችግር እያጋጠመኝ እንደሆነ ካወቅኩ፣ እርዳታ ለማግኘት ከመፈለግ ወደኋላ አልልም። እነዚህን ዘዴዎች ተጠቅሜ መረዳት ካልቻልኩ ግን ከኔ የተሻሉ ሰዎችን ጠይቄ ለመረዳት እሞክራለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዘሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፤ መዝገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፤ ከክፍል ጓደኞች ጋር መወያየት፤ በጽሁፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሁፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሁፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: ቀደም ብዬ እንደገለጽኩት፣ አስፈላጊ በሚሆንበት ጊዜ ወደ መዝገበ ቃላት እመለሳለሁ። በተጨማሪም፣ የትኛውንም ጽሑፍን ካነበብኩ በኋላ፣ ብዙ ጊዜ ቁልፍ መረጃዎችን በማንሳት ወይም አለመግባባቶችን በውይይት ከፈታሁ በኋላ ከእኩዮቼ ጋር ሀሳቦችን መለዋወጥ እወዳለሁ። ስለዚህ፣ አስፈላጊ እንደሆነ በተሰማኝ ጊዜ ሁሉ በክፍል ውስጥም ሆነ ከክፍል ውጭ ከእኩያ ተማሪዎች ጋር ብዙ ጊዜ እወያያለሁ።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: ብዙ ስልቶችን እንዳልጠቀም ያደረገኝ የጽሁፉ አስቸጋሪነት ሲሆን ይህም ሌላ ስልት ከመጠቀም ይልቅ ሰው እንድጠይቅ ያስገድደኛል። የተለያዩ የንባብ ስልቶችን መጠቀሜ የንባብ ትምህርቱን ለመረዳት እንደሚረዳኝ አምናለሁ፣ ለኔ ከባድ ከሆነ፣ ስልቶችን ለመጠቀም ወይም ለመረዳት አልተነሳሳሁም፣ ለመጠየቅ እሮጣለሁ። ሌላው ነገር ንባቡ ሲረዝም እየዘለለ ማንበብ ነው። በተለይ ለፈተና ሲሆን እኔ የመረጥኩ ይመስለኛል።

የንባብ ክፍሉን ለመረዳት የሚያስቸግሩኝ ምክንያቶች አሉ። አዲስ ቃላት ሲኖሩ በአንቀፅ ውስጥ እንኳን የአዳዲስ ቃላትን ትርጉም ለመረዳት ችግር አለብኝ; ሙሉውን አንቀፅ ለመረዳት ተቸግራለሁ። ይህ ለመረዳት በጣም ይከብደኛል፣ ስለዚህ ልጠይቅ ነው።

አንድ ነገር ማለት የምፈልገው ነገር ሲገባኝ ወይም ሲገባኝ ማድረግ ያለብኝን ነገር በመፅሃፍ ወይም አነቃቂ ደብዳቤ ከተጻፈ፣ እንዲህ አይነት እና ጥቅማጥቅሞች አሉት ተብሎ ከተጻፈ ወይም ቢሰጠን ወይም ኮርስ ቢሰጠን፣ ይህ ጥቅም አለው ከተባለ ብዙ እጠቀማለሁ። በዚህ ምክንያት እዚህ አብዛኛውን ጊዜ ስልቶች ክትጥቀም አይትክእልን ኢኻ። እነዚያን ስልቶች በማወቁ እጠቀማለሁ። ቴክኒኮቹን መጠቀም አይከፋኝም።

ለምሳሌ በዚህ መንገድ ካነበብከው በዚህ መንገድ ብትይዘው ቀላል ይሆንልሃል የሚል አዲስ ቃል ካለ ከጽሁፉ ጋር አያይዘህ ለመተርጎም ብትሞክር ቀላል ይሆንልሃል እንዲሁም ለንባብ ስትራቴጅ የሚጠቅም ከሆነ ወይም በኮርስ ወይም በወረቀት መልክ ከተሰጠ ወይም ከተለጠፈ እኛ ወይም እኔ በግላችን እንጠቀማለን።

ተማሪ 3

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚከተሉት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: አዲስ ርዕስ ሲያጋጥመኝ፣ ከራሴ ሀሳብ እና ግንዛቤ በመነሳት ስለርእሱ የማውቀውን ነገር አሰላስላለሁ። ይህ የቀደመ እውቀት ላነበው ስለምፈልገው ቁሳቁስ ግንዛቤዬን በመጨመር እና ፍንጭ በመስጠት ንባቡን እንድረዳ ያግዘኛል።

ርዕሱ ግልጽ ካልሆነ፣ ጽሁፉን ለመረዳት እና ማንኛውንም ተዛማጅ ጥያቄዎችን ለመፍታት ግልጽ ግንዛቤ ማግኘት አስፈላጊ ስለሆነ አስቀድሜ ርዕሱን ለመረዳት እሞክራለሁ። ጽሁፉን በደንብ እገመግማለሁ፣ እና ችግሮች ካጋጠሙኝ፣ ተመልሼ እንደገና አንብቤዋለሁ። አሁንም ግራ መጋባት ከተሰማኝ አንድን ሰው እርዳታ ከመጠየቅ ወደኋላ አልልም።

የየጽሁፉን አደረጃጀት በመረዳት ወደ ንባብ እቀርባለሁ። ፅሁፎች በጊዜ ቅደም ተከተል ሲደረደሩ፣ ለምሳሌ ክስተቶች ወይም ሃሳቦች የሚቀርቡበትን ቅደም ተከተል፣ መከተል ስለምችል ለመረዳት ይረዳኛል።

በማንበብ ሂደት የጽሁፉን መረጃ ከቀደም እውቀቴ ጋር አቆራኛለሁ። በመጀመሪያ በይዘቱ ላይ አተኩራለሁ፣ በአእምሮዬ ውስጥ ካለኝ እውቀት ጋር ለማያያዝ እሞክራለሁ። በተጨማሪም፣ በጽሁፉ ውስጥ በደማቅ ወይም ሰያፍ የተፃፉ ቃላቶችን በትኩረት እከታተላለሁ ምክንያቱም ብዙ ጊዜ ጠቃሚ ትርጉም አላቸው።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሟጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ፡ ሳነብ በአጠቃላይ በአእምሮዬ ውስጥ የተለየ ዓላማ አለኝ፤ ብዙውን ጊዜ ዓላማ ከንባብ ጽሁፉ ጋር ለሚነሱ ጥያቄዎች ምላሽ ለመስጠት ወይም ለመጨረሻ ፈተና ለመዘጋጀት ነው። በርዕሰ ጉዳዩ ላይ የተወሰነ የቀደመ እውቀት ካለኝ፣ በዛ ላይ አሰላስላለሁ እና አሁን እየተሳተፍኩበት ካለው ጽሁፍ ጋር ለማዛመድ እሞክራለሁ።

2.2 እባክትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፣ እንደ ደፋር እና ሰያፍ የተፃፉ ዕቃዎች ያሉ ቁልፍ አካላትን በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ፤ በጽሁፉ ውስጥ ወሳኝ ዝርዝሮችን ስለሚያስተላልፉ በደማቅ ወይም በሰያፍ በተገለጹ አካላት ላይ አተኩራለሁ። በተጨማሪም፣ በቀዳሚው ላይ አፅንዖት በመስጠት ጉልህ እና ብዙም ጠቃሚ ያልሆኑ መረጃዎችን አለያለሁ።

ጥያቄ 3፡ ጽሁፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሁፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሁፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ፡ መጀመሪያ ላይ፣ በአንቀጽ ውስጥ አልፋለሁ፣ እና ለመረዳት ፈታኝ ከሆነ፣ እንደገና እጎበኛለሁ። ምክንያታዊ ከመሆኑ በፊት ደጋግሜ ማንበብ ያለብኝ ጊዜ አለ። አሁንም መልእክቱ ካልደረሰኝ መምህራን ወይም የክፍል ጓደኞቼን አገኛለሁ። አስቸጋሪ ጽሑፍ ሲያጋጥመኝ እንደገና ማንበብ እወዳለሁ። በተጨማሪም፣ ስለ ትምህርቱ ያለኝን ግንዛቤ ለማሳደግ ጊዜዬን ወስጃለሁ በጥንቃቄ እና በቀስታ ለማንበብ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

በይዘቱ ላይ ያለኝን ግንዛቤ ለማሻሻል የበለጠ በትኩረት በመከታተል ላይ አተኩራለሁ እና ጊዜዬን ወስጃለሁ በደንብ ለማንበብ። የማላውቃቸው ቃላት ሲያጋጥሙኝ፣ በአረፍተ ነገሩ ሁኔታ ላይ በመመስረት ትርጉሞቻቸውን ለማወቅ እሞክራለሁ። ትርጉሞቻቸውን ለመወሰን ፈታኝ ከሆነ መዝገብ ቃላትን ጠቅሼ ከዚያ በኋላ ንባቤን ቀጠልኩ።

ንባቤን እንደጨረስኩ፣ የታገልኳቸውን ክፍሎች እንደገና ለማየት እቅድ አለኝ። ይበልጥ ግልጽ ከሆኑ ትርጉሞቻቸውን እንደገና እገመግማለሁ። ለጥያቄዎቹ መልስ የምሰጠው ጽሑፉን ለሁለተኛ ጊዜ ካለፍኩ በኋላ ነው።

ጥያቄ 4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ፡ በማንበብ ጊዜ፣ ማስታወሻ መያዙን አረጋግጣለሁ፣ በተለይም ለወደፊት ማጣቀሻ ዋና ሀሳቦችን በማጉላት። ለኔ ግልጽ ያልሆኑ ጥያቄዎችን ወይም ጽንሰ-ሀሳቦችን በማመልከት ቁሳቁሱን በመረዳት ላይ አተኩራለሁ። እንደጨረስኩ፣ የዘለልኳቸውን ክፍሎች ደግሜ እጎበኛለሁ።

የማመሳከሪያ ቁሳቁሶችን ከመጠቀም አንጻር፣ ስለርዕሱ ያለኝን ግንዛቤ ለማሳደግ ተጨማሪ መጽሃፎችን እዳስሳለሁ። በተጨማሪም፣ በእንግሊዝኛ ከማንበብ ጎን ለጎን እውቀቴን በተለያዩ ጉዳዮች ላይ ለማስፋት የማመሳከሪያ ምንጮችን እጠቀማለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዘሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዘገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሁፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሁፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሁፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ፡ ብቻዬን ስሆን ጮክ ብዬ ማንበብ እወዳለሁ። ከቁሱ ጋር በእውነት የመሳተፍ ስሜት ይሰጠኛል።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ፡ በግሌ ውጤታማ ስልቶችን አጠቃቀሜ የተገደበ ሆኖ አግኝቼዋለሁ፣ በዋነኛነት ብዙዎቹን ስለማላውቅ እና ብዙ ጊዜ ለየትኛው የንባብ ፈተናዎች የትኛውን ስልት እንደምተገበር እርግጠኛ ስላልሆንኩ ነው።

ተማሪ 4

ጥያቄ፡1 ትምህርት ነክ ጽሁፎችን በሚያነቡበት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሊዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ፡ ከማንበብ በፊት፣ ፈታኝ የሆኑትን ቃላት ከትርጓሜያቸው ጋር አስተውያለሁ። ራሴን ከነሱ ጋር ካወቅሁ በኋላ አንቀጹን እንደገና እጎበኛለሁ።

እያነብኩ፣ በስርዓተ-ነጥብ ምልክቶች፣ በተለይም በአረፍተ ነገር መጨረሻ ላይ በማቆም በፍጥነት ለማንበብ አላማለሁ። ከዚያም፣ የእኔን ግንዛቤ ለማሳደግ ዋናዎቹን ሃሳቦች ጠቅለል አድርጌአለሁ። ንባቡን እንደጨረስኩ የማላውቃቸውን ቃላት ትርጉሞች

አስተውያለሁ፣ ብዙ ጊዜ ጎጃልን ወይም መዝገበ ቃላትን በማጣቀስ እነዚህን ፍቺዎች እንመግማለሁ። ከዚያ በኋላ፣ ሁሉንም ነገር አንድ ላይ የሚያገናኝ የተቀናጀ ጥያቄ ለማዘጋጀት ተጠቅሜ ማስታወሻዎቼ ላይ አሰላስላለሁ።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሟጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ፣ ከንባብ አላማዬ አንፃር፣ ከሱ ጥያቄዎችን ለመመለስ ወይም ለፈተና በምዘጋጅበት ጊዜ በተለምዶ ከዕሁፎች ጋር እሳተፋለሁ። እነዚህ ሁኔታዎች የንባብ አላማዬን ይገልጻሉ። ሳነብ ቃላቶቼን በትክክል በመጥራት ላይ አተኩራለሁ ግንዛቤዬን ለማሳደግ እና የአነጋገር ችሎታዬን ለመገምገም። በተጨማሪም፣ የቁሳቁስን ግንዛቤ ለማሻሻል ዋና ዋናዎቼን ሃሳቦች ለመጠቀም ጥረት አደርጋለሁ።

2.2 ጥ፡ እባኮትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፣ እንደ ደፋር እና ሰያፍ የተፃፉ ዕሁፎች ያሉ ቁልፍ አካላትን በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ፡ በተለየ ሁኔታ በደማቅ ወይም ሰያፍ የተሳፉትን ቃላትን ወይም ሀረጎችን በትኩረት አነባቸዋለሁ።እነዚህ ልዩነቶች ጠቃሚ መረጃዎችን ያመለክታሉ፣ ለዚህም ነው በእነርሱ ላይ በቅርበት የማተኩረው።

3. ጽሁፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሁፉን እንደገና ማንበብን፣ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት

መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ: በመጀመሪያ ሙከራዬ ላይ ሙሉ በሙሉ ያልገባኝ ጽሁፍ ሲያጋጥመኝ የጊዜ ሰሌዳዬ የሚፈቅድ ከሆነ እንደገና ለማንበብ ጊዜ ወስጃለሁ። ግንዛቤዬን ለማሳደግ ፈታኝ ነገሮችን በዝግታ እና ጥንቃቄ በተሞላበት ፍጥነት እቀርባለሁ። አልፎ አልፎ፣ ሳንብ ግራ የሚያጋባ ነገር ካጋጠመኝ ከጎኔ ካለው ሰው ማብራሪያ እሻለሁ። ትክክለኛ አነጋገርን ለማረጋገጥ ቃላቶቼን ጮክ ብዬ አነባለሁ። ቤት ውስጥ ከሆንኩ ነገሮችን ለማብራራት የሚረዳ አንድ ሰው ሊኖረኝ ይችላል፣ ወይም በመስመር ላይ ፍለጋ እና መዝገብ ቃላት ለተጨማሪ ድጋፍ ልተማመንበት እችላለሁ።

የቃሉን ወይም የሐረግን ትርጉም ሙሉ በሙሉ እስካልተረዳሁ ድረስ አልቀጥልም፣ ምክንያቱም ከማደግዎ በፊት እርግጠኛ ያልሆኑትን ነገሮች ማብራራት ስላለብኝ። አንድ ቃል ወይም ዓረፍተ ነገር ካልተረዳሁ፣ ስለ ሌሎቹ ነገሮች ያለኝን ግንዛቤ ሲያደናቅፍ ይችላል።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ: የማላውቃቸው ቃላት ሲያጋጥሙኝ፣ ከዐውደ-ጽሑፉ በመነሳት ትርጉማቸውን ለመረዳት እሞክራለሁ። በማንበብ ላይ በትኩረት አተኩራለሁ፣ ነገር ግን በአዲስ የቃላት ብዛት የተነሳ ጽሑፎቹ ብዙ ጊዜ ፈታኝ ሆነው አግኝቻለሁ።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: ሳነብ፣ ለድጋሚ ለመጎብኘት ላቀድኳቸው ጠቃሚ ጽሑፎች በተለይ ወሳኝ የሆኑትን አስፈላጊ ፅንሰ-ሀሳቦችን በማስምር ዌኔም በማክበብ አገላቸዋለሁ። ከበርካታ ንባቦች በኋላ ዋናዎቹን ሃሳቦች በራሴ ቃላት ለማጠቃለል ጥረት አደርጋለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፤ መዝገብ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፤ ከክፍል ጓደኞች ጋር መወያየት፤ በጽሁፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሁፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሁፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: አልፎ አልፎ ጮክ ብዬ አነባለሁ፣ ሌላ ጊዜ ደግሞ በዝምታ ማንበብ እመርጣለሁ። የእኔ አቀራረብ የጽሁፉን ዋና ፅንሰ-ሀሳብ መረዳት እና ከቀረበው መረጃ ጋር ለማያያዝ በራሴ ግንዛቤ ላይ ማሰላሰልን ያካትታል። ለምሳሌ፣ ከስራ ፈጣሪው እይታን ስንመረምር፣ ከስር ያለውን ሃሳብ እና እሱን ለማብራራት የሚወስዷቸውን እርምጃዎች መረዳት በጣም አስፈላጊ ነው።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: የንባብ ልምዴ ውስን ስለሆነ የመረዳት ችግሮቼን ለመፍታት ብዙ ስልቶችን መጠቀም ይከብደኛል። የትኛውን ስልት የትኛውን ችግር እንደሚፈታ እንኳን አላውቅም።

ተማሪ 5

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚአነቡበት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: ጽሁፉን ማንበብ ከመጀመሪያ በፊት የማደርገው ሌላው ነገር በርዕሱ ላይ ማተኮር ነው ምክንያቱም አንቀጹን ለመረዳት ርዕሱ በጣም አስፈላጊ ነው ብዬ ስለማምን ነው። ርዕሱን ሳየው ስለሱ የማውቀውን ማሰብ እጀምራለሁ. ከዚያ የማላውቃቸውን ቃላት

እጽፋለሁ። ትኩረትን ወደ እነርሱ ለመሳብ በተለምዶ እነዚህን ቃላት በድፍረት አገላቸዋለሁ። እነዚህን በድፍረት የተሞላባቸው ቃላት ሲያጋጥሙኝ፣ እነዚያን ትርጉሞች ግምት ውስጥ በማስገባት ምንባቡን ማንበብ ከመጀመሪያ በፊት ፍቺያቸውን ለማየት ጊዜ ወስጃለሁ። ወደ ቀጣዩ ከመሄዴ በፊት የእያንዳንዱን ዓረፍተ ነገር መልእክት ሙሉ በሙሉ እንደተረዳሁ በማረጋገጥ በክፍሎች ማንበብ እመርጣለሁ።

ማንበብ ከመጀመሪያ በፊት የነበሩኝን ሃሳቦች በንባብ ወቅት ስለ ርዕሰ ጉዳዩ ያለኝን የመነሻ ሃሳብ ጋር አዛምዳለሁ። በማንበብ ሂደት፣ አልፎ አልፎ ለመጨረስ በፍትነት አነባለሁ። ጽሁፉን ከጨረስኩ በኋላ ከሱ ጋር የተያያዙ ጥያቄዎችን ለመመለስ እሞክራለሁ። አንድን ጥያቄ ለመመለስ ከታገልኩ፣ ጽሁፉን እንደገና እመለከታለሁ፣ በዚህ ጊዜ ንባቤን በእጄ ላይ ባሉ ልዩ ጥያቄዎች ላይ አተኩራለሁ።

ጥያቄ 2፡ የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሚጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ፡ መምህራ እንዳነብ ባዘዘኝ ጊዜ፣ አነባለሁ። በርዕሱ ላይ የተወሰነ የቀድሞ እውቀት ካለኝ፣ መረጃውን ለማስታወስ እና አሁን እያነበብኩት ካለው ነገር ጋር እንዴት እንደሚዛመድ ለማየት የተቻለኝን አደርጋለሁ።

ብዙውን ጊዜ ከማንበብ ዕቃዎች ጋር የምሠራው መምህራ ሲጠይቅ ወይም የተለየ ሥራ ሲፈልግ ብቻ ነው። በውጤቱም፣ እኔ በተሰጡት ጽሑፎች ላይ በመመርኮዝ ለጥያቄዎች ምላሽ ለመስጠት በዋናነት አነባለሁ።

ለጽሁፉ ገጽታ ብዙም ትኩረት አልሰጥም፣ ለግንዛቤ እንዴት እንደሚረዳ እርግጠኛ ስላልሆንኩ። ስለ ንባብ ማቴሪያሎች ያለኝን ግንዛቤ የሚያወሳስብብኝ የእኔ ውሱን

የቃላት ቃላቶች ዋነኛው መሰናክል ነው ብዬ አምናለሁ። በአንድ ርዕስ ላይ የተወሰነ የጀርባ እውቀት ሲኖረኝ ያንን መረጃ ለማስታወስ እና አሁን ከማነበው ጋር ለማዛመድ ጥረት አደርጋለሁ።

2.2 ጥ፡ እባካትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፤ እንደ ደፋር እና ሰያፍ የተፃፉ ፅሁፎች ያሉ ቁልፍ አካላትን በመለየት፤ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፤ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ፡ እነዚህን ስልቶች ተግባራዊ አላደርግም። አስተማሪዎቻችን በንባብ ጽሑፉ ውስጥ በደማቅ የተገለጹትን ቃላት ትርጉም እንድናገኝ ይጠይቁናል። ትርጉማቸውን ለመፍታት ጥረት አደርጋለሁ፤ እና በመጨረሻም መምህራችን ትርጉሞቹን በጥቁር ስሌዳ ላይ ይመዘግባል። ይሁን እንጂ ምንም ተጨማሪ እንቅስቃሴዎችን አላደርግም።

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ፡ ንባቡን ብዙ ጊዜ መላልሼ እመለከታለሁ። ሆኖም የተሟላውን መልእክት ለመረዳት አሁንም እችግራለሁ፤ ይህም ከአንድ ተማሪ እርዳታ እንድፈልግ ይገፋፋኛል። ፈታኝ ጽሑፎች ሲያጋጥሙኝ ጊዜዬን ወስጃለሁ በቀስታ እና በትኩረት አነባለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ፡ መጀመሪያ ላይ፣ ፈታኝ ቃላትን እፈልጋለሁ እና ትርጉማቸውን በወውደ-ጽሑፉ ለመወሰን እሞክራለሁ። መገመት ሳይሳካልኝ ሲቀር እና አሁንም መልእክቱን ለመረዳት

ስቸገር፣ ወደ መዝገበ ቃላት ዞር አልኩ ወይም በአቅራቢያው ያሉ ሌሎች የቤተሰብ አባላትን ጨምሮ እርዳታ እጠይቃለሁ።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: ሳነብ የራሴን ማስታወሻ እሰራለሁ። ያነበብኩት ወይም ያጠናሁትን ለማስታወስ ስለሚረዳኝ መልእክቱን በራሴ ቃላት ለመግለጽ እሞክራለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዝገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሑፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሑፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሑፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: በንባብ ጽሑፉ ውስጥ ቀጥሎ ያለውን ነገር ለመገመት ቀደም ሲል የቀረቡትን ነገሮች በመመርመር እጀምራለሁ. በጽሑፉ ውስጥ እየገፋሁ ስሄድ፣ አሁን ካነበብኩት ግንዛቤዎችን በመሳል ስለሚመጡት ክፍሎች ወይም አንቀጾች ትንበያዎችን አደርጋለሁ። በተጨማሪም፣ የማይታወቁ ቃላቶች የታዩበትን አውድ በማጤን ትርጉማቸውን እገነዘባለሁ።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: ጽሑፉ በአዲስ እና አስቸጋሪ ቃላት የተሞላ ከሆነ የጽሑፉን መልእክት ለመረዳት በጣም አስቸጋሪ ነው. ከዚህም በላይ ፅሁፉ በጣም ረጅም ሲሆን ሙሉ መልዕክቱን ለመረዳት ይከብደኛል ምክንያቱም ፅሁፉን ለመጨረስ ገና በጀመርኩበት ጊዜ ቀደም ብዬ ያነበብኩትን እረሳለሁ. ብዙ ስልቶችን ካወቅኩ እና በትክክል ተግባራዊ

ካደረግኩ፣ የማንበብ ችግሮቼን እንደምቀንስ እና ንባቤን ቀላል አደርጋለሁ ብዬ አምናለሁ። ሆኖም፣ የመረዳት ችግሮቼን ለመፍታት ብዙ ስልቶችን አላውቅም።

ተማሪ 6

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚከተሉት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: መጀመሪያ ላይ ይዘቱን ለመለካት በንባብ ጽሁፉ ርዕስ ላይ አተኩራለሁ። ከርዕሱ ጋር የተወሰነ እውቀት ካለኝ፣ በውስጡ ስለምን ሊያውራ እንደሚችል አስባለሁ። እያነበብኩ ሳለ፣ የመጀመሪያው ተስፋዬ ከትክክለኛው ይዘት ጋር ይስማማ እንደሆነ እገመግማለሁ። ንባቡን እንደጨረስኩ ከእኩዮቼ ጋር እወያያለሁ እና ከጽሁፉ ጋር ለቀረቡት ጥያቄዎች ምላሽ እሰጣለሁ።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሚጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ: በማንበብ በተሳተፍኩበት ጊዜ፣ ሁልጊዜ የተለየ ዓላማ አለኝ። በተለምዶ፣ አላማዬ ከጽሁፉ ጋር የተያያዙ የተወሰኑ ጥያቄዎችን ወይም አሳይምነቶችን ማከናወን ነው። የእኔ ንባብ እነዚህን ግዴታዎች ለማጠናቀቅ ዓላማ ያገለግላል። ነማነብበት ወቅት በጽሁፉ ውስጥ ያሉትን ቁልፍ መልእክቶች ለመረዳት ጥረት አደርጋለሁ፣ በተለይ ሠንጠረዥ ከይዘቱ ጋር የተያያዙ ጠቃሚ መረጃዎችን ስለሚይዘው።

2.2 ጥ: እባኮትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፣ እንደ ደፋር እና ሰያፍ የተፃፉ ዕቃዎች ያሉ ቁልፍ አካላትን

በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ: እንደ በደማቅ ወይም በሰያፍ የተጻፉ ልዩ ቃላት ወይም ሀረጎች ባገኘሁ ጊዜ ጠቃሚ መረጃዎችን እንደያዙ እገነዘባለሁ። በውጤቱም, በጥንቃቄ እንዳይነበብኳቸው እና አስፈላጊነታቸውን እንድንገነዘብ አረጋግጣለሁ.

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ: አንዴ ማንባብ ብዙ ጊዜ ሙሉ ግንዛቤን ስለማይሰጥ ፅሁፍን ደጋግሜ አነባለሁ። አንዳንድ ጊዜ፣ የሚነሱትን የተወሰኑ ጥያቄዎችን ለመመለስ ደጋግሜ ጽሑፉን አነባለሁ። ፈታኝ ይዘት ሲያጋጥመኝ፣ ጊዜዬን ወስጄ በደንብ በማንበብ ለመረዳት እሞክራለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ: በዋነኛነት፣ መረጃውን አንብቤ ከተረዳሁ በኋላ ሃሳቡን በአእምሮ ለመሳል እሞክራለሁ። ይህ በሚያስፈልግ ጊዜ ሀሳቡን እንዳስታውስ ስለሚረዳኝ ነው። በተጨማሪም፣ የቃላቶችን ትርጉም ከዐውዳቸው በመነሳት ለመወሰን እሞክራለሁ። ነገር ግን፣ ይህ ዘዴ የማይታወቁ ቃላትን ለመፍታት ሁልጊዜ ኤክስራልኝም። ይህም መዘገበ ቃላትን እንድመለከት ያስገድደኛል።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: አንብቤ ከጨረስኩ በኋላ ዋና ዋና ነጥቦችን ወይም የጽሑፉን ዋና ሃሳቦች ለመያዝ ማስታወሻዎችን እይዛለሁ። አንድ አስፈላጊ ነገር ለማስታወስ ከፈለግኩ እጽፈዋለሁ እና አስፈላጊ በሚሆንበት ጊዜ ተመልሼ አነበዋለሁ።ጠቃሚ ነጥቦችንም አሰምርባቸዋለሁ። ይህ ልምምድ በጣም አስፈላጊ ነው ምክንያቱም ሙሉውን ጽሑፍ ሳላነብ አስፈላጊ መረጃዎችን በፍጥነት እንድመለከት ያስችለኛል; የደመቁትን ክፍሎች በቀላሉ ማየት እችላለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዝገብ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሑፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሑፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሑፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: ብዙ ጊዜ መዝገብ ቃላት እጠቀማለሁ፣ በተለይ የማላውቃቸው ቃላት ሲያጋጥሙኝ እና ትርጉማቸውን ለመረዳት ስፈልግ። በተጨማሪም፣ ከክፍል ጓደኞቼ ጋር ስለ ፅሁፉ ውይይት እና ሃሳቦችን እለዋወጣለሁ። ይህ የትብብር አካሄድ ብዙውን ጊዜ የመረዳት ፈተናዎችን ለማሸነፍ ይረዳኛል።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በብቁ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ:በቂ እና ውጤታማ የንባብ ስልቶችን ያለመጠቀም ቀዳሚ ችግራ ስለእነሱ ካለማወቅ የመነጨ ነው። የማንበብ ልምዴ በዋናነት በክፍል ውስጥ ብቻ ነው፣ እና ከዚያ መቼት ውጭ በማንበብ ብዙም አልሳተፍም። ይህ ገደብ ከተለያዩ ስልቶች እና አፕሊኬሽኖቻቸው ጋር ያለኝን ግንዛቤ ይገድባል።

ተማሪ 7

1 ጥያቄ፡ ትምህርት ነክ ጽሁፎችን በሚከተሉት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ፡ የጽሁፉን ርዕስ ሳገኝ የመጀመሪያ እርምጃዬ ስለ ምን እንደሆነ ለመረዳት መሞከር ነው። የመጀመሪያ ደረጃ ሃሳቦችን ለመጻፍ ጊዜ ወስዳለሁ። አልፎ አልፎ፣ በኋላ ላይ በቀላሉ ለማስታወስ ትኩረቴን የሚስቡትን አስፈላጊ ዝርዝሮችን አፅንዖት እሰጣለሁ። ከዚያ በኋላ እነዚያን ጽንሰ-ሐሳቦች በራሴ ቃላት እደግማቸዋለሁ።

በውይይት ጊዜ፣ በንቃት እሳተፋለሁ፣ ነገር ግን ብቻዬን ስሆን ቅድሚያ የምሰጠው ነገር በቦታው ላይ ጥያቄዎችን መመለስ እና ለፈተና ማጥናት ይሆናል። እነዚያን ሃሳቦች በአእምሮዬ ፊት አስቀምጫለሁ እና ንባቤን እንደጨረስኩ ተጨማሪ ስራዎችን ለመስራት እቅድ አለኝ።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሟጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ፡ በክፍል ውስጥም ሆነ በቤት ውስጥ አንድን የተወሰነ ጽሁፍ ለምን እንደማንብ ምክንያቶቼን ተረድቻለሁ። ወደ እንግሊዘኛ ምንባቦች ስመጣ፣ በጽሁፍ ላይ ለተመሠረቱ ጥያቄዎች ምላሽ መስጠት ነው። ስለዚህ ትኩረቴ እነዚያን ጥያቄዎች በብቃት መመለስ ላይ ነው። ቤት ውስጥ እያነበብኩ ከሆነ ዓላማዬ በፈተናዬ የላቀ ውጤት ለማግኘት እና በትምህርቴ ስኬታማ ለመሆን ጉዳዩን በጥልቀት መረዳት ነው።

2.2 ጥ፡ እባኮትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፤ እንደ በደማቅ እና ሰያፍ የተፃፉ ዕሁፎች ያሉትን በመለየት፤ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፤ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ፡ ሰንጠረዥ ሲያጋጥሙ እና የጽሑፉን ዋና ጭብጥ እንደሚያጎለብት ስለማምን በተለየ ትኩረት አነበዋለሁ።

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ፡ የመረዳት ችሎታዬን ለማሻሻል፣ አንድን ጽሑፍ ደጋግሜ አነባለሁ። በዝግታ እና በትኩረት በማንበብ ጊዜ ሰትቼ አነባለሁ። ይህም ይዘቱን በብቃት እንድረዳው ይረዳኛል። በተጨማሪም፣ ግልጽ ያልሆኑ ጽንሰ-ሐሳቦች ሲያጋጥሙኝ፣ ለማብራራት ከሌሎች እርዳታ እሻለሁ። የክፍል ጓደኞቼን ስለ ጉዳዩ የበለጠ ግልጽ ግንዛቤ እንዲኖራቸው ለመጠየቅ አልፈራም። ቤት ውስጥ፣ የንባብ ትምህርቱን በተመለከተ ችግሮች ሲያጋጥሙኝ የቤተሰብ አባላትን አማክራለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ፡ ጽሑፉን ከማንበብ በፊት አዳዲስ ቃላትን እና በተለይ ቅርጽ (በደማቅ ወይም በሰያፍ) የተጽፉ ቃላትን ትርጉም ለመረዳት ጥረት አደርጋለሁ።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: ብዙ ጊዜ ማስታወሻዎችን እጽፋለሁ በይዘቱ ላይ እንዳተኩር፣ ማንኛውንም ትኩረት የሚከፋፍሉ ሀሳቦችን ለማስወገድ በማሰብ። ያነበብኳቸውን ቃላቶች ለማስታወስ እሞክራለሁ፣ ቁልፍ ቃላትን በማድመቅ ወይም ማስታወሻዎችን በመፃፍ የማስታወስ ችሎታዬን አቀርባለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዘገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞቹ ጋር መወያየት፣ በጽሁፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሁፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሁፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: በማንበብ ጊዜ የማገኛቸውን የማላውቃቸውን ቃላት ፍቺ ለማወቅ መዘገበ ቃላትን እጠቀማለሁ። በተጨማሪም፣ በተለይ ከንባብ ጽሑፍ ጋር የተያያዙ ጥያቄዎችን በምመልስበት ጊዜ ከሌሎች ተማሪዎች ጋር ውይይት አደርጋለሁ።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: በንባብ ጊዜ ርዕሱን ለመረዳት ሲከብደኝ እና ውስብስብ ቃላት ሲያጋጥሙኝ፣ አጠቃላይ ምንባቡ ከአቅም በላይ ሆኖ ይሰማኛል። ይህም የተለያዩ የንባብ ስልቶችን ለመጠቀም አልገፋፋም እናም በቂ ስልቶችን አልጠቀምም።

ተማሪ 8

ጥያቄ 1: ትምህርት ነክ ጽሁፎችን በሚኣነቡበት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ: በመጀመሪያ የጽሑፉን ርዕስ ተመልክቼ ስለ ምን ሊሆን እንደሚችል ለመገመት እሞክራለሁ። በማንበብ ጊዜ መልእክቱን ለመረዳት ጽሑፉን በጥንቃቄ አነባለሁ። አንብቤ ከጨረስኩ በኋላ ትዝ የሚለኝን የአንቀጹን ቁልፍ ነጥቦች አስቀምጬ ፅሁፉን በማክል በመጀመሪያው ንባብ ያጣሁትን ለማግኘት እሞክራለሁ።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሚጣጣም ማረጋገጥ፤ ርዕሱን አስመልክቶ ያሎትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፤ የጽሑፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት እንደሚቃኙ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ: ወደ ንባብ ጽሑፉ ከመግባቴ በፊት፤ ስለ ጽሑፉ ይዘት ግንዛቤ ስለሚሰጥ፤ ርዕሱን በጥምና ለማጤን ጥቂት ጊዜ እወስዳለሁ። እያነበብኩ በመረዳት ላይ አተኩራለሁ። አንድ ክፍል እንደጨረስኩ በራሴ አንደበት ያነበብኩትን ጠቅለል አድርጌ አቀርባለሁ። ይህ ማጠቃለያ ቁልፍ የሆኑትን ፅንሰ-ሀሳቦች እንድለይ ያግዘኛል፤ እና ማንኛውንም ዝርዝር ነገር ችላ እንዳልኩ ከተገነዘብኩ፤ የሚመለከታቸውን ክፍሎች በተሻለ ለመረዳት ደግሜ እጎበኛለሁ።

ማንበብ ስጀምር በዝግታ እና ግራ መጋባትን ለማስወገድ እያንዳንዱን ቃል በግልፅ እንደተረዳሁ አረጋግጣለሁ። የሚቀጥሉትን ጥያቄዎች በትክክል መመለስ እንድችል ከጽሑፉ ጋር በትክክል መሳተፍ ለእኔ አስፈላጊ ነው። ችግሮች ካጋጠሙኝ፤ ለማብራሪያ መዝገብ ቃላት እጠቀማለሁ። በተጨማሪም፤ በማንበብ ጊዜ በቃላት የመሰናከል ሁኔታ ካጋጠመኝ የመረዳት ችሎታዬን ፅኑኛ ማሻሻል። ስለዚህ በጽሁፉ ውስጥ ያለውን እያንዳንዱን ቃል በተቻለኝ መጠን ለመረዳት እጥራለሁ።

2.2 ጥ: እባክትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ አለምአቀፍ ስልቶችን ይግለጹ፤ እንደ ደፋር እና ሰያፍ የተፃፉ ፅሁፎች ያሉ ቁልፍ አካላትን

በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ: በደማቅ ወይም በሰያፍ ቃላት አጽንዖት የተሰጣቸውን ቃላት በተመለከተ መምህራችን አብዛኛውን ጊዜ ከማንበብ ክፍለ ጊዜ በፊት ትርጉማቸውን ያብራራል። እነዚያ ፍቺዎች ካልተሰጡ፣ በጥልቀት ወደ ማተኮር እና ትርጉማቸውን ከአካባቢው አውድ ለመረዳት እሞክራለሁ። አሁንም የሚከብደኝ ከሆነ፣ ወደ መዝገበ ቃላት ዘወርኩ ወይም አንድ ሰው እንዲረዳኝ እጠይቃለሁ።

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፣ ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፣ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ: ብዙ ጊዜ አንድን ጽሑፍ ድጋግሜ አነባለሁ፤ ምክንያቱም ትርጉሙ በመጀመሪያው ንባብ በተለይም በእንግሊዝኛ ምንባቦች ግልጽ ላይሆን ይችላል። ከጽሑፉ ጋር የተያያዙ ጥያቄዎችን በምመልስበት ጊዜ ደጋግሜ ማንበብ እወዳለሁ። በተጨማሪም፣ ስለ ትምህርቱ ያለኝን ግንዛቤ ለማሳደግ በዝግታ እና በጥንቃቄ ለማንበብ እገረዳለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ: ብዙ ጊዜ አንድን ጽሑፍ ለመረዳት ሲከብደኝ አብረውኝ ከሚማሩ ተማሪዎች ወይም ከመምህራ እርዳታ እጠይቃለሁ። በተጨማሪም፣ በማንበብ ጊዜ የማገኛቸውን የማላውቃቸውን ቃላቶች ፍቺ ለማየት በመዝገበ-ቃላት እጠቀማለሁ። የነዚያን ቃላት ፍቺ ከጨረሰኩኝ፣ መረዳቴን ለማሳደግ ጽሑፉን እንደገና አነባለሁ።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: አንብቤ ከጨረስኩ በኋላ፣ በተለይ ፈታኝ የሆኑ ክፍሎች ሲያጋጥሙኝ ማስታወሻ መውሰዴን አረጋግጣለሁ። ለመረዳት አስቸጋሪ የሆኑትን የጽሁፍ ክፍሎች ሲያጋጥሙኝ እና እነዚያን ጉዳዮች ለማብራራት እርዳታ ማግኘት ስፈልግ ክተማሪዎች ጋር እወያያለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዘሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዘገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሁፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሁፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሁፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: በተለይ እኔ ብቻዬን ሳለሁ አልፎ አልፎ ጮክ ብዬ አነባለሁ። ይህ ከጽሑፉ ጋር የበለጠ እንድተኩር እንደሚረዳኝ ይስማኛል። በተጨማሪም፣ የማላውቃቸው ወይም ፈታኝ ቃላት ባጋጠሙኝ ጊዜ ትርጉማቸውን በመዘገበ ቃላቱ ውስጥ እመለከታለሁ።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: እንግሊዘኛ የአፍ መፍቻ ቋንቋችን ስላልሆነ ፅሁፎችን መረዳት በጣም ፈታኝ ሊሆን ይችላል። ብዙ ጊዜ ራሴን ከተወሳሰቡ ቃላት ጋር እየታገልኩ ነው፣ ይህም ስለ አጠቃላይ መልእክቱ ያለኝን ግንዛቤ እንቅፋት ነው። ይህንን ጉዳይ በተለዋጭ የንባብ ቴክኒኮች እንዴት እንደምፈታው አላውቅም። በተለምዶ የምተማመንባቸው ዘዴዎች በዝግታ ፍጥነት ማንበብን፣ ጽንሰ ሃሳቦችን ከሌሎች ጋር መወያየት እና መዘገበ ቃላትን ማማከርን ያካትታሉ። ይሁን እንጂ ግንዛቤን ለማጎልበት ውጤታማ ስልቶች ያለኝ እውቀት ውስን ነው፣ ይህም የግንዛቤ እጥረት እና የተለያዩ አቀራረቦችን አልፎ አልፎ መተግበርን ያስከትላል።

ተማሪ 9

1 ጥያቄ፡ ትምህርት ነክ ጽሁፎችን በሚከተሉት ጊዜ የሚጠቀሙባቸውን የንባብ ስልቶች ሲዘረዝሩ ይችላሉ? እባክዎ በቅድመ-ንባብ፣ በንባብ እና በድህረ-ንባብ ደረጃዎች ጊዜ የሚጠቀሙባቸውን ስልቶች ያብራሩ።

መልስ፡ እኔ ምንም የተለየ ዘዴ አልጠቀምም፤ ጊዜ ባገኘሁ ቁጥር አነባለሁ። አስተማሪዎች በክፍል ውስጥ እንድናነብ ካዘዙን ከትምህርቱ ጋር ውጤታማ በሆነ መንገድ መሳተፍ እንድችል አስቀድሜ መዘጋጀቴን አረጋግጣለሁ። በሌላ አነጋገር፣ እኔ በተለየ የንባብ ዘዴ ላይ አላተኩርም። በአንቀጾች ውስጥ በማነብብት ጊዜ፣ የሁሉንም ቃላት ትርጉማቸውን እንደተረዳ አረጋግጣለሁ።

የጽሁፉን ርዕስ እንዳየሁ በጽሁፉ ውስጥ የቀረቡትን ዋና ዋና ሃሳቦች ለመገመት እሞክራለሁ። ጽሁፉን ማንበብ ከመጀመሪያ በፊትም ቢሆን ጽሁፉ የሚያካትተውን ሃሳብ ልምገመት እንደ ቅድመ እይታ ሆኖ ያገለግለኛል።

እያነበብኩ ሳለ፣ ብዙውን ጊዜ የአንቀጹን መደምደሚያ ለመተንበይ እሞክራለሁ። በተጨማሪም፣ ስለ ጽሁፉ ሃሳቦች ከሌሎች ተማሪዎች ጋር ውይይት አደርጋለሁ። ቤት ውስጥ ስሆን ጽሁፍን ለመረዳት ስቸገር፣ ከኔ ክፍል በላይ ካሉት ከታላቅ ወንድሞቼና እህቶቼ እርዳታ እጠይቃለሁ።

ከምወስዳቸው እርምጃዎች አንዱ የማላውቃቸው አስፈላጊ እና ቁልፍ ቃላትን ልይቶ ማውጣትና ትርጉማቸውን መለየት ነው። ይህንን በማንበብ ጊዜ ወይም ከዚያ በኋላ ማከናወን እችላለሁ።

2. የንባብ ሂደትን ለመከታተል ወይም ለማስተዳደር የሚያስችሉዎትን ዓላማ ላይ ያተኮሩ ወይም በአስተሳሰብ የተነደፉ የንባብ ስልቶችን እንዴት እንደሚጠቀሙ መግለጽ ይችላሉ?

2.1 እነዚህ ስልቶች ንባብን ሆን ተብለው መቅረብ እና ጽሁፉ ከዓላማዎ ጋር እንዲሟጣጣም ማረጋገጥ፣ ርዕሱን አስመልክቶ ያሉትን የቀደመ እውቀት በማሰብ ጽሁፉን ለመረዳት መሞከር፣ የጽሁፉን ርዝመት እና አቀማመጥ በመመልከት እንዴት

እንደሚታዩ መግለጽ እና በይዘቱ ውስጥ ላሉት ሰንጠረዦች እና ምሳሌዎች ትኩረት መስጠትን ያካትታሉ።

መልስ: በምንባቡ ውስጥ ልሚኖራቸው ግኝቶች ጠቀሜታ በመገንዘብ፤ አዳዲስ ቃላትንና ሀረጎችን በጥንቃቄ እመለከታለሁ። ። የሚገባቸውን ትኩረት እሰጣቸዋለሁ። በአንጻሩ፣ ሠንጠረዦች ካጋጠመኝ፣ ከፍተኛ ትኩረት በማድረግ የያዘውን ዋና ሃሳብ ለመረዳት እሞክራለሁ።

2.2 ጥ: እባክትን የአውድ ፍንጮችን አጠቃቀም የሚያካትቱ ተጨማሪ መደበኛ የንባብ ስልቶችን ይግለጹ። እንደ ደማቅና እና ሰያፍ የተፃፉ ፅሁፎች ያሉ ቁልፍ ነጥቦችን በመለየት፣ አስፈላጊ ያልሆኑ ዝርዝሮችን ችላ በማለት በአስፈላጊ መረጃ ላይ ማተኮር፣ ይዘቱን በጥንቃቄ መገምገም እና የሚጋጭ መረጃ መረዳትን ማረጋገጥ።

መልስ: ትኩረቱን በዋና ዋና ነጥቦች ላይ አደርጋለሁ። ዝርዝር ጉዳዮችን በመተው፥ ጠቃሚ ይሆናሉ ብዬ የማምንባቸውን ቁልፍ ሃሳቦች ላይ ትኩረት አደርጋለሁ። ለዚህም እንዲረዳኝ የተለዩ ቅርሶች ላይ አተኩራለሁ።

3. ጽሑፍን ለመረዳት ተግዳሮቶችን ለመፍታት ምን የንባብ ስልቶችን ትወስዳለህ?

3.1 እነዚህ ስልቶች ግንዛቤን ለመጨመር ጽሑፉን እንደገና ማንበብን፥ግንዛቤን ለማረጋገጥ ቀስ ብሎ ነገር ግን በጥንቃቄ ማንበብ፥ ትኩረትን ካጡ በኋላ ወደ ነበሩበት መመለስን እና በጽሑፉ ዓይነት ላይ በመመስረት የንባብ ፍጥነት ማስተካከል ያካትታሉ።

መልስ: ከአንቀጹ ጋር ለተያያዙ ጥያቄዎች ምላሽ መስጠት በማይቻልበት ጊዜ ጽሑፉን ደግሜ አነበዋለሁ። በተጨማሪም፣ ግንዛቤዬን ለማሻሻል በዝግታ አነባለሁ።

3.2 በተጨማሪም፣ ፈታኝ የሆኑ ነገሮችን በሚያነቡበት ወቅት በቅርበት ማተኮር፣ ያነበቡትን ለማሰላሰል እረፍት መውሰድ፣ የማስታወስ ችሎታን ለማጎልበት ፅንሰ-ሀሳቦችን በዓይነ ሕሊናህ መመልከት፣ እና ያልተለመዱ ቃላትን በአውድ ፍንጭዎቻቸው ላይ በመመሥረት የተለያዩ ችግር ፈቺ ስልቶችን መጠቀምን አስብበት።

መልስ: የበለጠ ትኩረት አደርጋለሁ፤ ፈታኝ የሆኑ ቃላትን አተኩራለሁ። የእነዚህን አስቸጋሪ ቃላት ትርጉም ለማብራራት ከሌሎች ተማሪዎች ጋር እወያያለሁ።

4. በማንበብ ጊዜ ግንዛቤዎን ለመደገፍ ምን ዓይነት የንባብ ስልቶችን ይጠቀማሉ?

4.1 እንደ ማስታወሻ መጻፍ፣ ቁልፍ ነጥቦችን በማስመር ወይም በማድመቅ፣ የንባብዎን ማጠቃለያ በመጻፍ ወይም የጽሑፉን ፅንሰ-ሀሳቦች በራስዎ ቃላት በመድገም ቁልፍ ነጥቦችን ማጉላት ያሉ ስልቶችን መጠቀምዎን ያብራሩ።

መልስ: አልፎ አልፎ አስፈላጊ ነጥቦችን እጽፋለሁ ወይም አስፈላጊ በሚሆንበት ጊዜ ለወደፊት ማጣቀሻ ስፊ ስቀምጣለሁ።

4.2 በሚያነቡበት ጊዜ የሚጠቀሟቸውን ተጨማሪ የድጋፍ ስልቶችን ይዘርዝሩ። እነዚህ ስልቶች ለምሳሌ ፈታኝ ጽሑፎች ሲያጋጥሙዎት ጮክ ብለው ማንበብ፣ መዘገበ ቃላት ወይም ማመሳከሪያ ጽሑፎችን መጠቀም፣ ከክፍል ጓደኞች ጋር መወያየት፣ በጽሑፉ ውስጥ ባሉ ፅንሰ-ሀሳቦች መካከል ያለውን ግንኙነት ለመለየት የጽሑፉን ክፍሎች እንደገና መመልከት እና ጥያቄዎችን ለራስዎ በማቅረብ በጽሑፉ መጨረሻ ለመመለስ መሞከርን ያካትታሉ።

መልስ: ብዙ ጊዜ ጽሑፉን ጮክ ብዬ አነባለሁ እና ጽሑፉን በተሻለ ለመረዳት ፈታኝ ቃላት ሲያጋጥሙኝ መዘገበ ቃላትን እማራለሁ።

ጥያቄ 5. የአካዳሚክ ፅሁፎችን በሚያነቡበት ጊዜ አስፈላጊ የንባብ ስልቶችን በበቂ መጠን እንዳይጠቀሙ የሚያጋጥሙዎትን ተግዳሮቶች ይጠቅሱ።

መልስ: ይህንን ገጽታ ችላ ማለት ለእኔ ጠቃሚ ሊሆን ይችላል። ፈተናው ከስልት ሳይሆን ከትኩረት ማነስ የመነጨ ይመስላል። ለምሳሌ፣ ከዚህ በፊት ያነበብኩትን አንቀጽ ሳሰላስል፣ ስለ እሱ ያለኝን ሐሳብ ለመግለፅ አቅመ ቢስ ሆኖ አግኝቼዋለሁ። ለዚህ ብዙ ጊዜ የምንወቅሰው በቂ ትኩረት ባለማድረግ ነው፣ ነገር ግን ዋናው ጉዳዮችን እንዴት እንደምናስተናግደው እርግጠኛ አለመሆናችን ነው። በተለምዶ፣ በቀላል ግራ መጋባት ምላሽ አንሰጥም።

የማንበብ እና የመረዳት ችሎታችን በጣም ይለያያል። ለምሳሌ፣ አንዳንድ ተማሪዎች መምህሩ ሲያቀርቡ ወዲያውኑ ይዘቱን ይገነዘባሉ፣ ሌሎች ደግሞ ሙሉ በሙሉ የተረዱት ራሳቸው ከገመገሙት እና በማስታወሻቸው ካለፉ በኋላ ነው። ተመሳሳይ ጽሑፍ በተመሳሳይ ጊዜ-ፍሬም ውስጥ ሲቀርብ እንኳን፣ የተማሪዎች የመረዳት ደረጃ በከፍተኛ ሁኔታ ሊለያይ ይችላል። እያንዳንዱ ተማሪ የማንበብ ንባብን በእኩል ደረጃ የሚያስኬድ እና የሚረዳው አይደለም፣ ይህም ምናልባት የተለያዩ የማንበብ አቀራረቦችን ያሳያል።

APPENDIX I-2 Students' Interview (English)

Student 1

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading,, and post-reading stages.

Response: When I encounter an academic article, my initial action is to scrutinize the title thoroughly. From it, I attempt to infer the main topic before I start reading in detail. During reading, I usually take notes on key points, especially when the content is crucial for my academic pursuits. As I progress through the text, I pay close attention to the information, making sure to capture key points, which I document for later use.

After reading, I reflect on how accurately my predictions matched the author's message. I assess my attention span and consider the effort involved in understanding the material. I'm always curious about the insights I've gained from the text. After completing my reading, I review what I learned and contemplate whether I truly absorbed the information or simply skimmed through it. I often prepare a question beforehand, and once I finish the reading, I attempt to answer it. If I can take away even a small piece of knowledge from the text, I consider it a worthwhile experience.

When it comes to education, I make it a priority to focus intently and engage deeply with the material. However, when reading fiction or historical narratives, such as a history book, my approach is different. I find that I can simply relax and enjoy the reading during my free time without the pressure of conducting research. I don't bother with taking notes. Particularly with novels, I find it effortless to immerse myself in the enjoyment of the story.

In my English lessons, I approach reading texts using a distinct strategy. Initially, I focus on the questions provided. Often, I'll glance at the question first and then search for the corresponding answer within the text. When tasked with answering questions, I apply a quick method to respond efficiently. For complete readings, I follow the aforementioned approach for optimal comprehension.

Once I've completed my reading, I'll respond to the question posed, and if I come across any additional insights, I'll jot them down as notes. I believe it's important for me to capture key points rather than merely reading through the material. Even a brief summary of what I've learned will suffice for my needs. Note-taking is a significant part of my process—I find myself taking notes frequently.

2. Could you describe how you utilize purpose-driven or thoughtfully designed reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: If I encounter any unfamiliar terms, I will jot down their definitions. Once I complete the reading, I'll summarize the key points. Occasionally, I'll also include an example for clarification.

When I come across an image, I find that it often encapsulates the information I read. For instance, if I'm studying volcanoes in my geography notebook and there's an accompanying image of volcanic activity, I pay close attention to the illustration as it conveys essential insights more clearly. I tend to grasp concepts better when visuals are involved rather than text alone. Whenever I encounter written material that includes pictures, I'm immediately drawn to it, as visuals enhance my understanding far beyond what words can provide. The imagery significantly aids my comprehension.

For instance, if I encounter a table in the reading material that details various types of computers, I take the time to examine it thoroughly. Upon examining the relevant notes alongside the table, I can verify the information and gain a clearer understanding. This table is not solely for my comprehension; it acts as a tool to boost my retention and insight into the material. A concise overview of an extensive text can be presented in a table format, making it more accessible and comprehensible than the original lengthy narrative. This approach highlights the main ideas while enhancing readability.

Furthermore, when I visualize a concept, it tends to be retained in my memory more effectively than just reading the text. For instance, when asked about volcanism, what I remember is not the written words but rather the image that pops into my head. Using such visual aids during my reading is advantageous for memory retention, as a table simplifies the information, while an image captivates the imagination.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information.

R: I'll categorize words written in special style as key terms, particularly when they're presented in a coded format, as indicated in our textbook—what we discover during our study often feels encoded. I will record the meanings of these key terms in advance of reading. Generally, words that are emphasized by being italicized or bolded carry special significance or highlight key concepts, prompting me to pay extra attention to them. Additionally, while reading, I often anticipate what the next section might cover based on my understanding of the earlier content.

3. What reading strategies do you take to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension; reading slowly but carefully to ensure understanding; getting back on track after losing concentration; and adjusting reading speed based on the type of text.

R: If the text is difficult, the first action I do is reread it. I want to read them again. If I do not understand, I will take a break and then read it again. Then, if it is still difficult, I ask better people than me. But I really like rereading, especially if I don't understand; if someone talks to me while I'm reading, I lose track of where I was, so I reread. If it's hard for me to understand, I mainly solve my problem by rereading and making sense of the

words I don't understand. It's not my first language, so there are a lot of words I don't understand. And I solve my problem by looking for the meaning of these and rereading them. But if it passes, I will ask people who are better than me.

Another useful reading strategy that I often use to help with comprehension is to try to understand the text by reading it slowly and deliberately. Especially when my focus is fading or I find the content challenging, I refocus and try to understand the text. Additionally, when I encounter complex passages, this helps me to better understand the message of the text by reading it slowly.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: Absolutely, I utilize all those strategies. For example, when I encounter a challenging text, I focus intently on it, taking breaks to reflect on what I've read. If I find certain information essential for future reference, I visualize it, which aids in my long-term retention. When I encounter unfamiliar words, I attempt to deduce their meanings from the surrounding context. Only when it proves difficult do I resort to a dictionary or seek assistance from my teacher or friends.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: When I read, I prefer to take important notes either during or after the process. This helps me maintain a useful reference that enhances my understanding. Additionally, during group study sessions with friends, I actively take notes, relying heavily on my

reference notebook. In fact, I often can't even start reading the main text without having my notebook at hand.

I make sure to note the idea of each sentence in a notepad. I rely on these notes for understanding, especially when I encounter unfamiliar words. I jot down their meanings and refer to them during my Language Focus readings.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

I typically read in silence, but when I find my focus slipping, I sometimes read out loud to regain my concentration. Additionally, if my teacher requests it, I will read aloud during class.

As English is not my native language, I often encounter words that are new to me. In those cases, I refer to a dictionary for their definitions while reading or studying. I also utilize various reference materials to enhance my reading, particularly for subjects other than English.

If I continue to struggle with something, I seek help from those who are more knowledgeable.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: Utilizing ineffective strategies can lead to misunderstandings. For instance, when confronted with a reading challenge, one might instinctively select a word from the text that matches the question instead of verifying its context. This approach is flawed for two main reasons: it typically fails to provide the correct answer and hinders our comprehension of the text's overall message. Such habits can adversely affect our future reading skills in English and hinder our general knowledge acquisition. Our language

development relies on diverse activities like reading and watching films, where encountering similar terms can mislead us into believing we have the correct answer.

Student 2

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: Generally, my approach to reading involves several key steps. I begin by looking at the title to get a preliminary idea of the subject matter. After forming a hypothesis, I pay special attention to any unfamiliar terms or challenging concepts. I go over the material several times until I gain a clearer understanding. As soon as I grasp the material thoroughly, I make sure to write down notes, however short they may be, to reinforce my understanding of the reading.

When I see the title or make an initial guess, the subsequent information from the text helps me determine if my assumption was on the right track. I use these cues to refine my interpretation of the reading and gradually immerse myself in the writing.

During my reading, I engage with the text by immersing myself in the reading, creating various narratives to enhance my comprehension of the message of the text. After completing a paragraph, I find myself curious about the content of the following one. I pay close attention to challenging words or concepts. If I can't resolve these on my own, I seek assistance from an adult or consult a dictionary.

Initially, I'll attempt to guess the meanings of unfamiliar words. As I go through the reading, I plan to connect it to the article. Regarding challenging vocabulary which I can't guess correctly in the context, I consult a dictionary. If I still struggle to grasp the meanings, I'll reach out to fellow students for their insights. However, if their interpretations differ from mine or I remain uncertain, I'll refer back to the dictionary. If I discover the meanings there, I'll align my understanding with either my own or theirs.

I enjoy discussing topics with others not just to clarify challenging vocabulary, but also when I struggle to grasp the overall meaning of the material.

After I finish reading, I attempt to articulate my understanding to the person beside me, and if they're able to follow along, I do my best to explain it thoroughly. If our interpretations differ, we revisit the material together until we reach a consensus; at times, we may also consult other students for additional insights.

Once I complete my reading, I'll formulate a question based on what I've learned. If I'm with someone else, they might share their own related question, prompting a discussion where we exchange our inquiries and insights. Alternatively, I may tackle a question of my own creation. If my question comes back to me unanswered, I'll revisit the material multiple times in search of clarity. I'm not hesitant to seek help from others. Each time I finish a reading, a new question sparks in my mind. If I find myself unable to resolve it, I'll reach out for assistance.

In my English reading practice, I focus on relating the ideas I encounter to real-life situations. For example, if I come across information about pollution, I try to incorporate the suggestions from the text into my daily routine to contribute to pollution reduction.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: I engage with reading intentionally, especially in academic settings. Whether I'm working on assignments, preparing for exams, or seeking to build enduring knowledge, my aim is consistently focused. During exam preparations, I similarly concentrate my reading efforts to ensure I glean the essential information needed for success.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information.

R: When I read various types of content, including tables, figures, or highlighted words (either bold or italicized), I believe they hold significant insights. I consider the essence of the article to be expressed through these elements, especially when they convey a specific meaning in a table. Therefore, I pay careful attention to these styles. In the case of photographs, I take a moment to observe, but if they are unclear, I focus on the text for clarification.

In addition, I try to notice text organization by identifying linking words, such as however, in addition, and moreover, play a crucial role in understanding the text. When I encounter these terms, I interpret them based on their meaning—if they present contrasting ideas, I recognize them as oppositional; if they indicate additional information, I see them as supplementary. If I'm uncertain, I seek assistance from someone knowledgeable.

Another key aspect I consider when encountering terms like ‘the first’ and numerical sequences such as one, two, three, is how they assist me in sorting ideas based on their organizational structure. For instance, if the topic revolves around water pollution, the text will typically begin with an overview of water resources, followed by potential solutions, and then proceed further. By analyzing this structure, I can grasp the main focus of the passage and its progression. To fully comprehend the content, I read carefully and interpret the information provided.

Based on my interpretation of the opening paragraph, I intend to jot down a concise note about it. This note will serve as a foundation to help me foresee the subject matter of the subsequent paragraph, which I expect to delve deeper into this theme.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve re-reading the text to enhance comprehension, reading slowly but carefully to ensure understanding, after losing concentration getting back on track; adjusting reading speed based on the type of the text.

R: Going over the material multiple times is a strategy I often use to tackle my understanding issues. When I encounter a text that is hard to understand, I will go over it again, and at times, I read it multiple times—three or more—until I grasp its content clearly. I make a point to read slowly and with intention, particularly when faced with challenging texts. There are moments when I struggle to maintain my focus, but when I realize I'm drifting, I make an effort to regain my concentration and get back on track.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: I make it a point to focus closely when the text becomes challenging to comprehend. In addition, a typical approach I take when encountering unfamiliar words is to infer their meanings from context. I only resort to using a dictionary to clarify definitions when guessing doesn't seem feasible.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: I always make it a point to take notes, as this helps solidify my memory of what I've read. Noting down information allows me to pinpoint the areas I struggle to recall, prompting me to revisit the material and bridge the gaps in my understanding.

Furthermore, while studying, I focus on summarizing essential points and rephrasing the main ideas, which enhances my comprehension evaluation.

When I come across something that doesn't initially bother me, I tend to skim through it. However, if I find it hard to understand, I look for alternative strategies. After going over it multiple times, I assess my understanding before moving on to the next topic to check if any confusion persists. If I find that I'm still having trouble grasping the content, I'm more than willing to reach out for assistance.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: As I mentioned earlier, I turn to a dictionary whenever it's needed. Additionally, I like to exchange ideas with peers after engaging with any reading material, often addressing key information, or resolving misunderstandings through discussion. Therefore, I frequently converse with fellow students both in and out of class whenever I feel it's essential.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: What makes me not use many strategies is the difficulty of the text, which forces me to ask someone instead of using another strategy. I believe using different reading strategies help me to comprehend the reading material, if it's hard for me, I'm not motivated to use or understand strategies, I run to asking. Another thing is to read while skipping when the reading is long. Especially when it's for an exam, I think I'm selective.

There are the reasons that make the reading passage difficult for me to understand. I have trouble understanding the meaning of new words, even in a paragraph when there are new words; I have trouble understanding the whole paragraph. That's hard for me to understand, so I'm going to ask.

D. One thing I would like to say is that when we understand it or what I have to do when I understand it, if it is written in a book or a motivational letter, if it is written that it has such and such benefits, or if it is given to us or given a course, if it is said that it has this benefit, I will benefit a lot from that. Because of that, I can't use most of the strategies. I would benefit from knowing those strategies. I don't mind using the techniques.

For example, if there is a new word that says that if you read it in this way, it will be easier for you to handle it in this way, if you attach it to the article and try to translate it, it will be easier for you, and if it is useful for reading strategy, or if it is given or posted in the form of a course or paper, we or I will personally benefit.

Student 3

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: When I encounter a new topic, I reflect on what I already know about the topic, drawing on my own thoughts and understanding. This prior knowledge helps me understand the material I am reading by increasing my understanding and providing clues.

When the topic is not clear, I'll try to clarify it since having a clear understanding is essential for comprehending the material and addressing any related queries. I thoroughly review the text, and if I encounter difficulties, I'll go back and read it again. If I still feel confused, I won't hesitate to ask someone for help.

I approach reading by adhering to the organization of the material. When texts are arranged chronologically, for example, it facilitates my understanding as I can follow the sequence in which events or ideas are presented.

During the reading process, I link the information of the text to my prior knowledge. I focus on the content first, trying to associate it with the knowledge I already have in my

mind about it. Additionally, I pay close attention to any specially written words in the text (bold or italics) as they often convey important meanings.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: When I read, I generally have a specific purpose in mind, often to respond to questions that accompany the reading material or to prepare for an upcoming exam. If I already have some background knowledge on the subject, I reflect on that and attempt to relate it to the text I'm currently engaging with.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information.

R: I focus closely on elements highlighted in bold or italics, as they convey crucial details within the text. Additionally, I differentiate between significant and less significant information, placing emphasis on the former.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve re-reading the text to enhance comprehension, reading slowly but carefully to ensure understanding, after losing concentration getting back on track; adjusting reading speed based on the type of the text.

R: Initially, I go through the passage, and if it proves challenging to grasp, I revisit it. There are times when I have to read it several times before it makes sense. If I still don't

get the message, I reach out my teacher or classmates. When faced with a difficult text, I tend to read it again. Furthermore, I take my time to read carefully and slowly to enhance my understanding of the material.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: I focus on being more attentive and take my time to read thoroughly in order to improve my understanding of the content. When I encounter unfamiliar words, I attempt to deduce their meanings based on the context of the sentence. If it's challenging to determine their meanings, I refer to a dictionary and resume my reading afterward.

Once I complete my reading, I plan to revisit the sections that I struggled with. If they become clearer, I'll review their meanings again. I'll respond to the questions only after I've gone through the text a second time.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: While reading, I make sure to take notes, particularly highlighting the main ideas for future reference. I focus on understanding the material, marking any questions or concepts that are unclear to me. Once I finish, I revisit those sections I skipped.

In terms of utilizing reference materials, I explore additional books to deepen my understanding of the topic. Furthermore, I leverage reference sources to broaden my knowledge across various subjects alongside my readings in English.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: When I'm by myself, I like to read out loud. It gives me the feeling of truly engaging with the material.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

Personally, I do not use sufficient strategies effectively because I do not know many of them and sometimes I do not know what strategy to use for a particular reading problem.

Students 4

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: Prior to reading, I note down the challenging words along with their definitions. Once I have familiarized myself with them, I revisit the passage.

While I read, I aim to read swiftly, pausing at punctuation marks, especially at sentence ends. Then, I summarize the main ideas to enhance my understanding. Once I've completed the reading, I note down the meanings of unfamiliar words, often referring to Google or a dictionary, and I review those definitions. Afterward, I reflect on my notes, using them to formulate a cohesive question that ties everything together.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous

knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: In terms of my reading purposes, I typically engage with texts to answer questions from it or when preparing for exams. These situations define my reading purposes. When I read, I focus on pronouncing the words correctly to enhance my understanding and evaluate my pronunciation skills. Additionally, I make an effort to pinpoint the main ideas to improve my comprehension of the material.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information.

R: I highlight words or phrases that are presented in distinct styles, such as bold or italic fonts. These variations indicate important information, which is why I focus on them closely.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve re-reading the text to enhance comprehension, reading slowly but carefully to ensure understanding, after losing concentrateion getting ack on track; adjusting reading speed based on the type of the etxt.

R: When I encounter a text that I don't fully grasp on my first attempt, I take the time to read it again if my schedule allows. I approach challenging material with a slow and meticulous pace to enhance my comprehension. Occasionally, I seek clarification from the person beside me if I come across anything confusing while reading. To ensure accurate pronunciation, I often read the words out loud. If I'm at home, I might have someone available to help explain things, or I can rely on an online search and dictionaries for additional support.

I won't continue until I fully understand the meaning of a word or phrase, as I must clarify any uncertainties before advancing. If I don't grasp a term or a sentence, it can obstruct my understanding of the rest of the material.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: When I encounter unfamiliar words, I try to infer their meanings based on the context. I focus more intently while reading, but I often find the texts challenging due to the abundance of new vocabulary.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: When I read, I highlight essential concepts, which is particularly crucial for significant texts I plan to revisit. After multiple readings, I make an effort to summarize the main ideas in my own words.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: I occasionally read out loud, and at other times, I prefer to read in silence. My approach involves grasping the main concept of the text and reflecting on my own understanding to link it with the information presented. For instance, when examining a

perspective from an entrepreneur, it's essential to comprehend the underlying idea and the actions they take to clarify it.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: It is difficult for me to use many strategies to solve my comprehension problems because my reading experience is limited. I do not even know which strategy to solve which problem.

Students 5

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: Another thing I do before I start reading the text is focus on the title because I believe that the title is very important to comprehend the passage. When I see the title, I start thinking about what I know about it. Then, I jot down any words I'm not familiar with. I typically highlight these words in bold to draw attention to them. As I encounter these bolded terms, I take the time to look up their definitions before starting to read the passage, keeping those meanings in mind. I prefer to read in segments, making sure I fully understand the message of each sentence before moving on to the next one.

As I engage with the reading material, I often reflect on my initial thoughts about the topic before I began. During the reading process, I occasionally find myself rushing to finish. Once I've completed the text, I tackle the questions related to it. If I struggle to answer a question, I revisit the text, this time focusing my reading on the specific questions at hand.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous

knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: Whenever my teacher assigns me reading, I make sure to read it. If I already have some background knowledge on the topic, I do my best to recall that information and see how it relates to what I'm currently reading.

I usually engage with reading materials only when my teacher asks or when a specific assignment requires it. As a result, I read mainly to respond to the questions based on the texts assigned.

I don't pay much attention to the appearance of the text, as I'm unsure how it aids in my comprehension. I believe my limited vocabulary is the main barrier that complicates my understanding of the reading materials. When I have some background knowledge on a topic, I make an effort to recall that information and relate it to what I'm currently reading.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information.

R: I don't implement these strategies. Our instructors ask us to discover the meanings of words highlighted in bold within the reading material. We make an effort to determine their meanings, and eventually, our teacher records the meanings on the blackboard. However, I don't engage in any further activities.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension, reading slowly but carefully to ensure understanding, getting back on track after losing concentration, and adjusting reading speed based on the type of the text.

R: I often find myself going over the material several times, yet I still struggle to grasp the complete message, which prompts me to seek assistance from a fellow student. When faced with challenging texts, I take my time to read slowly and attentively.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: Initially, I look for challenging words and attempt to deduce their meanings through the context. When guessing fails and I still struggle to grasp the message, I turn to dictionaries or ask others nearby, including family members, for help.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: When I read, I make my own notes. I also attempt to express the message in my own words, as this aids my memory of what I've read or studied.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: To anticipate what follows in the reading material, I start by examining what has already been presented. As I progress through the text, I make predictions about the upcoming sections or paragraphs, drawing insights from what I've just read. Additionally, I infer the meanings of unfamiliar words by considering the context in which they appear.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: When the text is full of new and difficult words, it is very challenging to comprehend the message of the text. Moreover, when the text itself is too long, it will be hard for me to understand the full message because I forget what I have already read at the beginning when I'm still going through finishing the text. I believe that if I know many strategies and apply them appropriately, I will minimize my reading problems and make my reading easier. However, I do not know many strategies to solve my comprehension problems.

Student 6

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: At the outset, I focus on the title of the reading material to gauge its content. If I already have some familiarity with the topic, I consider that knowledge might be referenced within it. While I read, I evaluate whether my initial expectations align with the actual content. Once I've completed the reading, I engage in discussions with my peers and respond to the questions that accompany the text.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: Whenever I engage in reading, I always have a specific purpose. Typically, my intention is to fulfill certain tasks or assignments tied to the material. My reading serves the purpose of completing these obligations. However, I do make an effort to grasp the

key messages within the text, especially since the table often holds vital information related to the content.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information. I try to focus on the words written in bold or italics because they are important words.

R: Whenever I come across specific words or phrases that are emphasized, such as those in bold or italics, I recognize that they hold important information. As a result, I make sure to read them carefully and grasp their significance.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension, reading slowly but carefully to ensure understanding, getting back on track after losing concentration, and adjusting reading speed based on the type of the text.

R: I often revisit a text multiple times, as a single reading typically doesn't provide a full understanding. At times, I find myself going back over sections repeatedly to address specific questions that arise. When I encounter challenging content, I take my time to read it thoroughly and carefully in order to grasp it more fully.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: Primarily, I focus on visualizing information after I understand it, as this helps me recall the concept when needed. Additionally, I attempt to deduce the meanings of words

based on their context. However, there are instances when this method falls short for unfamiliar words, necessitating me to refer to a dictionary.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: After finishing my reading, I make notes to capture key points or the main ideas of the text. If I want to remember something important, I write it down and refer back to it when needed. While reading or studying, I also highlight significant points. This practice is crucial because it allows me to quickly revisit important information without having to read the entire text; I can simply look over the highlighted sections.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: I frequently utilize a dictionary, particularly when I encounter unfamiliar words and want to understand their meanings. Additionally, I engage in discussions and exchange ideas about the text with my classmates. This collaborative approach often aids me in overcoming comprehension challenges.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: My main challenge in using suitable and efficient reading strategies arises from not knowing enough about them. My reading mainly takes place in the classroom, with little to no reading occurring outside of that environment. This restriction limits my exposure to different strategies and how they can be applied effectively.

Student 7

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: When I come across the title of a text, my initial action is to understand what it is about. I also take the time to write down the primary ideas. Occasionally, I emphasize important details that catch my attention for easier recall later. After that, I rephrase those concepts in my own words.

During discussions, I engage actively, but when I'm on my own, my priority shifts to answering questions on the spot and studying for exams. I maintain those thoughts at the forefront of my mind and plan to tackle additional tasks once I've completed my reading.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R; I understand my reasons for reading a specific text, whether it's in class or at home. When it comes to English reading passages, my goal is to respond to questions based on the material. Thus, my focus is on answering those questions effectively. If I'm studying at home, my aim is to grasp the subject matter thoroughly to excel in my exams and achieve success in my studies.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting

information. I try to focus on the words written in bold or italics because they are important words.

R: When I encounter a table, I believe it adds value and enhances the central theme of the text. As a result, I pay close attention to it.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension, reading slowly but carefully to ensure understanding, getting back on track after losing concentration, and adjusting reading speed based on the type of the text.

R: To improve my comprehension, I often revisit the material I'm reading. I go through the text multiple times to ensure I truly understand and remember it. I take my time with the text, reading it slowly and attentively, which helps me comprehend the content more effectively. Additionally, when I come across unclear concepts, I seek assistance from others for clarification. I'm not afraid to ask my classmates who might have a clearer grasp of the subject. At home, I also consult family members when I encounter challenges with the reading material.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: I make an effort to infer the meanings of unfamiliar words or those highlighted in bold that have been identified prior to reading the text.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: I often jot down notes to help me concentrate on the content, aiming to eliminate any distracting thoughts. I make an effort to remember the words I read, highlighting key terms or writing notes that I then commit to memory.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

I consult a dictionary to discover the meanings of any unfamiliar words I come across while reading. Additionally, I engage in discussions with fellow students, particularly when I'm answering questions related to the reading material.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: From the outset, if the subject matter is challenging and filled with complex vocabulary, it can feel quite daunting. This often discourages me from employing various reading techniques, leading to a lack of strategy usage on my part.

Student 8

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: First, I look at the title of the text and try to anticipate what it could be about. During reading, I carefully read the material to understand the message. And after I finished reading, I will jot down the key points of the passage that I remembered and revise the text to catch up with what I have missed in the first reading.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: Before I start reading the material, I take a moment to carefully consider the title, as I think it provides insights into the text's content. While I read, I focus on comprehension. Once I finish a section, I summarize what I've read in my own words. This summarization aids my retention of the key concepts, and if I realize I overlooked any details, I revisit the relevant parts to better grasp them.

When I begin to read, I remind myself to take it slow and ensure I understand each word clearly to avoid any confusion. It's important for me to engage with the text properly so that I can answer the subsequent questions accurately. If I encounter difficulties, I make sure to use a dictionary for clarification. Additionally, if I tend to stumble over words while reading, it hinders my comprehension. Therefore, I strive to grasp every single word in the text as best as I can.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information. I try to focus on the words written in bold or italics because they are important words.

R: Regarding the terms emphasized in bold or italics, our teacher usually explains their meanings prior to our reading sessions. If those definitions aren't provided, I tend to concentrate more deeply and try to infer their meanings from the surrounding context. If I still find it difficult, I then turn to a dictionary or ask someone for help.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension, reading slowly but carefully to ensure understanding, getting back on track after losing concentration, and adjusting reading speed based on the type of the text.

R: I often find myself going over a text multiple times because the meaning can be unclear during the initial reading, particularly with English passages. When answering questions related to the text, I tend to read it several times. Additionally, I make it a point to read slowly and meticulously to enhance my comprehension of the material.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: I typically seek assistance from fellow students or my teacher when I face challenges. Additionally, I rely on a dictionary to look up the meanings of any unfamiliar words I come across while reading. Once I grasp the definitions of those words, I revisit the text to enhance my comprehension.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: After I finish reading, I make sure to take notes, especially when I encounter challenging sections. I jot down the parts that are difficult to grasp and reach out to someone for assistance in clarifying those issues.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers, revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

I occasionally read out loud, particularly when I'm by myself. I feel that this helps me connect more with the text. Additionally, whenever I encounter unfamiliar or challenging words, I look up their meanings in the dictionary.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

English is not our first language, so it is not easy to read and comprehend simply. Personally, I usually struggle with difficult words while reading and even they block me understanding what the message of the text is. I do not know how to solve this problem by using different reading strategies. The strategies I usually use are reading slowly, share ideas with others and using a dictionary. I do not know many strategies to solve my comprehension problems. Therefore, I have lack of awareness of the strategies as well as limited usage of them.

Student 9

1. Could you discuss the reading strategies you employ when engaging with academic materials? Please describe the strategies you use during the pre-reading, while-reading, and post-reading stages.

R: I don't follow any particular technique; I simply read whenever I find the time. If teachers plan to read during class, I make sure to prepare ahead of time so that I can engage with the material effectively. In other words, I don't focus on a specific reading style. When reading through paragraphs, I ensure that no words are overlooked.

As soon as I see the title of a text, it prompts me to think about the main ideas presented in the article. The title serves as a preview of what the text encompasses even before I begin reading.

While I read, I often try to predict the conclusion of the passage. Additionally, I engage in conversations with fellow students about the text's ideas. When I'm at home and struggling to understand a text, I seek assistance from my older siblings, who are in higher grades.

One of the steps I take is to pinpoint essential keywords whose meanings I'm unfamiliar with. I can accomplish this during my reading or even afterward.

2. Could you describe how you utilize intentionally or carefully planned reading strategies that enable you to monitor or manage your reading process?

2.1 These strategies include approaching reading with intent and ensuring that the material aligns with your purpose, drawing upon previous knowledge, outlining how to scan the text based on its length and layout, and paying attention to any tables and illustrations within the content.

R: I carefully observe these uncommon phrases, recognizing their potential usefulness for future encounters. I give them the attention they deserve. In contrast, if I come across standard tables, I merely skim through them without dedicating significant focus.

2.2 Please outline further global strategies that encompass the use of contextual clues, identifying key elements like bold and italicized text, focusing on vital information while ignoring unimportant details, evaluating the content thoughtfully, and confirming understanding of conflicting information. I try to focus on the words written in bold or italics because they are important words.

R: I focus on the main points. I avoid unnecessary details and focus on key ideas that I believe is useful. I focus on specific artifacts to help me with this. I prioritize key aspects and target areas that I believe are beneficial.

3. What reading strategies do you use to address challenges in comprehending text?

3.1 Some of these strategies involve rereading the text to enhance comprehension, reading slowly but carefully to ensure understanding, getting back on track after losing concentration, and adjusting reading speed based on the type of the text.

R: I reread the text when I'm unable to respond to questions related to the passage. Additionally, I take my time reading it thoroughly to improve my understanding.

3.2 Additionally, consider employing various problem-solving strategies such as focusing closely while reading challenging material, taking breaks to reflect on what you've just read, visualizing concepts to enhance memory retention, and inferring the meanings of unfamiliar words based on their contextual clues.

R: I focus more intently; I take note of challenging vocabulary and emphasize the words that I struggle with. Additionally, I seek help from fellow students to clarify the meanings of these difficult terms.

4. What reading strategies do you employ to support your understanding while reading?

4.1 Consider strategies such as jotting down notes, emphasizing key points through underlining or highlighting, writing summaries of your reading, or rephrasing the text's concepts in your own words.

R: I occasionally jot down important points or highlight them for future reference when needed.

4.2 Kindly specify additional support strategies you employ while reading, such as reading aloud when encountering challenging texts, utilizing dictionaries or reference materials, engaging in discussions with peers,

revisiting sections to identify links between concepts within the text, and posing inquiries to yourself that you aim to resolve through the reading.

R: I often read the text aloud and consult a dictionary when I encounter challenging words to better understand the material.

5. Could you outline the challenges you encounter in using appropriate and effective reading strategies when engaging with academic texts?

R: Neglecting this aspect could prove advantageous for me. It appears that the challenge stems not from strategy but from a lack of focus. For example, when I reflect on a paragraph I've read before, I find myself ill-equipped to articulate my thoughts about it. We often blame this on insufficient concentration, but the real issue is our uncertainty in how to tackle it. It's one thing to view a language as difficult, but the real challenge becomes apparent when we encounter something like Amharic; typically, we don't reply with a simple admission of confusion.

Our abilities in reading and understanding vary greatly. For instance, some students immediately grasp the content when the teacher presents it, while others only fully comprehend it after they've reviewed it themselves and gone through their notes. Even when the same text is presented within the same time-frame, students' levels of comprehension can differ significantly. Not every student processes and understands reading material at an equivalent rate, which likely indicates varying approaches to reading.