



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

AN EXPLORATION OF THE PRACTICE OF TEACHING READING
SKILLS IN GRADE 9 AT SHEWIT SECONDARY SCHOOL

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ADDIS ABABA, ETHIOPIA

AUGUST, 2024

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**An Exploration of the Practice of Teaching Reading Skills in Grade 9
at Shewit Secondary School**

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**A Thesis Submitted to the Department of Foreign Languages and Literature
for the Fulfillment of Masters of Degree in English Language Teaching**

Addis Ababa, Ethiopia

August, 2024

APPROVAL SHEET

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Acknowledgements

First of all, I would like to thank my God who has brought me and looked after me. Then, I would like to express my thanks and appreciations to my advisor Balew Bogale (Dr.) for his invaluable comments and suggestions which helped me to shape and restructure this work.

My gratitude also goes to English language teachers and grade nine students of Shewit Secondary school for their sincere participation and their provision of data in the study.

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Abstract

The main objective of this study was to explore the strategies used in teaching reading skills in Shewit secondary school. To this end, special attention was given to incorporate various kinds of teaching reading strategies which are identified by scholars. In order to carry out the research, questionnaires were used as a major data gathering tools. The questionnaires were distributed to thirty five grade nine students who were attending class in Shewit secondary school in 2012 academic year. Besides, interview was conducted with three teachers who are currently teaching English in the stated school. There were 350 grade nine students in Shewit secondary school. Out of these students, thirty five students were selected using random sampling in a lottery system. Interview was conducted with all the English teachers who were teaching grade nine students in the stated academic year. The data collected through interview was analyzed using percentage and mean. The data gathered through questionnaire was analyzed qualitatively. The study indicated that grade nine teachers' implemented number of teaching reading strategies when they teach reading skill in English classroom. They mainly used interactive teaching reading strategies such as inferring, questioning and answering, predicting, confirming or disconfirming. They also implemented some text initiated strategies such as using text structure, focusing on vocabulary, summarizing, restating the text, paraphrasing, using context, rereading, decoding. Teachers implemented rarely reader initiated teaching reading strategies. Based on the finding, it has been recommended that teachers should be encouraged to use different types of teaching reading strategies cooperatively so as to help them their students improve their reading skill.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Reading is viewed as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him/her to construct meaning before, during and after reading. In this respect, Goodman (1973) cited in Medjahadi (2015) states that the learner “Interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he/she has attained, as well as the language competence he has achieved.

Reading is one of the important skills in English and it gives many benefits for readers. Reading is a window of the world by which; people can get more knowledge and information from books, magazines, newspapers, and others. Reading vital component in learning process and social interaction because, first reading is an indispensable communication tool in a civilized society .Second, that the reading materials produced in any period of time in history most influenced by social background .Third, developments, that over the period of recorded history of reading has led to two very different poles (Grey in Tarigan, (1957)

Reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo in Tarigan (1973).Through reading activity, the students can enlarge their knowledge and it can also make them wise and respectful .Students reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading. Class should be designed to build students’ ability to understand increasingly complex content of texts. The methods, techniques, and teaching media that are chosen and used by the teacher will influence the success of teaching learning process and student’s achievement. In teaching reading activities a good method, media, and strategy are needed in this research .A good method can be an effort the students’ reading ability better. Media and strategy also make the class to be alive during the reading lesson. By developing good method, technique, and media students are expected to be able to have an active learning .Active learning can make the students

interested in the reading lesson that given to them. Learners cannot silent or passive in the teaching learning process.

Without reading skill, it is virtually impossible to be successful in one's academic career. Evidences indicate that learning to read at a sufficient rate with comprehension is essential for learning to read well, and reading well is critical for the overall academic success. Student who are not able to develop their reading skill are likely to fall behind others for the rest of their lives, and countries where the population cannot read well will tend to remain behind in terms of student achievement.

Developing students reading ability is one of the areas which are currently attracting the attention of the Ethiopian Ministry of Education. The Ethiopian Ministry of Education's interest in ensuring the quality of primary education across Ethiopia has led to an exploration of the means by which the quality of early grade reading can be assessed. (Ethiopian Early Grade Reading Assessment Data Analytic Report: Language and Early Learning, Oct. 31, 2010).

Reading is an important skill in English as secondary students who possess a good reading skill will be able to make a great progress in most academic areas. Therefore, English language teachers must facilitate things for their students to learn how to develop their reading skills. Understanding the main ideas, predicting out comes, guessing vocabulary from the context are some of reading skills that students need to acquire. In order to teach students these skills, first of all teachers need have good practices. Because, good teachers practice plays significant role in how information on teaching is translated into classroom practices. Then teachers need to use effective techniques during reading lesson. Reading is a complex process that largely demands the use of various techniques which are vital in increasing comprehension. There seems to be general agreement that a reading technique is a procedure that facilitates three comprehension and knowledge acquisition. Thus, failure to employ appropriate reading techniques greatly hampers comprehension, and this in turn could adversely affect students' academic performance at large. Recent research on the reading strategies used by successful and less successful readers indicated that most of the comprehension activities of efficient readers take place at the Meta cognitive level (Hudson, 2007). Meta cognitive awareness, or Meta cognition, refers to one's ability to understand, control, and manipulate cognitive process to maximize learning. In other words it

entails readers' knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed (Pressley, 2002). This has offered great insights as to how learners manage their cognitive activities to achieve comprehension before, during, and after reading. Cognitive strategies, on the other hand, are one type of learning strategies that learners use in order to learn more successfully such as making prediction, summarizing, translating, and guessing meaning from context, repetition and using imagery for memorization (Oxford, 1990). All of these strategies involve deliberate manipulation of language to improve reading.

According to Grabe and Stoller (2002) the most common way for students to learn new information is through reading. Therefore, students must be able to understand what they read and do something with it. Students have to know the reading skills and techniques to achieve the reading comprehension. Grabe and Stoller (2002) stated that reading comprehension is the ability to understand the information and interprets appropriately. Thus, teachers play essential roles in developing the basic reading skills in every student.

1.2. Statement of the Problem

Reading is one of the most important skills which a person has to deal throughout his life time. It needs a lot of practice and experience to understand a passage and the information conveyed in it. As a result, learners' academic performance is not to the expected level. For instance, grade ten students should read in English better than grade nine students. However, their reading performances are almost the same. This implies that these Students are not properly thought by their English language teachers. That why the researcher intended to explore the practices of teaching reading skills in language classroom at Shewit Secondary school.

Students do not read enough in class, answering comprehension questions, memorize vocabulary words from the reading passage. They need to be answers and vocabulary from their teachers while learning is on progress. Reading is a student's basic skill that helps to understand the written texts critically. It is necessary, and at the same time, important to decide why students are made to read –either for developing language or for improving the understanding power of meaning a text conveys. Nuttal (1996:30) opinion is that, students need to learn how to read for meaning.

Greenwood (1998:5) rightly points out those teachers fail to recognize the potentiality of reading, and they neglect and/or ignore it in the classroom. According to him, the responsibility of this failure goes to the attitude first of the teacher and then of the students.

Many students inspired by friends or guided by teachers sometimes try to read a book but soon they lose the eagerness and interest with which they start reading the text. In every paragraph, or every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning. Sometimes, they do not understand long sentences, and they miss the links between parts of a text. As a result, they lose their patience and their interest, and they give up reading. Sometimes they may feel inspired to look up the words in the dictionaries, but checking the dictionary too many times proves boring, and at last, their enthusiasm for reading the text dies down.

Teachers' face many problems in teaching reading like poor students' background in reading skill. So it is difficult to teach reading skill. As reading needs a critical understanding of texts or written materials students may lose this type of ability and this is also another problem in teaching reading skill.

In Ethiopia, where English is used as a medium of instruction in secondary and tertiary level of education, reading is outlined the most important of the four skills in academic area. Since English is a medium of instruction and nearly all materials are written in this language, students' academic success or failure by large depends up on their ability to read and comprehend the academic materials. However, Haile Michael (1984) shows that education in Ethiopia is abridged because of the gap between students' reading comprehension and the reading difficulty level of an assigned text books.

Atlabatchew (2015) pointed out that most studies done in Ethiopia on the field of reading shows that most students are poor in their comprehension skills. Researchers such as Gebremedhin (1993) and Mendida (1998) carried out studies concerning reading problems of students in university levels. The studies indicated that students' reading comprehension skill is below what is expected of them. The same problem was also confirmed by some of local researchers of government high schools. For example, Gebrie (2012) suggested that text related factors impede students reading comprehension practice in English class room at Harar senior secondary school

grade nine in focus. Those local researches were concentrated on students problem in reading not teachers practice in teaching reading.

This study however focuses on the exploration of teaching reading skills in Shewit secondary school grade 9 students.

1.3. Objective of the Study

3.1 General Objective

The general objective of this research was to explore teachers' practice in teaching reading skill of Shewit secondary school grade 9 students.

3.2 Specific Objectives

This study attempted to pass through the following specific objectives

- To look the specific strategies teachers' use to teach reading skill.
- To investigate the reasons why teachers use these strategies.
- To assess the challenges teachers' face in using these reading strategies.

1.4. Research Questions

Based on the above objectives the research was answered the following questions

- ✓ What are the strategies used by teachers in teaching reading skill at shewit secondary school grade 9 students?
- ✓ Why teachers' use the strategies in teaching reading skill at shewit secondary school grade 9 students?
- ✓ What are the challenges teachers' faces in using the reading strategies at shewit secondary school grade 9 students?

1.5. Significance of the Study

The study is important because it may give some clues to teachers' how to use reading strategies effectively. In addition to this, the research may help as an input for teachers, learners, curriculum developers and text book writers.

- The teachers may use effective strategies to train the learners.
- It may help curriculum developers and text book writers to design appropriate materials for the learners.
- The findings may serve as a bridge for someone who would like to study more about reading strategies.

1.6. Scope of the Study

In Gulomekeda wereda there are five secondary schools. But, this research was restricted to Shewit secondary school because of financial and time constraints. The research focused on the exploration of the practice of teaching reading skills at Shewit secondary school grade 9 students 2012 academic year in Glomekeda wereda. Tigray region. The researcher mainly concentrated on teachers' practice on teaching reading skills.

1.7. Limitation of the Study

This research was limited to select more than the selected respondents because of financial constraints .The researcher was challenged to gain information due to lack of network access in the area. Even though the researcher gathered data after the disease, the international disease covid 19 was another obstacle of this study. The core challenge of this study was due to the war in Tigray region that continued for two years and still the remained trauma affected the paper on time completion and the researchers' mind in developing the thesis as its' intended level.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The study under this chapter reviews some basic points underlying the research topic and other related issues. Historical overview of teaching reading, some basic concepts of reading and the strategies teachers use in teaching reading are topics under discussion. Additionally, the practices teachers use also other considered issues. Finally, the researcher attempted to review studies conducted on teaching reading skills and reading related issues in the context of Ethiopian secondary schools.

2.1. Definition of Reading

Reading is one of the most important skills and this has supported by many scholars. Nation (2005) has noted that reading is one of the most important academic skills needed by students. He adds that reading is the source of knowledge and source of enjoyments.

Different scholars define reading differently. For example Nunan (1989) defines reading as the process of decoding written symbols working from smaller unit to larger one in order to arrive at meaning. In this process the readers try to look at and understand the idea of graphic scripts in the absence of writing.

Good man (1982) defines reading as a psycholinguistic guessing game that involves an interaction between taught and language. Reading process are cycles of sampling, predicting, tasting and confirming. Reading should not only be receiving information, and it is a process of understanding texts through evaluating the opinion and the intention of the writer. It cannot occur without the reader understanding his own world and the world expressed in text. Therefore, it is an interactive process between the reader and the writer. On the other hand, Nuttal (1982) described different views of term "reading" in different ways and much confusing from consequent misunderstanding. Hence it is found worthy discussing the meaning of reading and indicating its meaning as used in this study. Furthermore, Nuttal (1982) and Wallace (1992) noted that reading can be defined in terms of ability to identify words from a page as the ability to read aloud can also be the definition of reading.

The definition and meaning of reading depend, largely, on the purpose of the reader, on the text and textual contents, on the attitude of the readers towards the text, on the reading materials and on the experience and schemata of the reader. However, experts have tried to define it.

Differently, in their own way of observation and thought, some argue that reading is a conceptual and thinking process through print, and the process is interpretative. Widdowson (1979) is of the same opinion that reading is the “process of getting linguistic information via print.” Ransom (1978: 14-15) defines reading as “a conversation” between the writer and the reader. He states that like someone who is talking, “the writer is trying to convey some message to another person.” Shaw (1959: viii) also states that reading is the communication of thoughts, moods, and emotions through which one receives “from others their ideas and feelings”. Nuttall (1996: 4) regards reading as the process of “getting out of the text as nearly as possible the message the writer put into it.” Williams (1996: 2) states reading as “a process” through which one looks at and understands a written text.

Goodman (1967) defines reading as a “psychological guessing game”, and Patricia Carrel et al (1988) define reading as an “interactive process” where readers employ their background knowledge and past experience to make sense of the text. According to the above authors, reading “is the process of receiving and interpreting information encoded in language form via the medium of print. “Reading is not a passive skill. It requires frequent practice and exercise. According to Rauch and Weinstein (1968), “Reading improvement is possible and probable provided you work at it. There are no shortcuts, gimmicks, or panaceas that will cure all reading problems. Frankly, reading improvement is hard work”, but they assure that it is “gratifying”. In short, the more one reads, the better they will read, and the better one reads, the faster they will read (op. cit.). To be an effective reader, one should make a logical link between the language of the text and his mental perception. Therefore, the language should suit the level and perception of the reader and, “should enable a student to enter inner worlds which become real to the perceiver.” (Rolaff, 1973) These inner worlds” of the reader and of the text and their structure play vital role in understanding the text. Students should enable themselves to enter the world of the text without seeking the help from the traditional teaching method of comprehension checks. “Instead they could be more actively engaged in negotiation for potential meaning, both

individually and with other students. Interest in the activity can sustain interest in the text or be fuelled by interest in the text.” (Greenwood, 1998: 89).

The first and prime thing required for reading is the ability to recognize the written forms of the words. Then come to the perception and internalization of the meaning or message that a text contains. Reading is not just an act of going through the text. It involves certain attitudes and reactions towards the text a reader is reading.

According to Grellet (1996: 8), reading “constantly involves guessing, predicting, checking and asking oneself questions.” Rauch and Weinstein (1968) comment that reading “involves more than the ability to recognize and pronounce words correctly.” It involves knowledge of language, the processing of messages the text carries, guessing power of the reader to a certain extent, perception, psychomotor movements and emotional response. In one of the best-known papers on reading, Goodman (1967) argues that syntactic, semantic and pragmatic knowledge are involved in the reading process. Urquhart and Weir (1998:18) argue that reading is a language activity, and it involves, at some time or another, “inference, memory, relating text to background knowledge, as well as decoding, and obvious language aspects as syntax and lexical knowledge.” Reading is interactive between reader and text. It requires sufficient knowledge of language, and sufficient knowledge of the world and a topic. When readers have sufficient knowledge of a given text and language, they may discover their own strategies to understand the meaning of text (Hayashi, 1999).According to Shaw (1959: viii), reading involves” re-creating“ the thought and experience of the author, “forming“ images produced by the printed letters, and increasing vocabulary. It requires organizing and retaining ideas and impressions gained from the printed page. Nuttall (1996: 41, 62, 78) states that effective reading involves „word attack“ skill, „sentence attack“ skill and „text attack“ skill. To her, reading involves not only looking at sentences and words and going through them at random but also recognizing and understanding them intellectually. It helps students pick up new words, syntax and style of writing. Shaw (1959) have said

a ‘complete reading’ involves four steps: recognition of the written symbols, understanding the meaning or message of the text, reaction of the reader after completing reading and integration of the whole process.

2.2. Purpose of Reading

The purpose of reading determines the way the reader reads. Regarding this Hedge (2000) explains one text may be read in variety of styles and that reader will have different purpose at each stage of reading process and will apply appropriate strategies. In addition to this, Nuttal (1982) Ur (1996) said that we read because we want to get something from the writing. However, in the reading process a reader might not comprehend the message that the writer want to transmit. Nonetheless, the process is clear enough for us to say that reading the means of getting out of the text as nearly as possible the message the writer put in to it. Therefore, the main purpose of reading is to get message from the writer. Based on the above citation one can understand that the purpose of reading can affect the method of reading to be applied by the reader. Though it is vast to list all the advantage of reading, some can be put as follows. It is true that one has to read to know historical past events to relate with existing situation and to forecast. Similarly, now a day because of developments in technology, the ability to read is becoming an activity of business life. This is because throughout the world, very essential and current scientific facts information, instructions (warning notice, rule and regulation) and entertainment are being distributed usually through a script so being able to read especially in the English language is to benefit a lot. This is also true of school community. For instance, teachers need to read for updated and relevant knowledge sources. So that, their learners can exploits ample experiences. Similarly, Students“ required being good reader in order to cope with the difficulties they face in their academic lives. Moreover, Williams (1984:125) states „„being able to read skillfully and flexibility is important use of language.” Grellet (1981) also noted that understanding a written text means extracting the required information from it as effectively as possible. From this it can be understood that the ability to comprehend a written text requires a special skill of reading and this was the most important issue that the study concentrated on.

2.3. Characteristics of Effective Readers

Research has generally shown that the effective reader knows how to use reading strategies that works for him/her.

According to Wassaman and Rinsky (1993) an effective reader needs an understanding of the reading process and hoe to go different types of printed information. In this way a second

language learner can practice techniques that can help to succeed in becoming effective reader. Besides they pointed out to ingredients for an effective reader.

The willingness to change reading habits that limits the learners reading ability and the willingness to practice. Apart from this there are factors helping foreign language reader to become effective which include organizing properly for reading and study which focus the readers to understand the importance of discipline study so that they can appropriately time to devote to reading and study: improving concentration which is important to learning in general and reading in particular for the fact that reader need to comprehend the printed information .maintaining confidence that leads to confident reading which is chiefly the result of preparation. Without this readers can't become the effective readers. Therefore to have effective readers, teachers are expected to apply the aforementioned strategies of reading inside the classroom. Good readers use two strategies. The first kind is activated before reading actually begins. For instance, before reading a text, good readers use what they know about the topic, the type of text, the author's purposes, and their own purposes to make predictions about the content of the text. This demands strategic behavior. That is, the reader must have a plan for making those predictions, and these plans must be adapted to each situation since the topic, text structure, and purposes change from text to text (Duffy & Roehler, 1987)

2.4. Teacher's Role during Reading Lesson

First of all the teacher has the opportunity to put reading on the agenda. This can be done by encouraging pupils to read, helping them select adequate books, and by making time for reading at school. Creative teachers will certainly find numerous ways to promote reading if they want to. In addition to putting reading on the agenda, the teacher functions as a role model. Research shows that pupils read more when they see that other people are reading (Krashen 2004, p. 84). This means that if the teachers read, it sends positive signals to the pupils as well. They will be motivated to read by seeing that others do it, especially if it is a role model. Reading comprehension strategies employed by teachers in secondary content classes should focus on providing access to content through self-monitored comprehension of read material, additionally, teachers must be certain to be explicit in their instruction and usage of the strategies they chose to utilize to improve comprehension. Meaning that simply providing students with tools such as

graphic organizers to fill in or complete is not enough; teachers need to instruct the students about the reason for why the strategy is important and how it can help them understand the material.

Teachers need to tell students why they are doing what they are doing. When students understand the strategies and how they work; they can more readily use those strategies independently in future interactions with content specific texts. Therefore, teachers need to involve their students in discussion of the specifics of the content they are reading and allow them to ask and use content specific vocabulary in discussion. Providing opportunity for students to analyze content specific material in discussion, oral or written, allows them to gain familiarity with the subject matter leading to greater comprehension of content specific material. Teachers need to be cognizant of the idea that students need guidance not only of the material but how to access the material taught in their classrooms.

2.5. Reading Strategies

Reading strategy may be defined as an action or series of actions employed in order to construct meaning (Garner 1987). Strategic reader can promote reading comprehension and failure to be strategic in reading may result from either development in ability or poor reading (Paris et al., 1983). Learning reading comprehension strategies help students in becoming independent and confident learners. As a result of this, students become more motivated as they begin to understand the relationship between their use of strategies and success in learning reading comprehension (Cohen 1998).

Foreign language learners should be encouraged to learn and use a broader range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students become aware of the range of strategies from which they can choose in the context of language teaching and learning (Cohen 1989). Knowledge of different strategies is very important. These strategies widen the understanding level of the learners. Learners should get enough explanation and practice on different types of strategies. There are different types of strategies that students should know which are suggested by different scholars but all of them have similarity. However, for this study the researcher focused on the strategies very common in student's text book and its actual practice in the class room.

2.6. The Importance of Techniques in Teaching Reading Skills

According to Oxford (1990), strategies are important because of two reasons. Firstly, they are tools for active, self-directed involvement, which is essential for developing communicative competence. Second learners who have developed appropriate learning strategies have great self-confidence and learn more effectively. There are various features of language learning strategies. To list them, firstly, they contribute to the main goal of language learning which communicative competence is. Secondly, they allow learners to become self-directed learners who can take responsibility for learning. Thirdly, they increase the role of teachers as facilitator of students' language learning. Finally, they support learning directly and indirectly for the entire improvement of learners' language skills. This discussion implies that the knowledge of teaching reading strategies is crucial because it makes the teaching learning effective and efficient by motivating students. It paves the way to student-centered teaching approach which allows the learner to promote self-directing learning rather than watching teachers. Reading is one of the most important skills a person has to deal with throughout his life time. It needs a lot of practice, and experience to understand a passage and the information conveyed in it. The matter become complicated when the text appears in a foreign language in which the reader not practice enough.

As Wallace (1992) said "There are two things which we all know about reading: first that we use it for a purpose, second that it only makes sense in context that is a part of a larger text or in a situation". It is not always easy to understand a passage carefully without using certain strategies. Strategies are defined as " specific methods of approaching a problem or task, models of operation for achieving a particular end, planned designs for controlling and manipulating certain information " by Brown (1994). Researchers found that readers need to utilize a wide range of strategies while reading a text and specially in reading comprehension, because in reading comprehension process readers should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written message /messages. As it can be understood from the definition, strategies are not easy to explore and use specially in a foreign language. This is where the language teachers come on to the stage. The duty of a teacher is then to guide and teach learners how to be effective readers in a foreign language.

2.7. Techniques in Teaching Reading Skills

Reading comprehension strategies are seen as comprehension processes that enable the readers to construct meaning from printed pages most effectively. In other words, these strategies show how reader deal with a reading task, how they interpret their reading what they do when they want to comprehend. Different researchers categorized reading strategies in similar ways. For example, Brantmeier (2002) emphasized the role of prior knowledge in reading for their categorizing and introduced effective strategies as skimming, scanning and guessing. However, there are differences in their classification. For example Nuttall (2000) summarizes reading strategies which may involve skimming, scanning, guessing, recognizing word families, reading for meaning, predicting activating general knowledge, making inferences, following references and separating main idea from supporting ideas.

Furthermore, reading strategies involves evaluating content such as agreeing, disagreeing, making an association with prior knowledge or experience asking and answering question, looking at key words using sentence structure analysis such as determining the subject verb or object of the sentences, skipping and reading. However, all strategies have no equal effectiveness due to various types of reading texts and tasks and reading strategies used by each reader. According to Brown (1990) identified five strategies that students can use to read efficiently and quickly. First the strategy of previewing which deals with reviewing title, sections heading to get a sense of the structure and content of a reading selection. Second, the strategies of predicting which is using about the knowledge of subject matter to make prediction about content and vocabulary and check comprehension using knowledge of texts type and purpose Third, skimming and scanning are the vital strategies which using a quick survey of text to get the main idea, identifying the main structure and specific information, and confirm prediction. Fourth, guessing from context as a reading strategy is about using prior knowledge of subject and the ideas in the text as clues to the meaning of unknown words. Finally, paraphrasing is a strategy which is used to check comprehension by restarting the information in a text. Based on the above discussion, EFL teachers have to do much to adjust their students reading to deal with verities of reading purposes by sustaining them to develop use of different strategies and match appropriate strategies to each reading contexts. Moreover, the strategies are effective if the teachers“ facilitate and enhance students“ reading.

2.8. Types of Reading Techniques

Teachers need to use different strategies of reading based on the purpose of reading. Students must be familiar with strategies or techniques of reading. It helps them what is to be read and in which techniques it should be read. Teaching Reading demands the knowledge of various kinds of strategies and their requirements. Most of the techniques dealt with this part are as follows.

2.8.1. Skimming

Nuttall (1996: 49) has defined skimming as: glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us. Grellet (1996) explains that skimming is the reading for gist. Skimming helps them by saving their times, but people who are “unable to skim material would find [that] they spend their entire day reading.” Nuttall (1996) explains that it enables “the readers to select texts, or parts of texts, that are worth spending time on. About the purpose of skimming Williams (1996: 96-97) seems to be very explicit. She states that the purpose of skimming is “simply to see what a text is about. ...The reader skims in order to satisfy a very general curiosity about the text, and not to find the answer to particular questions.”

2.8.2. Scanning

It is a surface level process of reading, and mainly "reader-driven". In scanning there is a rapid inspection of a text with occasional closer inspection. Pugh (1978: 53) states that scanning is to find a match between what the reader seeks and what the text supplies. In scanning, very little information is processed for long term retention or even for immediate action. According to Nuttall (1996) explains that scanning is “glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose”, and Grellet (op. cit.) supports it. Williams (1996: 107) states that scanning is “reading for particular points of information.” It is a selective reading, and its purpose is to achieve very specific „reading goals“. Scanning involves looking for specific words/phrases, figures, names or dates of a particular event, the capital of a country etc. Jordon (1980) has mentioned a variety of texts suitable for scanning indexes, dictionaries, maps, advertisements, reference materials etc.

2.8.3. Anticipation

Anticipation is the process of forming an idea about the contents of a text and expecting the intended items from it before starting reading. Grellet (1996) mentioned that anticipation in reading motivates the readers to read. She further states that readers start reading a book in order to find a number of things in it– specific information, ideas, answers to a number of questions etc. They expect that the book will be able to provide them with the intended things. This “expectation” is inherent in the process of reading “which is a permanent interrelationship between the reader and the text” (Grellet 1996: 18). The anticipations or expectations of a reader start in the pre-reading stage and they are modified and increased in the while-reading phase. And finally these expectations are established or corrected and modified in the post-reading stage. So, anticipation is a process that continues throughout reading. Anticipation is of great importance for the readers. It is the anticipation (about what will happen next) that urges the students to read a text to the end. While emphasizing on the importance of anticipation, Watson (1991: 137) states that anticipation should be practiced “in order to aid the readers” overall understanding, thus allowing the teacher to concentrate on new items of language.” It also enables students to think about the content of the text, focus on the new items, relate them to their previous knowledge, discuss and prepare themselves for reading the expected text. Anticipation need not be correct or accurate all the time. Sometimes it may be correct, sometimes it may lead to a wrong interpretation. Whatever the output is, the process acts as a useful aid for the students. To ensure better output students need develop this skill. Grellet (1996: 18) has suggested the following “possibilities in the exercises” to enhance their anticipation: – Psychological sensitizing aimed at making the students think about the subject of the text and ask themselves questions. – Using the title and pictures to talk about the various ways the text may develop.

2.8.4. Inference

Inference refers to making the use of a syntactic logical and cultural clue to discover the meaning of unknown element. Therefore students should be encouraged to make guess at the meaning of words they don’t know rather than looking them up in a dictionary. It is important because readers frequently face unknown words and phrases in reading texts. This means one cannot master of all words or phrases in a foreign or native languages Hunt (1992). Hunt argues that if we don’t know or cannot infer the meaning of different words in a text, we are going to have a serious problem in

understanding it. Students should not also be allowed to look every new element words in dictionary since this act yield slow reading which results in poor understanding (Nuttal, 1996). Sometimes, a text suggests something indirectly rather states it directly. It is the responsibility of the reader to infer this information. So, inference is the process of reconstructing the writer's unstated presuppositions.

Grellet (1996: 14) has defined inference as "... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." It is also the process used by the reader to draw a certain conclusion from facts, points in an argument etc. supplied by the text (Nuttall 1996: 114). While inferring, readers manipulate their thinking power to interpret the text– not only explicitly but also implicitly. It should be noted that inferring is not necessarily of certainty– it is about probabilities. But these possibilities may gradually turn into certainties when the reader meets a word more frequently and understands it more explicitly. Inferring affects the interpretation of a text to a large extent. It is, therefore, an essential but "tricky" skill (Nuttall 1996: 114). Inferring is a powerful aid for the students to comprehend a text, and it ultimately helps them to read books more quickly. Moreover, it can make the text more enjoyable because "it's problem-solving character appeals to most people and it challenges students to make use of their intelligence" (Nuttall 1996: 114). In order to infer a piece of information of a given text effectively, students may and should make use of common sense, power of reasoning, knowledge of the world and relevant schemata.

2.8.5. Prediction

Prediction is „the faculty of predicting or guessing what is come next, making use of grammatical, lexical and cultural clue“ (Grellet 1996: 17). According to Greenall and Swan (1986: 3) prediction is to know what information is new to the reader and what information s/he already knows about as s/he goes to read the text. Nuttall (1996: 13) explains that prediction is a kind of sharing of presuppositions of the writer, and a reader who shares these presuppositions most will be able „to think along with the writer and use his own experience to resolve difficulties“. Efficient readers always depend on their ability to predict what comes next. They use minimum clues from the text in order to reach the appropriate meaning of the text. Therefore, a successful reading does not require going through each and every line in the text. Instead, the readers depend largely on the prediction from "the syntactic and semantic clues and their previous knowledge" (Hedge 1985). As stated earlier, the reader brings his/her own knowledge and experience to the text, which

makes the text easy and smooth for the reader to make out the meaning. The knowledge or experience that a reader has, helps him/her to predict what the writer is going to say next. Nuttall (op. cit.) points out that activated schemata which are ready for use can help the reader to understand the text more easily, and the importance of prediction lies in the fact that it activates his/her schemata. While reading the reader calls into mind any relevant experiences and associated knowledge that s/he already has, and it helps him/her interpret the text more clearly. Prediction also helps the reader to make sense of sentences. Thus, the ability to predict what comes next often increases with the development of the reading skills. Prediction begins with the title of a textbook and continues throughout the whole process of reading. Sometimes prediction may be wrong, yet it makes the readers think about the topic and so on, because prediction, according to Nuttall (1996: 119) need not be „successful“ all the time „to be useful“. Nuttall (op. cit.) explains that prediction involves a variety of input– the schemata about the way stories work, the way texts are constructed, the way people tend to think, clues etc. For this reason, it is a good activity for integrating many of the reading skills already discussed.

Prediction focuses reading by limiting the range of things to look for, and thus it enables the reader to read more efficiently. Developing this skill is to ensure the feeling of a reader that while reading s/he is not overloaded with too much information. It also ensures the readers' active involvement with the text. This skill may be developed by giving the students unified passages to complete or by going through a text little by little or by stopping after each sentence in order to predict what is likely to come next (Grellet: 17).

2.8.6. Previewing

Unlike predicting, previewing is a very specific reading skill. It is a very quick technique to find out where the required information is likely to be (Grellet 1996: 17- 18). It involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, acknowledgement etc. This skill is useful for the students in many ways. It not only leads the students towards intended and specific information, but also saves their valuable time. They can naturally apply this technique in locating an article in a newspaper or in an edited book, or having a few minutes to get an assumption or idea of a book through the text on the back cover and the table of contents etc.

2.8.7. Presupposition

Presupposition is a guessing power that enables the students to understand what connections between facts are left untold in a text. Students who are not aware of the unstated facts may likely to fall in difficulties to deal with the message of the author. But students who are “aware of the potential problem are halfway to solving it; they can scrutinize the text for unstated assumptions and try to identify the mismatch that has produced difficulty” (Nuttall 1996: 8). Nuttall (1996: 112) has divided presupposition into two groups:

The knowledge and experience that the writer expects the reader to have.

The opinions, attitudes, emotions that the writer expects the reader to share or at least to understand.

So, the correct interpretation of a text rests mostly on the reader’s sharing the view of the writer. While following a writer’s train of thought from one sentence to the next, the readers may find that there is no connection between them. Presupposition helps the readers to connect them using some tools like inferring, schemata etc.

2.8.8. Activating Background Knowledge

Activating back ground knowledge is one of the strategies in teaching reading. According to Anderson (1999), background knowledge or schemata refers to all experience that students bring to text while they read. For instance, their life experience or previously learned materials. While students read the text, they will relate the text with the previous knowledge they have about the topic to help them in understanding the text. Students are making sense of what they read or the new information they get with past experiences they have. Teachers need to encourage students to use their back ground knowledge to predict the meaning in the text. Through this they will be able to comprehend the information within the text they read.

Carrell (1988) stated that, several approach and methods for facilitating reading through activation of back ground knowledge have been proposed in the literature. Activating students’ back ground knowledge will help the students comprehend the text better. This strategy is suitable for all levels of students in understanding the meaning in the text. Prior knowledge is the sum of all the knowledge that readers have acquired, experienced, and stored in a memory or schema. Schema theory (Anderson and Pearson, 1984) proposes that knowledge is organized in a network

of structures such as fiction and none fiction. When readers activate their schema (prior knowledge) they link to this network of information. As readers interact with a text, they continually relate what they are reading to their prior life and reading experiences. Readers' interest in what they are reading influences the links they continue to build in their schema which is one reason why motivation increases comprehension.

The relationship between prior knowledge and reading is obviously reciprocal. Prior knowledge enhances comprehension by enabling readers to comprehend text better, to make connections, to predict, and to develop inferences as they are reading. As readers learn more from reading, they are also expanding their knowledge, which is then stored in memory and connected to schemata, which are activated at a later time as background or prior knowledge.

Activating background for proficient readers happens quite naturally as they preview a text before reading, browsing through the text, reflecting on the author, and noting information in the book jacket or other visuals. What do I already know about this topic or type of text? What have I experienced or read about this topic? Good or efficient reading requires that in order to comprehend a text, a reader should connect new text with past experiences in order to interpret, evaluate, synthesize and consider alternative interpretations. While doing this task, students need some strategies to help them make their reading comprehension easy. This study sought to establish whether teachers of English help learners to activate or create relevant schema to connect new experience to old experience through use of appropriate reading strategies. Almost all reading researchers agree that background knowledge plays an important role in reading comprehension. It is well documented that readers comprehend texts better when texts are culturally familiar or when they relate to well-developed disciplinary knowledge of a reader. More generally, background knowledge is essential for all manner of inferences and text model construction during comprehension. It is also important for disambiguating lexical meanings and syntactic ambiguities. The complications appear to arise with texts that present relatively new information or information from fields for which readers have no special expertise. In many cases, these are informational texts requiring the learning of new information by students. The limited role of background knowledge for comprehending new topics was clearly documented by Bernhardt (1991), and additional studies reviewed in Alderson (2000) present conflicting evidence on the role of background knowledge on reading assessment. Nonetheless, background knowledge appears to provide strong support for comprehension in many contexts (Grabe, 2004).

2.8.9. Intensive and Extensive Reading

In intensive Reading, the labels indicate a difference in classroom procedures as well as a difference in purpose. Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at understanding, not only of what the text means, but of how the meaning is produced. The „how“ is as important as the „what“, for the intensive lesson is intended primarily to train strategies.

In extensive reading, it is often assumed that in order to understand the whole (eg. a book), we must first understand the parts (sentences, paragraphs, chapters) of which made up. Moreover, longer texts are liable to get forgotten in the classroom, since it is easier to handle short texts which can be studied in a lesson or two. But the whole is not just the sum of its parts, and there are reading strategies which can be trained only by practicing on longer texts. Scanning and skimming, the uses of a contents list, an index similar apparatus, are obvious ones. More complex and arguably more important are the ability to discern relationships between the various parts of a longer text, the contribution made by each to the plot or argument, the accumulating evidence of a writer's point of view, and so on. These are matters which seldom get much attention expect in the literature class, but they apply to reading any kind of book. They cannot be ignored if students are to become competent readers. But class time is always in short supply and the amount of reading needed to achieve fluency and efficiency is very great – much greater than most students will undertake if left to themselves. So we need to promote reading out of class. (Nutall 1996)

2.8.10. Search Reading

This differs from skimming in that the purpose is to locate information on predetermined topic(s), for example, in selective reading for writing purposes. It is often an essential strategy for completing written assignments. The process, like skimming, is rapid and selective and is likely to involve careful reading once the relevant information has been located. Unlike skimming, sequencing is not always observed in the processing of the text although it is likely to be more linear than scanning. The periods of closer attention to the text tend to be more frequent and longer than in scanning. It normally goes well beyond the mere matching of words to be found in scanning activities.

2.8.11. Summarizing

Summarizing involves identifying the main idea in a paragraph or composing a concise statement of the central concepts from a longer passage, either orally or in writing. As a strategy performed either during or after reading, summarizing helps readers to focus on main ideas or other key skill concepts that have been taught and to disregard less relevant ones. It may encourage deeper engagement with a text and encourage students to reread as they construct a summary. Summarizing taught either alone or as one of several strategies (Brown, 1984) has been shown to improve comprehension and memory for what was read (National Reading Panel, 2000). Summarizing is a complex activity that involves paraphrasing and reorganizing text information. Research indicates that students, particularly struggling readers, benefit from explicit instruction on identifying main ideas as a step in the process of constructing a summary.

2.8.12. Teaching How to Tackle Meaning

It has been already stated that meaning of a text is not inherent. It is the reader who brings meaning with him/her. For this reason, the same text can be interpreted in different ways though the writer may have only one idea while writing the text. For this reason, learners should be taught how to reach the proper meaning of the text. If they fail to guess or understand the meaning a text implies, all the efforts and techniques to teach reading to the students will end in smoke. It is now obvious that the teaching of meaning is the most important task for the teacher. Text-based outlook of the students should be changed. Students should be trained properly so that they may be able to associate the textual meaning to their experience. According to Dechant (1982: 37) “Proficient readers are those who...have an adequate knowledge base that allows them to bring meaning to the printed page.” So, proper association between the textual words and the experience or knowledge is essential for a better understanding. Meaning can be associated with the printed word only by associating the word with the experience, whether real or vicarious, or by associating it with another symbol which fits the context.

2.9. Classroom Procedures for Teaching Reading

Classroom activities are very important for the development of teaching reading skills. Teachers should help and encourage the students to read effectively in the class. To perform the job, teachers have to design effective activities for teaching reading in the class, because, a successful

teaching of reading in the class depends largely on the proper planning of reading lessons. Teaching techniques should be designed according to the level of the perception of the students. An experienced and efficient teacher knows well when a particular technique should be followed and how. However, in the teaching of reading, there are some tested teaching techniques by recommended experts, and these techniques can be followed in the classroom.

Grellet (1996: 10) states that practicing reading in the classroom is „a silent activity“. He, therefore, suggests that students should not read aloud in the class, because, “it is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed.” (Grellet,op.cit.) Moreover, reading aloud tends to prevent the students from developing „efficient reading strategies“. In order to develop effective reading skills among the students, the teacher should help the class how to approach a text meaningfully. The following procedure, according to Grellet (1996: 10-11), is „very helpful“ for the students: a) Considering the text as a whole, its title, accompanying picture(s) or diagram(s), the paragraphs, the typeface used, and making guesses about what the text is about, who wrote it, who it is for, where it appeared, etc. b) Skimming through the text a first time to see if the learners“ hypotheses were right and then asking a number of questions to themselves about the contents of the text. c) Reading the text again, more slowly and carefully this time, trying to understand as much as possible and trying to answer the questions asked by the learners themselves.

2.10. Phases of Reading

Williams (1996) has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre reading, while-reading and post-reading phases.

2.10.1. Pre-reading

Pre-reading stage is important because it can what the students’ appetites to read. Greenwood (1998: 15) states that it can provide a “*need* to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones.” In pre-reading stage, teacher should carefully design

the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998: 184) have suggested some pre-reading activities. They are

- Thinking about the title
- Checking the edition and date of publications
- Reading appendices quickly
- Reading indices quickly
- Reading the abstract carefully
- Reading preface, the forward and the blurb carefully.

Aims of this phase, according to Williams (op. cit.), are to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.

2.10.2. While-reading

In the while-reading phase, “Students must be taught how to read and respond to books.” (Greenwood 1998: 59) During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing. The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. The following are some of the while-reading activities. They are-

- ❖ Guessing meaning from context,
- ❖ Analyzing sentences,
- ❖ Surveying text structure,
- ❖ Extracting specific information,
- ❖ Getting detailed information,
- ❖ Answering pre-set questions,
- ❖ Matching texts with picture, diagrams etc.,
- ❖ Guessing meaning of unfamiliar words,

The while-reading phase is significant. It is the most active stage among the three, because, proper activities in this phase, according to Williams (1996: 38), enable the students to understand the writer’s purpose, to understand the text structure and to clarify text content.

2.10.3. Post-reading

This stage is designed to evaluate what the teacher has taught in the while-reading stage. In the post reading stage the teacher may ask the students to know their reaction to the text, for example, the students may answer whether they have liked and enjoyed it, or found it useful or not. If the text is found useful, the meaning and content of it may be extended to the students' known social phenomena, personal interests and knowledge or experience. In short, activities at this stage do not refer directly to the text, but "grows out" of it. This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge e, interest, experience or views.

2.11. Vocabulary

According to Stahl (2003) students learn vocabulary gradually through repeated exposure, therefore, students should be offered multiple opportunities to establish familiarity and meaning for new words. Explicit vocabulary instruction strategies that incorporate the use of simple definitions prior to reading, examples and non-examples, and visuals all lead increased vocabulary retention and comprehension. Vocabulary instruction being essential for all content areas, schools should consider the implementation school-wide initiatives geared toward increased vocabulary instruction.

2.12. Motivation

According to Morgan and Fuchs (2007) poor readers lack general motivation in terms of reading. Students who have experienced consistent failure, especially those students with learning disabilities, in the area of reading can gain distaste for reading, which can lead to a lack of reading comprehension (Morgan & Fuchs, 2007).

Melekoğlu and Wilkerson (2013) argue that motivational strategies should be a part of reading instruction, which goes hand in hand with the correlation alluded to by Morgan and Fuchs (2007) between lack of motivation to read and poor reading comprehension.

Boardman et. al. (2008) suggest teachers provide hands on interactions for students to engage in during reading instruction including creating brochures, posters, and short videos after reading a selected text. Teachers should also allow for students to have a degree of autonomy over their reading activities, for instance, permit students to choose the reading material or chose their partners or group members, or maybe even allowing the students to choose what product they will produce after reading, i.e. essay, poster, board game, or skit. Creating a classroom environment that generates an atmosphere for enjoyment of reading may lead to increased student motivation because students who enjoy reading tend to seek out others who enjoy reading and share their reading experiences.

2.13 Comprehension

The ability to understand written language being the ultimate goal of literacy instruction at all levels; teachers should make efforts to ensure that students are provided instruction in the use of strategies for improving comprehension. According to Watson et al. (2012) students need to establish a coherent picture of the task at hand to help foster the development of their working memory. Students need to create a sizable amount of prior knowledge in content specific material to gain a deeper understanding of the material presented at the secondary level (Watson et al., 2012).

Teachers who employ strategies that incorporate previewing activities can help students activate prior knowledge in the secondary classroom. Empowering students to access known schemata can be an essential key to success in content classes. Students' inability to access texts that are laden with complex vocabulary and increasingly difficult concepts can lead to students experiencing difficulties in success as they grow older. Therefore, teachers should try to create opportunities for students to garner skills in self-monitoring in terms of comprehension. Students who can recognize and fix problems with their comprehension will become better readers and experience greater success. Specific techniques for accessing content specific texts are fundamental to student success. For example, social studies can engage learners in activities such graphic organizers to help organize specific information from a speech or create timelines to practice sequencing, fostering comprehension in the content area. Another helpful practice for teachers to use in terms of accessing content texts is summarizing; students can bind the concepts in content

areas together through summarization techniques. When content teachers focus on reading comprehension and content literacy they can ensure the likelihood for student success even when students are struggling.

2.14. Review of Related Studies in the Local Context

In Ethiopia, where English is used as a medium of instruction in secondary and tertiary level of education, reading is outlying the most important of the four skills in academic area. Since English is a medium of instruction and nearly all materials are written in this language, students' academic success or failure by large depends up on their ability to read and comprehend the academic materials. However, Hailemichael (1984) shows that education in Ethiopia is abridged because of the gap between students' reading comprehension and the reading difficulty level of an assigned text books. Atlabatchew (2015) pointed out that most studies done in Ethiopia on the field of reading shows that most students are poor in their comprehension skill. Researchers such as Gebremedhin (1993); Mendida (1998) carried out researches concerning reading problems of students in university levels. The studies indicate that students' reading comprehension skill is below what is expected of them. The same problem was also confirmed by some of local researchers of government high schools. For example, Gebrie (2012) suggested that text related factors impede students reading comprehension practice in English class room at Harar senior secondary school grade nine in focus.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The main objective of this study was to explore strategies employed by teachers in teaching reading skills in grade nine students, in Shewit secondary School. A descriptive research design which includes a mixed approach of both qualitative and quantitative methods was used. The quantitative method helps to analyze and calculate information obtained through questionnaire whereas the qualitative method was used to analyze information gained through interview.

3.2 Research Methodology

This section describes the research population, sampling procedure and research setting.

3.2.1 Research Setting (Context)

The researcher decided to conduct in Shewit secondary school which is located in Tigray region, Gulomekeda Wereda. The school was selected purposely because the researcher has been teaching for seven years there and he had understanding about some problem of teachers teaching reading strategy.

3.2.2 Research Population

The researcher explored the teaching of reading skills at grade 9 teachers who currently taught English lessons in Shewit secondary school in 2012 academic year. The school contained seven sections of grade nine students. Each section consisted of 50 students. Hence, the total number of grade 9 population is three hundred and fifty. Three English teachers were currently taught grade nine.

3.2.3 Sampling Size

The researcher selected thirty five students randomly among seven sections of grade nine students at shewit secondary school. In this school the total number students of grade nine were three hundred and fifty. Moreover, three teachers who were the current English teachers in grade 9

included in the study as a sample. The sampling method that the researcher used for the teachers was availability sampling. Whereas, random sampling for the students.

3.2.4 Sampling Procedure

The researcher used two sampling techniques. The researcher used random sampling for the students and availability sampling to the three teachers in the school.

3.3 Research Instrument

In order to obtain information from the participants, the researcher collected data using the questionnaire, and the interview. With these tools, the researcher was able to collect both qualitative and quantitative research collectively in order to collect reliable and valid data.

3.3.1 Questionnaire

The researcher followed procedures in the administration of questionnaire and collect of data. First, the researcher gave brief explanation about the purpose of the study. All of them were asked their willingness to fill in the questionnaire. Then, thirty five sample participants from the seven sections were randomly chosen in the lottery system. Finally, thirty five questionnaires were administered to thirty five participants. The questionnaire covered a list of reading strategies which teachers use to teach reading skill strategies. Questionnaire prepared for students. Interview questions also prepared for the interviewee teachers.

3.3.2 Interview

Interview is a process of interaction in which the interviewees give the needed information verbally in a face to face situation. To ensure the creditability of the study, the researcher designed semi-structured interview.

The interview was administered for three teachers who were currently teaching English in Shewit secondary school grade 9 students. The purpose of the interview was to complement the data obtained through the questionnaire. By interviewing the teachers the researcher managed to explore why teachers were using the stated or observed reading skill strategies and the challenges they face in using these strategies.

3.4 Data Organization and Analysis

The data gathered through questionnaire was analyzed using simple statistical techniques such as percentages, rank orders and mean values. The analysis was made for each single item based on the data gathered from the participants. The data gained from teachers through the interview was analyzed using content analysis.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter covers the presentation, analysis and interpretation of data gathered through questionnaire and interview.

The data gathered through questionnaire was analyzed quantitatively using percentage and mean. On the other hand, data collected through interview was analyzed qualitatively and was employed in order to cross check the results gained from the questionnaire.

4.1 Analysis of the Questionnaire Results

The data obtained from questionnaire analyzed and interpreted using percentage and mean values. The analysis was made for each single item based on the participants that have been taken as sample. Then, the data obtained from the respondents categorized according to reading strategies of Oxford (1990) with their statistical result. The students' preference for each item was computed by percentage and the mean value. Then, researcher interpreted as follows:

4.1.1 Results of text initiated strategy

As it can be seen in Table 1 below, the questionnaire was provided to the students of this study to explore teaching reading strategies that their teachers employ. From the total number of thirteen (13) questions of this study six of them deal with text initiated teaching reading strategies. These questions of text initiated teaching strategies listed in the following table clearly stated the respondents' response and discussion based on their responses.

Table 1. Respondents' response summary regarding text initiative teaching reading skill strategy.

No	Text Initiative teaching reading skill strategies	Responses														mean
		Most frequently						Some times		Less frequently						
		Always		Usually		Total				Rarely		Never		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	My teacher use text structure	5	14.28	5	14.28	10	28.57	7	20	9	25.7	9	25.71	18	51.42	2.65
2	Teacher work on students to focus on vocabulary	3	8.57	7	20	10	28.5	10	28.5	10	28.5	5	14.28	15	42.85	2.8
3	I am initiated by my teacher to summarize	3	8.57	4	11.42	7	20	7	20	10	28.57	11	31.42	21	60	2.3
4	My teacher help to paraphrase my text	10	28.5	9	25.7	19	54.28	6	17.14	5	14.28	5	14.28	10	28.5	3.4
5	My teacher decode me a text	3	8.57	7	20	12	34.28	5	14.28	9	25.71	9	25.71	18	51.42	2.42
6	My teacher focus on re-stating my reading	7	20	7	20	14	40	6	17.14	10	28.57	5	14.28	15	42.85	3.02

The first statement indicates that whether teachers use text structure in their class room or not and the result shows that, 5(14.28%) said always, 5(11.42%) said usually, and 7(20%) of the respondents said sometimes on the other hand, majority of them 9(25.71%) and 9(25.71%) said rarely and never respectively. So, the researcher concludes that teachers didn't initiate students to foster their reading skill in their class room, and the mean value 2.65 confirmed those teachers were not motivated their students to read text structure strategy of teaching reading.

The second statement also mainly looked teachers' implementation of initiative reading strategy on using vocabulary in class room. The result 10(28.5) responded rarely, 5(14.28) responded never, and 3(8.57) always, 7(20) usually, 10(28.5) sometimes with mean value 2.8. From this data the researcher concluded teachers did not practiced the text initiative strategy; focusing on vocabulary.

The third statement asked students to respond about their summarizing strategy of their teachers in the class room. The result of this stated item 3(8.57) said always, 4(11.4) said usually, 7(20), 10(28.57) said rarely, 11(31.42) never and the mean value also 3 and the researcher observed that teachers were fairly practiced this summarizing strategy.

The researcher designed the fourth item to look at the teachers' capacity of using paraphrasing in teaching reading classes. Let's look at the data gained from respondents. The respondent responded always 10(28.5), usually 9(25.7), sometimes 6(17.14), and in the less frequent options 5(14.28) rarely, 5(14.28) never and the mean value in this statement 3.4. Here the researcher argued that teachers highly used this text initiative strategy.

The fifth statement also a kind of text initiative teaching strategy the researcher wanted to assess teachers' participation in translating symbols and figures in order to motivate students. The researcher saw this item respondents gave their response and the researcher interpreted respondents who respond always 3(8.57), usually 7(20), sometimes 5(14.28), rarely 9(25.18), never 9(25.18) and the mean value 2.42. The researcher understood using this strategy in the class room not practiced enough.

The sixth and the last item for the text initiative strategy also focused on the teachers' commitment towards their students to re-state the reading texts. The respondents gave their

response 7(20), 7(20), 6(17.14) meaning always, usually, and sometimes consequently on the other hand 10(28.57), 5(14.28) rarely and never consequently. The mean value for this item was 3. Therefore, this item and its response told to the researcher the teaching strategy re stating practiced in classroom. Finally, the researcher concluded that the implementation of text initiated teaching reading strategies was not implemented in their teaching reading skill.

Table 2: Respondents’ response summary regards to Interactive teaching reading strategies

No	Interactive teaching reading strategies	Responses												Mean		
		Most frequently						Some Times	Less frequently							
		Always		Usually		Total			rarely		Never		Total			
		No	%	No	%	No	%	No	%	No	%	No	%		No	%
1	My teacher allows me to read aloud.	15	42.85	9	25.71	24	68.57	6	17.14	3	8.57	2	5.71	5	14.28	3.9
2	My teacher helps me to repeat my reading.	10	28.57	11	31.42	21	60	5	14.28	6	17.14	3	8.57	9	25.71	3.54
3	Teacher motivates me to share my reading with my partner in reading classes.	6	17.14	6	17.14	12	34.28	8	22.85	10	28.57	5	14.28	15	42.85	2.94

The researcher designed the above questions in order to explore the interactive way of teaching reading strategies in grade 9 English class room. The concern of this questionnaire mainly designed to check teachers' ability in using the mentioned strategy. The first statement respondent replied that 15(42.85) always, 9(25.71) usually, 6(17.14) sometimes, 3(8.57) rarely, 2(2.57) never. Respondents put their choice in high frequent responses whereas few respondents give their choice in the frequent options. Therefore the researcher concludes that teachers work in this item well fulfilled. The mean of this item 3.9 strengthen for this conclusion.

The second statement also asked to know teachers' practices in helping their students to interact with the reading texts. Based on the respondents response 10 respondents 28.57% replied always, 11 respondents replied 31.42% usually, 5 respondents 14.28% replied some times and on the other hand 6 respondents 17.14% replied rarely, 3 respondents 8.57% replied never with the mean value of this item 3.54. Then, the researcher understood teachers' good implementation of these activities in their English reading class room.

The final statement of this table helped to analyze teachers' activities in interactive teaching reading strategies in their English class room. The researcher gained data as follows. The respondents who responded always were 6(17.14%), usually 6(17.14), sometimes 8(22.85), on the other hand 10(28.57) replied rarely, 5(14.28) replied never. From this gathered data the researcher finalized his ideas that teachers were not satisfactory in Applying this item.

The researcher concluded that teachers who taught in shewit secondary school used the interactive teaching reading skill strategies in English class room compare to the other teaching reading strategies.

Table 3: Respondents’ response summary regarding to reader initiated strategies

No	Reader initiated strategies	Responses														
		More Frequently						Some times	Less frequently						Mean	
		Always		Usually		Total			Rarely		Never		Total			
No	%	No	%	No	%	No	%	No	%	No	%	No	%			
1	My teacher invoke me to work based on my prior knowledge to new texts	3	8.57	7	20	10	28.57	5	14.28	9	25.71	10	28.57	19	54.28	2.25
2	My teacher visualizing the reading context	5	14.28	9	25.71	14	40	6	17.4	5	14.28	10	28.57	15	42.85	2.71
3	Teacher monitor me to read the reading text	7	20	7	20	14	40	8	22.85	7	20	6	17.14	13	37.14	3.07
4	My teacher try to demonstrate awareness	4	11.42	5	14.28	9	25.7	7	20	8	22.85	8	22.85	16	45.71	2.42

The researcher mainly designed the above questions under reader initiated teaching reading skill strategies including invoking prior knowledge, monitoring, visualizing, evaluating, noticing novelty, and demonstrating awareness. In each item students put their idea concerned to their teachers and the researcher combined the data as follows.

In the first statement the respondents replied 3(8.57) always, 7(20) usually, 5(14.28) sometimes, and on the other hand 9(25.71) replied rarely, 10(28.57) replied never. The mean value indicated of this statement was 2.25. From this item and the response the researcher got teachers did not practice their English class room related to students' prior knowledge and the current lesson they thought in teaching reading skill.

The second statement or item stated regarding visualizing his or students to the teaching reading skill strategies which told the using of reader initiative strategies. So, the researcher concluded based on the responses gained from the respondents. The second statement replied 5(14.28) always, 9(25.7) usually, 6(17.4) sometimes respondent here were in the more frequently responses the remaining respondents also in the less frequently 5(14.28) rarely, 10(28.57) never responded and the mean value also 2.27. Therefore the researcher concluded that the item or statement responded here indicates that teachers were not fairly practicing visualizing in their teaching reading in their English class room.

In the third statement 7 respondents which is 20% of the total respondents replied more frequently option always, 7 respondents which is 20% of the total respondents replied more frequently option usually, 5 respondents which is 14.25% of the respondents replied some times. From the total respondent half and above replied on this options more frequently. Whereas 7 respondents which are 20% of the respondents replied rarely, 6 respondents which were 17.14% of the respondents replied never. The researcher observed from this response that the English teachers of Shewit secondary school were good at monitoring their students in teaching reading skill. Here the researcher used the mean to strengthen his idea as the mean of this item scored above 3 which is 3.07 the teachers' fulfilled were well practicing in their teaching reading skill in their English class room.

The fourth statement also designed to explore English teachers of Shewit secondary school and their commitment in creating awareness to their students. This item designed to show reader

initiated strategies in English teaching class rooms. The researcher discussed based on the responses gained from the respondents in the above table.

The fourth statement responded 4(11.45%) respondents from the total participant replied always, 5(14.28) of the total participant replied usually, 7(20%) from the total participant replied some times, 8(22.85) from the total participant replied rarely, 8(22.85) from the total number of respondents replied never, and the mean here in the statement was 2.42. Based on the gained data the researcher concluded that teachers did not apply creating awareness to their students in their English class room.

Table 4: Respondents’ response summary regards to the three teaching reading strategies.

No	Teaching reading strategies	Mean score	Level of frequency	Rank
1	Text initiated teaching reading	2.76	Medium	2
2	Interactive teaching reading	3.46	High	1
3	Reader initiated teaching reading	2.61	Medium	3

In tables 1, 2, 3 discussed the three teaching reading strategies separately and the researcher concluded based on the participants’ response. The researcher wanted to combine how the teaching reading skills applied in Shewit secondary school in their reading class room. Therefore, in the following table the researcher wrote the result of the 3 teaching reading strategies. Text initiated strategy, interactive strategy, and reader initiated strategy based on their medium of frequency and rank.

From the above table the three teaching reading strategies clearly stated their mean score, level of frequency and rank. The level of frequency of text initiated teaching reading strategy was medium, mean score 2.76, and its rank second by compared with the other teaching reading strategies. Interactive teaching reading strategy had high level of frequency and its rank was first.

The mean score of reader initiated teaching reading strategy was 2.61, medium level of frequency, and its rank third compared with the other teaching reading strategies.

From the table above the researcher concluded that grade 9 English teachers at Shewit secondary school highly worked in interactive teaching reading strategy. Whereas, the teachers were not actively fulfilled in other teaching reading strategies text initiated and reader initiated teaching reading strategies. Invoking prior knowledge, monitoring, visualizing, and so on the repeated practices of English teachers in that school, and they did not use the two teaching reading strategies like text initiated and interactive strategy.

4.2 Results of interview presented as follows

The researcher designed four interview questions to the three selected English teachers in Shewit secondary school. The first question tried to explore were teachers use the teaching reading strategies in Shewit secondary school grade 9 in their reading class room?

From the three selected interviewees one respondent answered interview question 1 that teaching reading strategies were important for his students active in reading skill. So, he used the teaching reading strategies collectively in his reading class room. He worked more interactive teaching reading strategy and he also used text initiated and reader initiated strategies as well.

Interviewee 2 also replied he did not use the strategies collectively. His response was he was using the interactive teaching reading strategy as a common way of teaching reading strategies in his teaching reading classes. He only gave emphasis learners' prior knowledge, visualizing and monitoring. The other teaching strategies like predicting, paraphrasing, decoding were not included in his English class rooms.

The third interviewee replied he used text initiated strategies in using text structure, paraphrasing, Re reading in his English class room. In addition he was also used the interactive strategies like inference similarly to the two teaching strategies. However, he was not familiar in using reader initiated strategies like monitoring, visualizing. The researcher concluded in the first question of the interview was English teachers were not collectively used the three teaching reading strategies.

The second interview question was designed to explore teachers' limitation in using teaching reading strategies in their reading class room. In addition, had teachers enough knowledge to apply teaching reading strategies? The main objective of this interview to answer the questions belonged to teachers' capacity.

The interviewee responded to the second interview question as follows: Interviewee 1 responded he had not any limitation of using teaching reading strategies. His response indicates long time experience helped him to have enough knowledge on practicing teaching reading strategies.

The second interviewee responded to the question stated secondly was that it's difficult to use those teaching reading strategies in remote areas. There was no short training related to my professions. He also add the difficulties to remember the courses taken in universities and colleges. So, need of continuous professional improvement techniques to improve my profession in order to use teaching reading strategies.

The response of the third interviewee to the second question was difficult to use teaching reading strategies because he cannot even identify those strategies. The respondent in addition explained no continues profession development in the school Wereda, and regional education bureau. He was also influenced mother tongue language to teach reading in class room.

The third interview question was designed to get the challenges face in teaching reading strategies. Using teaching reading skill strategies were not easy task to apply in English class rooms. The main target of the researcher was to identify the common challenges teachers face in their teaching reading skill strategies.

Interviewee 1 replied to the third question by mentioning different challenges he face in his teaching reading strategies in his class room. The main point he raised here was students' limited knowledge in reading and students were not interested in reading classes. The other point the interviewee mentioned was lack of enough text books. Students cannot get individual text books and he suffers to apply or practice well the teaching reading strategies.

Interviewee 2 replied to the third question he faced different challenges in his teaching reading skill in his reading class room. The interviewee mentioned students back ground knowledge was poor. There were students who could not read in his class room. So, the interviewee said that it

was difficult to apply teaching reading skill strategies in his English class room. Matured enough learners needed in teaching reading strategies but not this was the main difficulty in his English reading class room.

Interviewee 3 replied to the third stated question he faced a challenge of improper sitting arrangement in his class room. The sitting arrangement was not take in to consideration active participant and passive participant. So, this point was the challenge to use teaching reading strategies in his class room.

The fourth interview question was designed to assess the reason why challenges occurred in teaching reading skill strategies in Shewit secondary school grade 9 English teachers. The researcher wanted to search the brief reason challenges faced in their English class room. The first interviewee replied for the first interview question there was no teaching material to use such a strategy like decoding in their school. There was no teaching reading material in their school. Interviewee 2 replied to this similar question here was he believed that the regional and wereda educational had less target to improve the capacity of teachers.

The third interviewee responded to fourth question similarly. Based on the interviewees' response the main cause of the challenge related to students was not taught with the professional teachers in lower grades. Lack of professional teachers in lower grades led to the less prior knowledge in upper grades. The main point here was they could not taught using teaching reading strategies in their English class room.

From the result of the above interview the researcher concluded grade 9 English teachers were using teaching reading skill strategies for the purpose of active teaching reading skill. The researcher observed teacher could not use the teaching reading strategies collectively. Rather teachers were emphasized in limited teaching reading strategies. Even teachers themselves had not enough knowledge to practice teaching reading strategies.

The other point the researcher wanted to conclude was the challenges that hinder teachers to apply their teaching reading strategy. Less capacity of teachers, lack of prior knowledge of students, and less target of educational bureau influenced for their teaching reading strategies.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the Findings

The main objective of this study was to explore the current teaching reading skill strategies used by grade nine teachers in Shewit secondary school. To this end, data was collected using questionnaire and interview. The questionnaires were distributed to thirty five grade nine students who were attending in Shewit secondary school. Moreover, interview was conducted with three teachers who are currently teaching English in Shewit secondary school.

After analyzing the data obtained from questionnaire and interview, the following major points were found.

1. Most respondents of the questionnaire stated that their teachers used the following interactive teaching reading skill strategies when they teach: inference, questioning, predicting, confirming or disconfirming.
2. Most respondents of the questionnaire stated that their teachers did not apply text initiative teaching reading strategies; using text structure, focusing on vocabulary, summarizing, restating the text, paraphrasing, using context, decoding in their teaching reading strategies.
3. Greater number of respondents from the questionnaire stated that teachers did not use reader initiated teaching reading strategies; invoking prior knowledge, monitoring, visualizing, and demonstrating awareness in their teaching reading strategies in reading classes.
4. Majority of the teachers used commonly interactive teaching reading skill strategies. But, text initiated and reader initiated teaching reading strategies were not fully implemented in their teaching reading strategies.
5. Even though teaching reading strategies mainly used for the active teaching reading skill, different challenges faced in implementation of teaching reading strategies such as less prior knowledge of students, lack of short training for teachers, and improper classroom sitting arrangement.

5.2. Conclusions

1. Teachers hardly use text initiated teaching reading skill strategies in their English class room. These strategies include using text structure, focusing on vocabulary, summarizing, restating the text, paraphrasing, using context, rereading, and decoding. All these were important to teach students by looking and understanding what their textbooks ordered those exercises the given activities.
2. Interactive teaching reading strategies are the second sub-categories of teaching reading strategies. They are used to inference, to apply questioning and answering, to predict before they read, to confirming or disconfirming. Teachers implemented these strategies in order to infer students, to make questioning and answering, to predict before they read their reading texts, and to confirm their reading in English class room.
3. Reader initiated strategies are the third sub-categories of teaching reading strategies. They include reciting a text, paying attention during reading, acting out new words, repeating new pieces of information and ideas, associating ideas in a text with one's prior knowledge and underling new ideas. These strategies enable students to store information in their mind and to use the information whenever necessary. However, the teachers of Shewit secondary school did not apply these strategies to teach their students in reading skill strategies.
4. The data obtained from the interviewee indicated that the teachers of Shewit secondary school faced to apply teaching reading strategies due to less prior knowledge of students, lack of training for teachers, and improper sitting arrangement of students in the class room.

5.3. Recommendations

On the basis of the findings and conclusions, the researcher would like to recommend the following:

1. Teachers should apply the three basic teaching reading strategies such as text initiated, interactive, and reader initiated teaching reading strategies in order to develop students' reading skill.
2. Teachers should arrange students based on their reading capacity to help each other. The arrangement should be students who read texts well with those who have less ability of reading texts.
3. Teachers should upgrade their teaching reading capacity by referring further text books written by scholars related to teaching reading strategies.
4. The regional and wereda educational bureau should give training to teachers in order to develop their teaching reading capacity.

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Appendix A
Addis Ababa University
College of Humanities, Language Studies
Journalism and communications

Students' Questionnaire

Dear Student,

The objective of the questionnaire is to help for the research study which is conducted at shewit secondary school that entitled “to explore the current teaching reading strategies used by grade 9 teachers in your school Shewit secondary school. Hence, the researcher kindly requests you to give your honest response to this questionnaire. The questionnaire is designed to the current teaching reading strategies employed by your English teachers while they teach you reading skill.

There is no right or wrong answers to these questionnaires. Your answers depend on your teachers' activities while you are learning reading skills in the class room. The information is only for my MA research. Thank you very much for agreeing to help me with my research.

Directions: Each of the statements has five alternative scales which represent how often your teachers employ the teaching reading strategies. Your answer is based on the likert rating scale format listed below:

5= Always

4= Usually

3= Sometimes

2= Rarely

1= Never

Table 1 Text Initiated teaching reading strategies

Direction; now read and react each of the following statements by putting (√) mark in the option below:

No	Initiative teaching reading skill strategies	Responses														mean	
		Most frequently						Some times		Less frequently							
		Always		Usually		Total				Rarely		Never		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%		
1	My teacher use text structure																
2	Teacher work on students to focus on vocabulary																
3	I am initiated by my teacher to summarize																
4	My teacher help to paraphrase my text																
5	My teacher decode me a text																
6	My teacher focus on re-stating my reading																

Table 2 questions regards of interactive teaching reading strategies

Direction; now read and react each of the following statements by putting (√) mark in the option below:

No	Interactive teaching reading strategies	Responses												Mean			
		Most frequently						Some Times	Less frequently								
		Always		Usually		Total			rarely		Never		Total				
		No	%	No	%	No	%	No	%	No	%	No	%		No	%	
1	My teacher allows me to read aloud.																
2	My teacher helps me to repeat my reading.																
3	Teacher motivates me to share my reading with my partner in reading classes.																

Table 3 initiated questions regards reader initiated strategies

Direction; now read and react each of the following statements by putting (√) mark in the option below:

No	Reader Initiated strategies	Responses														
		More Frequently						Some times	Less frequently						Mean	
		Always		Usually		Total			Rarely	Never		Total				
No	%	No	%	No	%	No	%	No	%	No	%	No	%			
1	My teacher invoke me to work based on my prior knowledge to new texts															
2	My teacher visualizing the reading context															
3	Teacher monitor me to read the reading text															
4	My teacher try to demonstrate awareness															

Table 4 summary of the three teaching readying skill strategies

No	Teaching reading strategies	Mean score	Level of frequency	Rank
1	Text Initiated teaching reading			
2	Interactive teaching reading			
3	Reader Initiated teaching reading			

Appendix B

Addis Ababa University

College of Humanities, Language Studies

Journalism and communications

Questions to teachers' interview

Dear teacher,

I am studying to explore the current teaching reading strategies used by grade 9 teachers in your school Shewit secondary school. The interview is designed on why teacher's practice teaching reading strategies and what challenges you face teaching reading strategies employed by you when you teach reading skills.

The researcher planned to make a conversation with the three grade 9 English teachers in shewit secondary school based on the following questions;

Respondent

1. Teacher 1
2. Teacher 2
3. Teacher 3

Questions prepared for the purpose of interview

1. Why you use teaching reading skill strategies to teach reading skills in your class room?
2. Are there any difficulties for you to use those teaching reading strategies in your class room?
3. Can you mention different challenges you face while using teaching reading strategies?
4. Explain well what is the reason to face the challenge in your teaching reading skill strategies in your class room?