

An Investigation into the Relationship among Reading Strategy Use, Reading  
Anxiety and Reading Performance: University EFL Students in Focus

By

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(Graduate Studies)

An Investigation into the Relationship among Reading Strategy Use, Reading  
Anxiety and Performance in Reading: With Particular Reference to EFL  
Students in Ethiopian Universities

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(Graduate Studies)

This is to certify that the thesis prepared by **Berhe Tafere Milashu**, entitled: "*An Investigation in to the Relationship among Reading Strategy Use, Reading Anxiety and Performance in Reading: With Particular Reference to EFL Students in Ethiopian Universities*" and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **DECLARATION**

I, the undersigned, hereby declare that this thesis is my original work and has not been presented for any degree to any university, and that all relevant sources used in the thesis have been fully acknowledged.

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Date: \_\_\_\_\_

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## **ABSTRACT**

*The purpose of the study was to investigate the relationship among EFL learners' status of reading strategy use, reading anxiety, and performance in reading. The subjects were 130 students who were majoring in English at B.A level in four universities in the Tigray regional state of Ethiopia. Descriptive-correlational research designs which contained both quantitative and qualitative data were employed in this study. The quantitative data were collected through questionnaires, and reading test, while the qualitative data were collected using interview. Descriptive statistics were applied to describe students' present status of reading strategy use, reading anxiety, and reading performance; while the inferential statistics were used to examine the correlations between the variables. The results showed that the EFL learners were found to have medium level of English language reading anxiety, and medium level frequency of reading strategy use when they read English texts in academic contexts for understanding; however, the students had low level of reading performance. More importantly, the results of the study revealed that the students' reading anxiety appeared to have a strong significant negative correlation with their overall reading strategy use. In the same way, the result also indicated that the students' English language reading anxiety had a significant moderate negative correlation with their reading comprehension performance. Nevertheless, in this study, statistically significant moderate positive correlation was obtained between students' overall reading strategy use and their reading comprehension performance. On the other hand, the linear regression analysis indicated that the prediction of reading anxiety on students' reading performance was moderate negative and statistically significant, while the prediction of reading strategy use on students' reading performance was weak. It was also found that reading anxiety and reading strategy use together accounted 18.4% influence on students' reading performance. The results also indicated that the cognitive reading strategies were found to be the most frequently used ones, while compensation reading strategies were the least used strategies. Unfamiliar culture of English, inadequate knowledge of grammar, new topics, unfamiliar words, lack of prior preparations, reading without purpose, lack of knowledge and practice of the different types of reading strategies, worry about the reading effect of English, lack of motivation, humiliation by teachers and by classmates, negative attitude of students towards English, and their poor academic background were identified by the students as the major sources of their English language reading anxiety, and the causes for their reading comprehension problems. Based on the results, limitations, pedagogical implications and further studies have been forwarded.*

**Key Words:** *Reading Strategy Use; Reading Anxiety; Reading Performance*

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## **Abbreviations and Acronyms**

The following are abbreviations that repetitively occur in this paper and their representations:

*EFL*: English as a Foreign Language

*ESL*: English as a Second Language

*FL*: Foreign Language

*FLCAS*: Foreign Language Classroom Anxiety Scale

*FLRAS*: Foreign Language Reading Anxiety Scale

*HAR*: High Anxiety Readers

*HRP*: High Reading Performers

*HRSU*: High Reading Strategy Users

*IELTS*: International English Language Testing System

*L1*: First Language

*L2*: Second Language

*LAR*: Low Anxiety Readers

*LRP*: Low Reading Performers

*LRSU*: Low Reading Strategy Users.

*MAR*: Medium Anxiety Readers

*MRP*: Medium Reading Performers

*MRSU*: Medium Reading Strategy Users

*PhD*: Doctor of Philosophy

*RA*: Reading Anxiety

*RAS*: Reading Anxiety Scale

*RCP*: Reading Comprehension Performance

*RCPT*: Reading Comprehension Performance Test

*RSQ*: Reading Strategy Questionnaire

*RSU*: Reading Strategy Use

*SD*: Standard Deviation

*SILL*: Strategy Inventory for Language Learning

*SIRSU*: Strategy Inventory for Reading Strategy Use

*SORS*: Survey of Reading Strategies

*SPSS*: Statistical Package for Social Science

*TEFL*: Teaching of English as a Foreign Language

*TOEFL*: Testing of English as a Foreign Language

**Note:** Learners, Students, Subjects, Participants and Respondents were interchangeably used

# **Chapter One: Introduction**

## **1.1 Background of the Study**

It is believed that language learning is regarded as the basis of human life. Knowing the language can help people to express their needs, opinions, hopes, etc. Now days, there are several languages which are widely used all over the world. The English language, forexample, is one which is most widely used in many countries of the world for various purposes. It has a dominant position in the world as far as the language of politics, commerce, diplomacy, tourism, communication and technology is concerned. It is, therefore, useful for countries to equip their citizens with the necessary English language skills to communicate as effectively as possible and thereby help people to fulfill their needs (MOE, 2005). In the present age, when the world is becoming a global village, the English language appears to be suitable for international communication. Forexample, the English language has become the universal language on the Internet.

Ethiopia is one of the countries where English is used as a foreign language. English is the language of international diplomacy, commerce, science and technology, and communication. This appears to have given the language a tremendous influence on the political, economic, and educational developments of this country. Hence, it is useful for Ethiopia, too, to equip its citizens with the necessary English language skills to enable them to communicate effectively.

Local researchers have confirmed that the English language has a long history in the Ethiopian Educational system. Gebremedhin (1993), for instance, noted that English language was introduced to Ethiopia as a language of instruction in secondary schools teaching in the 1908s. Hailemichael (1993), Gebremedhin (1993), Taye (1999), Gessesse (1999), Tamene (2000), Alemu (2004), Abiy (2005), Mendida (2001), and Dejene (1990) also noted that English has been allocated an important place as a medium of instruction since the beginning of modern education in Ethiopia in 1908. It has played an important role in Ethiopia not only within the educational system in the country but also in other areas such as in business and international relations.

Thus, as Hailemichael (1993) stated, the English language plays a significant role in the country's educational system and beyond the context of education. English has been taught as a subject starting from the elementary level and is used as a medium of instruction at the secondary and tertiary levels since the introduction of modern education in the country. With respect to this, Nuru (2000) noted that the role of English in the Ethiopian education policy is committed to introducing the language at the earlier possible level as a subject and using it as a medium of instruction at all levels beyond the primary school though it is also used as a medium of instruction in primary schools in some regions of Ethiopia such as in Gambella region. He further states that the need to enhance the English language proficiency of children in the earlier grades is to overcome the problems that they might face when English replaces their mother tongue as a medium of instruction at the higher levels. To this effect, students are expected to have good knowledge of English right from the primary level itself. This is because unless a foundation is laid for children at this stage, learning would become a difficult task in their secondary school.

Yoseph (2010) also stated that at the secondary and tertiary levels, English is a key to all subjects. Students taking the General Secondary Education Certificate Examination and the Higher Education Entrance Examination are required to pass in the English examination in order to be eligible to join the next higher levels of learning. This means that students coming to study at the secondary schools, colleges and universities should have the necessary language skills in English in order to accomplish the intended academic tasks there.

Besides, English is a compulsory subject in Ethiopian secondary schools. Therefore, being the fact that English is taught as a subject starting from elementary level and is used as a medium of instruction at the secondary, college, and university levels, students at all levels need to use the language as a medium of communication particularly in their academic endeavor. Moreover, English is a field for specialization at tertiary level. To this effect, it is inevitable for learners at the tertiary level to encounter many academic materials written in English. With regard to reading, Solomon (1999) noted that the bulk of the teaching and the learning materials used in classes at tertiary levels is written in English. For this reason, the practice of the English language skills is indispensable in the language education.

It is also known that the English language has four major skills that can be grouped in to two: receptive skills-listening and reading; and productive skills- speaking and writing. All of these skills play a crucial role in learning a language.

The researcher felt that EFL students' reading performance, the present interest area of the researcher, requires a special focus even at tertiary level. Either the text book or other reading materials supply many vocabularies, grammar rules, phrases, sentences, expressions, etc to readers so as to develop their language listening, speaking and writing skills.

With regard to this, Grabe (1986) claimed that reading is the most crucial skill that second/foreign language learners need. Thus, reading plays a significant role in language learning as it can direct learners to acquire target languages (Grabe, 1986; Krashen, 1985). Similarly, Alan (2011, p. 5) claimed that "Good reading skills are the foundation for a proper education." University students not only need to acquire knowledge and theories from English reading materials but also they need to read many English books, periodicals or magazines for the absorption of new knowledge and information ( Shiu Chen, 2010). Similarly, Bohn-Gettler & Rapp, (2011, p. 62) state "The ability to read is one of the most common ways individuals derive information about the world and it is the foundation to individual learner's academic success."

Thus, reading plays an important role in our lives. For EFL learners, it is the most important skill to possess in order to ensure success in learning (Alderson, 1984; Hsin-Yi Lien, 2011). For countries like Ethiopia where English is used as a medium of instruction and a written language for academic texts and materials at secondary and tertiary levels, reading is the most important skill for students' academic success (Seid, 2012).

Therefore, it can be said that reading helps learners to make a greater progress and attain greater development in all academic areas. Reading is not only an important means to gain knowledge but also it is a means by which further study can take place. For Ethiopian students, too, reading is the most important skill of the four macro skills, particularly in English as a second or foreign language. It is true that the reading skill offers a wide range of

information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills (Andargachew, 2004).

It is, therefore, difficult to isolate reading from comprehension in academic context. The goal of reading in education is comprehension of the written texts. Snow (2002) defines reading comprehension as a process of extracting and constructing meaning through interaction with written language. To Yale (2008), reading comprehension is an intentional, active, and interactive process that occurs before, during, and after a person reads a particular piece of writing. Besides, reading requires efficient knowledge of the world and the language. Good readers have to do some extra activities in order to comprehend a text: they should connect new text with past experiences-their background knowledge. They need to interpret, evaluate, synthesize, and consider alternative interpretations (Grabe, 1997; Pressley& Afflerbach, 1995). Reading comprehension is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read and the context of the reading situation (Pikulski, 1997).

Thus, for reading comprehension to take place, there should be a purposeful and intentional interaction between the reader's prior knowledge, the information suggested by the writer and the context of the reading situation. "The goal of all reading instruction is ultimately targeting at helping readers to comprehend a given text. If comprehension does not take place, then the activity of reading is without purpose" (Chen, 2003, p. 161).

To achieve a successful comprehension, readers need to deploy a variety of learning strategies appropriately. When learning strategies are associated with each of the language skills, they provide us with specific skill related strategies, like reading strategies, writing strategies, speaking strategies, and listening strategies (Griffiths, 2003; Young & Oxford, 1997). They further state that "Learners' use of reading strategies can positively influence reading and understanding a foreign language. Reading strategies help readers achieve a better comprehension when reading (Chastain, 1988; Macaro, 2003; Pressley and Harris, 2006). As Scarcella and Oxford (1992) state, learning strategies are "specific conscious actions, behaviors, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult task used by students to enhance their own learning". The

use of appropriate reading strategies may improve reading comprehension (Olsen & Gee, 1991).

Thus, reading strategies are among the factors that influence students' reading performance. They are students' conscious thoughts and actions that are used to facilitate their reading comprehension. Reading strategy can help readers deal with the problems which arise during reading in a foreign language. Hence, the researcher can say there is an association between reading strategy use and reading comprehension.

With regard to reading strategies, Carrel (1998c) notes that reading ability is governed by components of mass of knowledge (schemata) of which one is reading strategy. To read and comprehend a text in a foreign language effectively and efficiently, a reader must be aware of and be able to use reading strategies. Reading strategies promote effective comprehension. Carrel further says "Reading strategies are of interest not only for what they reveal about the way readers manage their interaction with the written text but also for how the use of strategies is related to effective comprehension." Reading strategies are factors of reading comprehension (Oxford, 1990). This also shows that not using the reading strategies appropriately results in comprehension difficulties. One can imagine then that deficiency in using reading strategies can result in comprehension difficulties. Thus, proper use of reading strategies helps learners achieve better comprehension.

Another influencing variable which is associated with reading comprehension is reading anxiety. Spielberger (1983) defines anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". Zbornic and Wallbrown (1991, p. 3) first introduced the concept of "Reading Anxiety (RA)". They suggested that "reading anxiety represents a specific anxiety that has been invested in the reading process. Language anxiety can be seen in all four domains of language learning (speaking, listening, reading and writing (Horwitz & Others, 1986; Young, 1991; Daly, 1991; Phillips, 1992)". Studies on the effect of anxiety on different language skills began to appear in the 1990s. Gradually a more detailed analysis of students' performance in different language skills identified the existence of anxiety related to listening, writing, reading and speaking (Saito et al, 1999; Cheng, Horwitz & Schallert, 1999).

Among these, the different research works on reading anxiety indicate different results. For instance, Arnold & Brown (1999), Gardner and MacIntyre (1993), Oxford and (1999) state that foreign language anxiety might contribute to the feelings of tension, apprehension, nervousness, and worry; while other scholars like Scolt (1986) and Steinber (1982) said that some anxiety may actually enhance foreign language performance. Other scholars like Young (1990), on the contrary, found no relationship between anxiety and reading proficiency.

From this, it can be said that the previous research works that investigated the relationship between anxiety and foreign language learning, and strategy use and foreign language learning presented conflicting evidence. From the researcher's review, there is no clear-cut answer whether reading strategy and reading anxiety have positive, negative, or no contribution on students' reading comprehension.

Thus, it is with this basis that the researcher was curious to examine the association among EFL learners' reading strategy use, reading anxiety and their reading performance. The researcher wanted to study whether or not the learners' reading strategies use and reading anxiety have positive, negative, or zero influence on learners' reading comprehension of academic reading materials.

## **1.2 Statement of the Problem**

The rationale underlying the study of relationship among EFL learners' status of reading strategy use, reading anxiety and performance in reading was mainly to know students' present status and problems with these variables and to help them become autonomous for their learning through reading. This could be made practical by training the possible beneficiaries on the basis of the results of this study. In relation to this, O'Malley and Chamot, (1990) state that if the reading anxiety level and reading strategies used by successful learners and the factors that affect the strategy use are identified, the less successful learners can be helped through training.

As discussed in 1.1, reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the writer and the context of the reading situation. It is difficult to take reading and comprehension in

isolation in academic contexts. The goal of reading in academic contexts is to comprehend given written texts. For reading comprehension to take place, employing reading strategies is quite important. However, reading anxiety which is the subjective feeling of tension, nervousness, and worry of readers can, as literature indicated, positively or negatively affect readers' successful reading comprehension though they may tend to use a variety of reading strategies (Oxford, 1999; Saito's, 1999; Steinber, 1982)

Thus, teachers' knowledge of students' reading strategies use and their reading anxiety can help them in minimizing the students' reading problems. Students' academic success or failure, especially at the tertiary level, is determined by their ability to read and comprehend the bulk of English written materials. According to scholars, reading anxiety, reading strategy use and reading comprehension are associated (Oxford, 1999; Scolt, 1986; Steinber, 1982)

Local researchers on reading such as Atkins, Hailom and Nuru (1996: 39) note that students' eventual academic success or failure depends to a large degree on their ability to read and comprehend the textbooks and notes they receive in the different subjects they study as all the study materials are written in English. Most of the knowledge and abilities students get are based on their reading and comprehending abilities in English. As Solomon (1999) stated, particular importance is attached to reading at the tertiary level where the ability to read for academic purposes in the content areas is considered crucial. Learners' ability of English can greatly be determined by their ability to read. Abdu (1993) on his part says that reading plays a significant role both in the academic and non-academic areas. He further says that if students want to get a pass mark, they need to read their lectures, notes, textbooks, etc; if they want to entertain themselves, they have to read different materials in their free time.

Gessesses (1999), Gebremedhin (1993) and Hailemichael (1984) also claim that university learners reading strategy use is not as expected of the students. The level the learners in are demands them to be relatively proficient in reading strategy use to understand academic texts; however, they still have problems in using the right reading strategies that help them to achieve their purposes. Girma (1994) studied the types of reading strategies used by first year university students and concluded that the learners seem neither aware of nor seemed to use many of the reading strategies. Also, Solomon (1999) studied the effects of language

proficiency level on the type and frequency of the strategies used by first year university students. He claimed that successful reading results from knowing how appropriately and effectively the strategies are used in reading.

Hence, Ethiopian researchers claimed in a similar manner that reading plays a significant role in the academic areas in that students' eventual academic success or failure depends to a large degree on their ability to read and comprehend the text books and notes they receive in the different subjects they study. However, almost all of them said Ethiopian students lack awareness on the strategies they could use when reading for comprehension.

On the other hand, external researchers such as Chen (2007), in Taiwan, made an investigation on the relationship between students' reading anxiety and reading performance. Using Saito's (1999) Foreign Language Reading Anxiety Scale (FLRAS), Chen developed questionnaire to measure the learners' level of reading anxiety. He also prepared reading exams to measure the students' reading performance. His finding revealed that the relationship between reading anxiety and reading performance was not significant. Alsamadani (2008), in Saudi, on his part, investigated students' use of reading strategies and their reading comprehension. While conducting the study, he employed the Strategy Inventory for Language Learning (SILL) questionnaire which was developed by Oxford (1990) to find out the students' reading strategies use. He also used reading comprehension tests to see the students' reading proficiency level. The results of the study showed no significant relationship between Saudi EFL learners' comprehension level and their use of reading strategies.

Likewise, Skogen (2013), in Oslo, conducted a study on students' reading proficiency and reading strategy use. The instruments he used to gather data were reading proficiency test and reading strategy use questionnaire. The findings of his study indicated that the more the students' reading strategies, the higher they scored on the reading test. Zara (2013) also explored the Iranian EFL learners' reading strategy use and their reading performance. According to the result of the study, the learners' use of reading strategies was found to have strong positive correlation with their reading comprehension achievement. Moreover, Lein (2011) investigated EFL learners' reading strategies use in relation to their reading anxiety and gender in Taiwan. A survey of Foreign Language Reading Anxiety Scale (FLRAS) and a

modified survey of Reading Strategies (SORS) questionnaires were used as instruments of data collection in the study. The results revealed a negative correlation between reading anxiety and reading strategies use.

Nevertheless, if we look at all the findings reviewed earlier, they are all contradicting. There is no consistency in the findings. As to my review, various external researchers argued that foreign language anxiety might contribute to the feelings of tension, apprehension, nervousness, and worry (Oxford, 1999), while other scholars believed some anxiety may actually enhance foreign language performance (Steinberg, 1982) or found no relationship between anxiety and language proficiency performance (Young, 1990).

In sum, most studies outside Ethiopia have stated that reading is the most important skill for students' academic success. They have also shown that the relationship between foreign language reading anxiety, reading strategy use and foreign language reading performance is not clear. It is clear from the previous researches that the relationship between reading anxiety, reading strategy use and reading comprehension is complex and the different findings indicated some conflicting and inconsistent evidences. Some say there is negative relationship between them; others claim there is strong positive relationship between them; others researchers indicated there is no relationship among them all. Thus, whether or not these variables have relationship still needs further studies.

Besides, the researches accessed in these areas were not conducted in the context of Ethiopia. Also, as far as the researcher's literature review is concerned, reading anxiety is not studied in connection to learners' reading comprehension and reading strategy use though, in my opinion, these three are inseparable things in academic contexts as far as reading is concerned. Previous studies focused on reading strategy use and reading comprehension. Reading anxiety that could have either facilitative or debilitating effect, as to the researcher's review, is never studied in the Ethiopian education context. Therefore, it is important to research these areas in a different second language learning context, in my case, Ethiopia.

As to the researcher's experience as a university English language instructor, university students have difficulties in reading in English and in using reading strategies for better

comprehension. Many students experience difficulties in reading texts in their studies. The students I have taught English over the last few years have scored low marks on reading tests most frequently. Besides, students frequently ask for what types of reading strategy would help them to better understand reading texts. Moreover, colleagues who teach English and other subject areas complain that their students at tertiary level too are not good at reading and understanding reading texts.

Thus, my experiences on learners' reading comprehension problems, the conflicting and inconsistent research findings by external researchers and local researches in the area attracted me to investigate EFL university learners' English language reading strategy use, reading anxiety and their 'performance in reading. Since reading strategy and reading anxiety are two influencing factors on reading comprehension, the present study mainly aims to investigate their relationship.

### **1.3 Research Questions**

This study was designed to examine three things: reading anxiety; reading strategies use; and reading performance of second year English majoring university students.

Thus, the study attempted to answer the following questions:

1. What is the EFL students' English language reading anxiety level?
2. What are the EFL students' frequently used English language reading strategies?
3. What is the EFL students' English Language reading performance level?
4. What is the relationship between students' English language reading anxiety levels and their reading strategies use?
5. What is the relationship between students' English language reading anxiety and their English language reading performance?
6. What is the relationship between students' reading strategies use and their English reading comprehension?
7. Is it reading anxiety or reading strategy use that most impacts EFL learners' reading pwerformance?

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of the study was to investigate the relationship among learners' status of English language reading strategy use, reading anxiety and their performance in reading" with particular reference to second year English majoring students of government universities in the Tigray Regional state of Ethiopia.

### **1.4.2 Specific Objectives**

The specific objectives of the study were to:

1. Determine EFL learners' English Language reading anxiety level.
2. Find out EFL learners' English language reading strategy use level.
3. Measure EFL learners' English language reading performance level.
4. Look into the relationship between the learners' reading reading anxiety and their reading strategy use.
5. Study the relationship between the learners' reading anxiety and their performance in reading the English language.
6. Find out the relationship between the learners' English Language reading strategy use and their performance in reading.
7. Understand whether it is reading anxiety or reading strategy use which most predicts learners' reading performance.

## **1.5 Significance of the Study**

Investigating the relationship among learners' reading strategy use, reading anxiety and their performance in reading may provide information that help researchers suggest ways for effective instruction. Benefiting the various bodies from the results of the study can also be made real by making the paper available to beneficiaries so that they can read and make use of it.

Hence, it is hoped that the results of this study would have some benefits and the beneficiaries of the findings of the study may be the following:

- i) **Learners:** The study may have a helpful contribution for learners who have difficulties in reading and in understanding academic texts. If the learners' problems in reading strategies use, their anxiety level and their comprehension performance are identified, it may be easier to expose the learners to different reading strategies that they have not come across so far so as to minimize their anxiety and perform better in reading. Learners become aware of the strategies and make use of these strategies in different situations and courses. In other words, students transfer the strategies they learn to other subjects to easily understand written things in the different courses they take.
- ii) **Teachers:** EFL teachers may also be benefited from the study in that it may help them know the existing state of their students' reading behaviors and help them adjust their approach to the teaching of reading. The findings of the study are expected to be significant in that they can raise language teachers' awareness of integrating strategy into the classroom instructional plan and incorporating the strategies into the daily language tasks. When teachers know the reading strategies of their students, it gives them feedback on providing additional strategy to reduce reading anxiety and thereby to develop their reading skills.
- iii) **Materials developers:** The findings of the study may give some insights to materials developers to consider the issue of reading when revising teaching materials. Material developers, educators, and trainers can understand the need to incorporate training on reading strategies in their training programmes as long as the results of this study are made accessible to these bodies.
- iv) **Ministry of Education and University Heads:** The result of the study may also indicate some measures to be taken by the Ministry of Education and heads at Universities like, for example, motivating materials developers and teachers to give due emphasis to the teaching of reading in general and learners' reading strategies use, and work towards reducing learners' reading anxiety and thereby improve their reading performance.

- v) **Researchers:** The results of the study might lead to further research issues related to students' reading anxiety, reading strategy use and their performance in reading. So, the abovementioned bodies may benefit from the results that are obtained in this study if the result is made accessible to them.

## **1. 6 Scope of the Study**

This study investigated the relationship among EFL learners' English language reading strategy use, reading anxiety, and their performance in reading. There are many government universities in Ethiopia. However, in this study, the researcher confined his research to all (four) government universities in the Tigray Regional State of Ethiopia for it was difficult for me to include all universities across the country as the setting of the study. Including all other government universities in the country demands a considerable amount of time, resource, effort and is difficult to manage. The four universities were selected based on convenience or opportunity sampling. All available second year EFL students in the selected universities were taken as the sources of data in this study. The reason why second year students were selected as subjects of the study was because the researcher believed they were good sources of information on reading as it was believed they have more experience in reading than the lower ones and than students of other disciplines. Having more experience in the area of reading would enable the researcher to obtain relevant information for the study. Besides, the reading course was given to EFL students while they were in the second year. In this research, the researcher employed descriptive-correlational research design. Quantitative and qualitative data were collected to describe the association between anxiety, strategy use, and reading comprehension. The study focused only on reading skills and delimited itself to reading academic English texts. Skills other than reading were not the concern of this research work. Also, this study was limited to the context of Ethiopia.

## **1.7 Limitations of the Study**

Mentioning the limitations of a study is very important in order to make future researchers fill the gap. With regard to this, Creswell (2012) stated that the limitations of a study are useful to other potential researchers who may choose to conduct similar studies. This implies that

researchers should show the limitations of their studies to enable others carry out further researches on them. Thus, the following were the limitations of this study:

One, this study obtained data from only 130 second year EFL students in four universities in the Tigray regional state of Ethiopia. However, although this study provides some important findings about EFL university students' reading anxiety, reading strategy use, and their reading performance, it is not without limitation. One concern is the degree to which these results could be generalized to all second year EFL university students in Ethiopia. EFL learners' status of reading anxiety, their reading strategy use and their reading performance in the universities of Ethiopia, other than Tigray, were not included in this study. Therefore, the limitation is that it was difficult to generalize the findings of this study to all second year EFL university students at B.A level in Ethiopia. These results were generalizable for second year EFL university learners only in the Tigray region of Ethiopia.

And, two, the participants of the study were also only second year EFL university learners in Tigray. However, learners' status of reading anxiety, reading strategy use, and reading performance may vary according to their grade levels and their majors (disciplines). As a result, the limitations here are that the findings of the present study cannot adequately present the entire picture of the effect of reading anxiety and reading strategy use on learners' reading comprehension performance for students among different grade levels in primary and secondary schools and for students in different areas of specializations (disciplines) in Ethiopian universities.

## **Chapter Two: Review of Related Literature**

### **2.1 What is Reading?**

Reading is one of the four basic skills of language. It is one of the most important receptive skills in language learning which assists students for better academic performance at higher institutions. Different scholars define reading differently in different situations.

For instance, Smith (1978, p. 100) says that the diversity in the definition of reading may be due to the existence of various situations in which it is referred to. Reading is not different from all the other words in our language; it has a multiplicity of meanings. And since the meaning of a word on a particular occasion will depend largely on the context it occurs, we should not expect a single definition for reading will be found. Thus, the kind of text to be read and the purpose for reading can bring about variation in the definition of reading. Let's look at the following definitions of reading by different writers:

Williams (1984, p. 2) also defines reading as “a process whereby one looks at and understands what has been written. As Williams stated, the key word here is ‘understands’ – merely reading without understanding does not count as reading. The reader is not simply a passive object, fed with letters, words and sentences, but actively working on the text, and is able to arrive at understanding without looking at every letter and word. Similarly, Grellet (1981, p. 8) defines reading as an active skill which constantly involves guessing, predicting, checking and asking oneself questions.

This shows how reading an active skill is and that a reader needs to employ different skills and strategies while reading a variety of texts. Grellet further says “reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.” (p.8). According to Grabe (1991), reading can be seen as an “interactive” process between a reader and a text. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Similarly, Antony, Pearson, and Raphael's (1993,

p. 44) definition of reading goes as follows: ‘‘Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader’s existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation’’.

Generally, reading is defined in different ways by various writers. They share some common stand points in defining it. Most of them agree that reading is meant understanding what has been written by writers. It is a complex process of decoding symbols for deriving meaning and /or constructing meaning. Besides, reading is an active process that involves an interaction between readers and writers. Reading needs to be carried out with purpose. Reading involves an interaction between what exists in the text and what readers bring to the text from their experience and knowledge of the world.

Thus, in the present study, reading is defined as the process of constructing meaning through the interaction among the reader’s existing knowledge, the information suggested by the writer in the written text, and the context of the reading situation.

## **2.2 Reading Models**

Harris (2005) cited in Alasamadini (2009) points out that in the last four decades, different views concerning the nature and the process of reading have resulted in the emergence of several reading models which are also named as reading theories, reading approaches, and reading processes interchangeably by different scholars. For instance, (Harris 2005, p. 26) calls them reading theories and places them into three main groups namely: the bottom-up theory, the top-down theory and the interactive theory. The bottom-up model which was developed by (Gough, 1967), the top-down model by (Goodman, 1972; Smith, 1971), and the interactive model by (Rumelhart, 1977, 1980; Stanovich, 1980; Carrell, 1983a, 1983b) are usually discussed as models of reading in literature. According to scholars, almost every single reading strategy is based on some of the theoretical assumptions of these models. Thus, in this section, I will briefly discuss how reading is explained in each model:

### **2.2.1 The Bottom-Up Models of Reading (1960s)**

The perception of the reading process has gone through transformational phases over the years. For instance, between the 1950s and early 1960s, researchers and educators regarded reading largely as a bottom-up process. The bottom-up (decoding) theory assumed that the text is singularly important in the reading process. It was believed that one cannot ‘read’ unless one first understands the code (i.e. the writing system). This theory suggested that readers deal with the text by first identifying the smallest units of words after which they continually integrate them into more complicated units. For example, readers identify letters, and then combine many letters to form words, after which they combine words to construct phrases, and then join phrases to form a sentence, sentences to paragraphs and finally paragraphs to form the whole text (Gough, 1967).

Usually described as “linear,” the bottom-up theory of reading was widespread in the 1960s and revived by Gough’s (1967) views of the process. This data/text-driven process mainly utilizes the textual elements to extract the meaning of a passage. Bottom-up models are also hierarchical, which means that one needs to know not only all the letters of a word to access its meaning but also all the words in a clause or a sentence to access their total meanings (Paron, 1997). Therefore, the bottom-up approach puts more emphasis on knowledge of vocabulary than other models do. Beyond letter recognition, words in bottom-up models seem to represent the basic units of meaning, whose comprehension is a prerequisite for that of the entire text.

As (Harris 2005, p. 26) stated, reading was seen as a process that follows one single direction, that is, from the text to the reader. Readers were viewed as passive participants in the reading process. The “bottom-up” models present reading as progressing from processing of lower levels of information, such as letter identification, to the processing of higher levels of information, such as the construction of the meaning of messages. In “bottom-up” model of reading, first letters are identified, then sounds are attached to them, the word meaning is added and finally-after all the words are processed, the sentence’s meaning is understood.

Thus, in the bottom-up process of reading, readers identify letters, and then combine letters to form words, after which they combine words to construct phrases, and then join phrases to form a sentence, sentences to paragraphs and finally paragraphs to form the whole text.

However, the bottom up process is found to have its own limitations. To mention some, in this model reading is seen as a process that follows one single direction, that is, from the text to the reader. The bottom-up model of reading does not consider the contribution of the context or the reader's background knowledge to reading comprehension. Going beyond the printed letters seems to receive little or no attention in this model. So in this model, readers are viewed as passive participants in the reading process.

Therefore, due to the limitations discussed above, the bottom-up view of reading fell into disfavor, and another view, the top-down model was introduced.

### **2.2.2 The Top-Down Models of Reading (1970s)**

Goodman (1972) introduced the top-down model of reading, in which reading was viewed as a psycholinguistic guessing game. In this concept-driven model, readers' background knowledge and expectations guide them in their reconstruction of the meaning of the text Smith (1971). Based on their background knowledge, readers start with certain expectations concerning the text. They then use their vocabulary knowledge in decoding words in the text to confirm, disconfirm, or modify previous expectations (Aebersold & Field, 1997).

Thus, in the 1970s, the bottom-up process of reading was challenged by the top-down reading process. The argument was that phonological processing or the ability to decode letters and words is important but not sufficient for proficient reading. The top-down process proposed that reading comprehension depends almost always on the readers' prior knowledge of the topic of the text. It was believed that the reading process begins in the head of readers who use their background knowledge to construct the meaning of the text. According to this view, the focus was on the interaction of the readers' background knowledge and the text for meaning-making (Harris 2005, p. 27). As Harris states, unlike the bottom-up idea which focuses on decoding issues, the top-down view emphasizes using background knowledge,

making inferences, interpretations and predictions, inferences, content guessing, drawing conclusions, monitoring comprehension, seeking clarifications and so on, while reading. Unlike the bottom-up model, in this model, texts have no stand-alone meaning. It is the reader who reconstructs the meaning of the text by fitting it into his prior knowledge.

The top-down theories adopt a constructivist view, an idea which is based on the belief that learning occurs when learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Constructivism shares both cognitivist and schema's views. The former refers to the thinking and mental processes learners use to understand new information or experiences, and learn new things (Robinson, Molenda and Rezabek 2008). It involves what goes on in learners' minds before, during and after learning (Ormrod, 2008, p. 163). The latter is perceived as a type of filing cabinet of information in our brains, which consists of related, concepts, events, situations, and the like (Rumelhart 1981). In addition to the idea that learners are active participants in the learning process, constructivists posit that understanding a text is also a constructive process (Graves et al. 1998, p. 8). That is, we do not passively "receive" meaning; we construct meaning while we read, and it is an ongoing process, involving modifications and revisions. It relies on both bottom-up and top-down processes. Thus, as readers read, they are actively involved in considering what is being read, linking the information they are obtaining from the text with already known concepts, topics and events.

Besides, constructivists regard reading as a social practice which involves when you read, what you read, who you read with, why and how you read. Thus, the meaning that readers construct from the text is subjective as it is influenced by the reading context, readers' experiences, mental constitution and other factors (Cambourne 2004, p. 25) which are usually different from one person to another.

An example of a typical top-down theory is schema theory. The concept of schema is one of the fundamental ideas of cognitive psychology. As mentioned earlier, a schema is concerned with the storing of information in the mind and the schema idea focuses on how what is known helps to obtain new knowledge. In other words, prior knowledge is seen as important to learning a new concept. Thus, in reading, readers interpret what is being read by relating

and usually matching it to their existing schemata (Scott 2001, p. 1). Anderson and Pearson (1984, p. 58) claim that schemata help readers to figure out what they read, relate the new information to previous knowledge, determine the importance of information to a text, make inferences and retain the information.

The top-down models have been criticized because they ignore the role of bottom-up processes when top-down processing fails. Afflerbach (1990), for instance, showed that subjects reading unfamiliar and difficult texts called up micro level or bottom-up processing when top-down processes or background knowledge failed. This study provided evidence against the contention of the advocates of top-down models that the concept-driven text processing guides meaning construction at the bottom-up level. Some reading researchers such as (Eskey, 1988; Stanovich, 1980) believe that the top-down model seems to explicate the reading process of fluent readers but not for poor or beginning ones.

Thus, in the top-down model, reading is viewed as the interaction of the readers' background knowledge and the text for meaning-making. The readers are actively involved in what is being read linking the information they are obtaining from the text with already known concepts, topics and events. That is, readers do not passively receive meaning; they construct meaning while they read, and this is an ongoing process, involving modifications and revisions. And due to the limitations of both bottom-up and top-down models mentioned earlier, a new and more insightful reading process has been proposed under the name, interactive model.

### **2.2.3 The Interactive Model**

In the 1980s and 1990s, the top-down idea was challenged by the interactive theory. Introduced by the writings of Rumelhart (1977) and Stanovich (1980), the interactive model suggests an interaction between bottom-up and top-down processes. Proponents of this model assert that neither bottom-up nor top-down models can by themselves describe the reading process. Each type of processing is seen to contribute to the reconstruction of the message

encoded in the text (Eskey, 1988). The use of top-down processes seems to compensate readers' lack of recognition skills or use of bottom-up processes.

Researchers such as Rumelhart (1985, p. 722) proposed that the reading process is an interactive process whereby meaning is accessed from the text by integrating the top-down and the bottom-up processes (Rumelhart 2003, p. 3). That is, to better understand texts, readers need to apply top-down (high-level macro) and bottom-up (low-level) processes simultaneously. Nassaji (2003, p. 268) argues that good readers depend on both the text and their prior knowledge as they construct meaning. Thus, learners should be taught how to interact with texts and engage their background knowledge while reading; they should also be given the kinds of texts and tasks that enhance this interplay of text and background knowledge.

Stanovich (1980) and Carrell (1984) believe that bottom-up and top-down processes compensate for each other. The use of top-down processes seems to compensate for poor readers' lack of recognition skills or use of bottom-up processes. When a reader lacks the appropriate content schema for a certain text, he will rely more heavily on bottom-up processes to compensate for a lack of necessary background knowledge. The opposite could be true about some readers who lack the bottom-up processes necessary to comprehend a text. So, the interactive approach assumes that good readers are proficient at both decoding and interpreting the text (Eskey, 1988).

A bottom-up reading model is text-driven, and it emphasizes a process that results in recognizing orthographic symbols or letters to phonology or sounds which are converted to words, phrases, clauses, sentences, paragraphs and discourse. Whereas, a top-down model is conceptually driven, higher level processing which integrates reader's knowledge of the world and reading skills which involve making predictions and testing these hypotheses while reading. Readers are seen as constructing meaning based on information from the texts such as topics, text organization, letters and so on, as well as previous knowledge (Goodman, 1967; Smith, 1971). This model suggests that readers bring their previous knowledge to the text and integrate it with information from the text.

Rumelhart (1977) believes that there are shortcomings in both the bottom-up and top-down models, and suggests an interactive model which combines the best of the two models in exploiting the low level linguistic cues and high level cognitive processing. When readers are familiar with reading strategies, they are ready to read interactively by integrating their prior or other knowledge to read with speed. The interactive model also accommodates the recent social view of reading. Reading is social in nature in that it is a transaction between readers' and cultural meanings of the author. The experiences that readers bring to reading to help them achieve meaning are cultural in nature and the authors' meanings are also influenced by their culture. Thus, both the author and readers are influenced by personal and social experiences. The social and cultural aspects of reading can be traced to the social learning theory.

Thus, in response to the criticisms leveled against the bottom-up and top-down models, a third theory of reading-the Interactive Model was developed. As its name indicates, this model essentially considers the reading process to be an interaction of bottom-up and top-down processes. Interactive models suppose that successful reading involves a balanced interaction between bottom-up and top-down processing skills. This model, therefore, presents a more balanced view of the reading process than do the two earlier models because it combines both levels of processes. The model attempts to combine the valid insights of bottom-up and top-down models, and takes into account the strong points of the two models, and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading.

Generally, the interactive model suggests that reading comprehension is facilitated when the lower level of information processing and higher level processing work independently but interact actively with each other. Interactive theorists appreciate the role of prior knowledge and prediction, and at the same time emphasize the importance of rapid and accurate processing of the actual words of the text.

The present researcher feels that for tertiary level students who learn English in my context, it is necessary to possess sufficient bottom-up processing and background knowledge to enhance comprehension. In the interactive approach, a reader continually

shifts from one focus to another, adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says. Therefore, as explained in the three models, the reading process involves the interaction and mutual influence of various knowledge and textual sources. The arrival and popularity of interactive models show that interactive models can maximize the strengths and minimize the weaknesses of both bottom-up and top-down models.

Hence, the current study is grounded in the interactive reading model as this model compensates the shortcomings in both the bottom-up and top-down models. The interactive reading model encompasses both the bottom-up and the top-down reading models, and enhances students' reading comprehension. The FLRAS and the SIRSU questionnaires were developed on the basis of this reading model. They are the reflections of it. The reading test in this study also demands the participants to employ the interactive reading model. In the reading test were expected to construct meaning through the interaction among their existing knowledge, the information suggested by the writer in the written text, and the context of the reading situation.

### **2.3 Purposes of Reading**

It is plain that the first thing one should ask himself /herself is why he/she is reading a text and what he/she wants to know after reading it. Reading is an activity with a purpose. According to Wallace (1992, p. 6), the purpose of reading may be to serve immediate needs, to learn from, or to give us pleasure in language for its own sake. The purposes of reading as Wallace (1992) are for survival-reading in response to our environment which is literally a matter of life and death (e.g. a "stop" sign for a motorist); for learning – in which reading serves the wider role of extending our knowledge of the world; and for pleasure-in which reading offers enjoyment for the readers.

Similarly, Bright and McGregor (1972, p. 52) assert that "Further education depends on quantity and quality of reading. General knowledge depends on reading. Clearly, one can gain a lot of ideas, facts, concepts, and thoughts through reading." Nuttal (1987, p. 20), on her part, states that the purpose of teaching is "to enable students to read without help unfamiliar

authentic texts, at appropriate speed, silently and with adequate understanding.” While reading, we are interacting with a written text. This interaction with a text helps not only in decoding information, but also in enjoying the text for its own sake.

In general, reading plays a crucial role in our lives. It is so much a part of everyday living that one can hardly imagine life without it in a literate society. It is through reading that students study other subjects, keep themselves up to date, entertain themselves, widen their world knowledge, etc. People may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading, then, guide the readers’ reading.

## **2.4 Reading Comprehension**

According to Crowder and Wanger (1992, p. 110), comprehension is the single main goal of reading. The essence of comprehension is what reading is all about. Austin (2002), Duke and Pearson (2002), and Pressley (1992) say that comprehension is commonly considered as the main reason and the core issue of reading. Thus, the main purpose of reading is to comprehend the text being read. If comprehension does not take place, then the activity of reading is without purpose. Reading comprehension can then be defined as the level of understanding a text that is being read. It is the process of re/construction of meaning or message that approximates to the meaning that the writer intends to convey. As Rahmani & Sadeghi (2011) stated, reading comprehension is commonly known as an interactive mental process between a reader’s linguistic knowledge, knowledge of the world, and knowledge about a given topic. Good readers have to do some extra activities in order to comprehend and after comprehending a text: they should connect new text with past experiences –their background knowledge-, interpret, critique, infer, analyze, synthesize, consider alternative interpretations and evaluate ideas in the text. They negotiate multiple meanings not only in their heads but in the minds of others.

Snow (2002) states three important elements in the reading comprehension: the reader, the text, and the activity. When talking about the reader, she considers all the capacities, abilities, knowledge, and experience the person brings to the act of reading; when considering the activity, she includes the purposes, processes and consequences of the act of reading. The

text is clearly the most external element in the act of reading: it is the writer's contribution to this communication. All these elements interact within a socio-cultural context which modifies and sometimes is also modified by the capacities of the readers and the activities in which they are involved with those texts.

However, as Austin (2002, p. 4) said, effective comprehension needs being equipped with various effective strategies such as generating and asking questions, monitoring comprehension, recognizing the structure of what is read and summarizing it, etc.

Hence, in this study, the researcher defines reading comprehension as the process of re/construction of meaning or message that approximates to the meaning that the writer intends to convey using various strategies.

## **2.5 The Nature of Reading Comprehension**

People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information. In other words, without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Beyond this, reading comprehension is essential to life. In order to survive and thrive in today's world, individuals must be able to comprehend basic texts such as bills and housing agreements. Think of the potentially terrible effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually. Reading comprehension is a prerequisite skill for academic success in all areas of the curriculum for many students. Reading comprehension skills increase the pleasure and effectiveness of reading.

Burns, Roe, and Ross (1999) said that reading can be taken as a life skill which is relevant to immediate as well as long term life success. According to them, the ability to read is vital to effective functioning in any walks of life which enables to perform everyday tasks effectively.

For these writers, reading generally serves as a source of information, enjoyment, and recreation. For Harrison (2004, p.23), “Reading is about far more than enjoyment or information; it is about learning how to live”, and it is the key to opening doors to all students.

Additionally, in the setting of English as a Foreign Language (EFL), it is frequently supposed that reading comprehension is the fundamental way of learning new information and it is the most significant skill required for students’ success. The importance and position of reading comprehension skill in Ethiopian academic setting like other EFL settings are undeniable; in a way, it is often introduced as the main goal of English language learning. As to the researcher, reading comprehension can be claimed to be the main purpose of teaching English as foreign language in Ethiopia.

## **2.6 The Importance of Reading Comprehension in an EFL Context**

In the Ethiopian higher institutions, English is a medium of instruction which is taught as a foreign language. It is a subject for specialization at tertiary level. And in a situation where a foreign language is used as a medium of instruction and as a subject for specialization, the practice of reading plays an important role as learning almost all subjects at higher institutions requires a considerable amount of reading. With regards to this, Girma (1993) notes that in situations where a foreign language is used as a medium of instruction, reading plays a very significant role. It can be regarded as the vehicle that facilitates the process of learning.

McDonough and Shaw (1990, p. 24) say that reading is the most important language skill which assists learners in their academic performance and facilitates their autonomous learning. The ability of independently reading and understanding in foreign language enables readers to evaluate what they read and make them develop the skill of making decision on the appropriateness of the ideas they get from their reading.

Similarly, Grabe (1991, p. 1) notes that reading is a fundamental skill in any educational setting and modern literate society. Many other scholars like (Carrel, 1988) also agree that reading ability in a foreign language, especially where it serves as a medium of instruction is crucial. It plays an influential role in foreign language learners’ studies. Cohen et .al (2007, p.

29) asserts that non-native speakers of English around the world frequently need to read specialized English language materials as part of their university course work. Nuttall (1982, p. 21) on her part notes that the aim of reading is to get wider opportunity to improve other sub-skills and to develop the students' ability to extract the message the text contains. She further says the need for acquainting students with different reading abilities is, therefore, what teaching of reading at every level is expected to focus on. The focus of the reading lessons is neither only language nor content, but the two together, i.e., students are expected to learn how language is used for conveying content and to develop the skills needed to extract the intended message from the text.

Gebremedhin (1993) also emphasizes that the ability to read English is a tool by which the learners develop all sided individualized personality, the ultimate goal of language teaching. He further says the following:

*It is through reading that most students in EFL context, such as Ethiopia, come in touch with the language, discover sources for their academic study and emancipate themselves from over dependence on lectures. They can verify what others propose, defend their view points and develop self- confidence in their method of study and search for knowledge. All these activities depend on the ability to read in English (P, 63).*

As students struggle with reading academic language in the tertiary levels, especially in universities, it becomes imperative that reading should be explicitly taught. Concerning the importance of reading, Burns, Roe, and Ross (1999) said that reading can be taken as a life skill which is relevant to immediate as well as long term life success. According to them, the ability to read is vital to effective functioning in any walks of life which enables to perform everyday tasks effectively. For these writers, reading generally serves as a source of information, enjoyment, and recreation. For Harrison (2004:23), "Reading is about far more than enjoyment or information; it is about learning how to live", and it is the key to opening doors to all students.

As Weir (1993) states, reading could be seen as a selective process that is taking place between the reader and the text in which background knowledge and various types of

language knowledge interact with information in the text to contribute to text comprehension in the context of English as a Foreign Language (EFL).

In line with this view, Snow (2002) states that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” The construct of reading comprehension consists of the readers’ ability to construct the meaning of the text or written language in order to understand it. Two important indicators of comprehension are finding the main idea and inferencing. They can be indicated by the readers’ ability to get main idea and to make inference of the passage or paragraph. The main idea consists of most of what a text is talking about. Construct of this aspect comprises the readers’ ability to get the main topic of the text and the supporting ideas related to the topic. In terms of inference, the readers’ ability in inferencing can be shown by their competence to make conclusions from the information available in the paragraph or passage of the text.

Similarly, when one considers its role in first or foreign language learning, reading is also crucial to language improvement. As (Nunan, 1996) stated, reading is an effective means of extending our command of a language. For the foreign language student, Nunan states that the realistic purposes of reading are often explained by the purpose of language improvement which is the central objective of the language learner. Krashen (1993) also claims that students who read frequently acquire, involuntarily and without conscious effort, nearly all of the so-called “Language skills” many people are so concerned about. They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers.

Thus, it is clear that in Ethiopian higher institutions, the ability of reading in English plays an important role on the students’ success in their academic performances. To succeed in their academic activities, students need to use the reading strategies. Unless they are efficient and effective in their reading, their academic success can be negatively affected. It can be concluded that the role of reading in a general language course by quoting what Williams (1984) stated. According to Williams, the ultimate objectives for reading are that the

learners should be able to read general texts with comprehension, read flexibly according to his/her purpose, be able to learn language and content from reading, and read with some degree of critical awareness. So, university are expected to achieve the above general aims of reading.

## **2.7 Factors that Affect Reading Comprehension**

The present researcher believes that all the possible sources of reading anxiety could be also the possible factors that affect learners' reading comprehension. Factors that Affect Reading Comprehension as Nuttall (1982) says can be categorized in to three broader aspects. These are text, student and teacher related problems.

### **2.7.1 Text Related Problems**

Nuttall (1982) explains that defective texts can cause reading comprehension problems. Defective texts may affect students' practice of some of the reading strategies. Texts that lack exercises on inferences, for example, can cause difficulties in reading for understanding. If the texts do not demand students to practice the different types of reading strategies, they are said to be deprived of developing them and this, in turn, results in poor reading comprehension. Besides, texts with abstract information, unfamiliar topics, long words, idioms, jargons, metaphors, irony, long sentences, unfamiliar vocabulary, complex sentences and words with several meanings can make reading comprehension difficult (Nuttall, 1996; Ellis & Tomlinson, 1880; Harmer, 2001).

### **2.7.2 Student Related Problems**

The student related problems can also affect readers' reading comprehension. Students' with inadequate knowledge of vocabularies, inability to apply appropriate reading strategies, friends the students work with, their habit of spending their leisure time, the relationship between them and their teachers, the very little enthusiasm they have to take responsibility for their own learning cause reading comprehension difficulties (Alderson, 1999; Nuttall, 1982; Ur, 1996; Hedge, 2000).

### **2.7.3 Teacher Related Problems**

As to the teacher related factors, Williams (1984) and Nuttall (1982) say that teachers' failure to activate learners' prior knowledge leads to students' reading comprehension difficulties. Most teachers are uncertain about helping students with language preparation. They also lack knowledge of selecting or devising appropriate reading comprehension tasks and this, in turn, hampers students' reading interests. Further, teachers' excess help inhibits students from developing the necessary reading strategy types. Oversimplification also increases students' dependency on teachers, rather than independency. Furthermore, teachers' little idea about how to teach reading yields students' reading comprehension difficulties

Therefore, problems with the reading texts, students' problems with various aspects of the language used in the reading texts and teachers' little knowledge on how to teach students reading are believed to be the factors that impede students' reading comprehension abilities.

### **2.8 Language Learning Strategies**

“Language Learning Strategies” have been defined by many researchers in many ways which shows more or less similar assumptions. Thus, only a few of them are mentioned as follow: According to Scarcella & Oxford, (1992), language learning strategies are defined as specific actions, behaviors, steps, or techniques to tackle a difficult language task used by students to enhance their own learning. When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become useful for active, conscious, and purposeful self-regulation of learning (Nunan, 1991).

Rubin (1975, p. 43) defined the learning strategies as, the techniques or devices that a learner may use to acquire knowledge. As Chamot (1984, p. 71) defines, “learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information”. Similarly, Oxford and Nyikos (1989, p. 291) defined learning strategies as “operations used by learners to aid the acquisition, storage, and retrieval of information.” O’Malley and Chamot (1990, p. 2) stated

that learning strategies are “special ways of processing information that enhance the comprehension, learning, or retention of the information.”

As far as this study is concerned, language learning strategies are defined as different types of methods, techniques, actions, and steps that learners consciously use in order to facilitate their comprehension when learning a language.

## **2.9 Reading Strategies**

Literature on reading provides several definitions of reading strategies. Some of the definitions are mentioned as follow:

Paris, Lipson, & Wixson (1983) defined reading strategies as deliberate and conscious actions that are identifiable to the agent and others by the intentions and the selected goals. Weir (1998, p. 95) also regarded strategies “as ways of getting around difficulties encountered while reading”. Weir further says some reading strategies include, skimming, scanning, contextual guessing, activating background knowledge, paraphrasing, re-reading the text, visualizing the information, asking oneself questions, checking for answers, translating, note-taking, predicting, summarizing, evaluating-to name just a few belong to the specific reading strategies.

Reading strategies, as Brantmeier (2002, p. 1) indicated, are “the comprehension processes that readers use in order to make sense of what they read”; they are characterized as approaches, actions, and procedures used to improve reading comprehension. Nuttall (1996, p.40) defined reading strategies as readers’ “conscious use” of techniques, operations or steps a learner takes to “conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand”. Readers should be aware of the strategies used and how to control them when they read (Paris et al., 1986).

Hence, from all the definitions mentioned above, reading strategies are described as readers’ deliberate and conscious use of techniques, methods, steps, and actions to improve

understanding and solve difficulties that the readers encounter when reading English written texts.

## **2.10 Reading Strategies in Language Learning**

As stated earlier, reading strategies are techniques, actions, Operations, plans and steps that are used by learners to assist the storage and retrieval of new information obtained from the texts they read. These strategies play significant role in facilitating the learning of foreign language. The degree of ability to use suitable learning strategies is one of the factors that can promote or hinder the learning of English. Using a range of effective reading strategies which are part and parcel of language learning strategies has a great importance to foreign language students in making their reading more effective.

Nuttall (1982) says that readers can effectively extract the meaning from a written text by employing various reading strategies that help them tackle difficulties they may encounter. Foreign language readers need to possess these vital strategies to make an acceptable interpretation of what they read. It should be pointed out that English language learning requires learners to have sufficient reading skills in combination with appropriate reading strategies to be more skillful and strategic readers. As Nuttall (1982) notes, the “how” is as important as the “what” for the intensive reading. From this, we can understand that the actions readers take and the procedures they follow to extract the intended idea of a given text are both essential.

Oxford (1990, p. 1) argues that reading strategies are important for two reasons. In the First place “strategies are tools for active, self-directed involvement”. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

In sum, reading strategies, if they are properly used, play an important role in the process of developing reading skills. The use of one or more strategies in reading can minimize the challenge of reading and enhance learners' understanding. Appropriately used strategies can enhance reading comprehension and help learners tackle difficulties on their own. To

understand the intended idea of any text, learners need to have the ability of interpreting words in context, analyzing the organization of the text, reading beyond the text and drawing proper conclusions. The integration of various strategies proper to the purpose of reading can probably facilitate the comprehension of a given academic text. This can be made possible when learners are aware of reading strategies and when they are good at using them when needed. Using various strategies improve students' reading comprehension.

## **2.11 Classification of Reading Strategies**

Reading strategies have been classified by many scholars in a number of ways. For example, Rubin (1987) classified language learning strategies as learning strategies, communication strategies and social strategies. According to Stern (1992, p. 262-266), there are five main language learning strategies. These are Management and Planning Strategies, Cognitive Strategies, Communicative -Experiential Strategies, Interpersonal Strategies, and Affective Strategies.

O'Malley and Chamot (1990, p. 44-45) classified language-learning strategies into Cognitive strategies, Meta-cognitive strategies and Social/Affective strategies. Cognitive strategies are relevant to the learning activities used by the learners to process new information. These strategies involve learners' interaction with the material to be learned by manipulating it mentally (as in making images, or elaborating on previously acquired concepts or skills) or physically (as grouping items to be learned in meaningful categories, or taking notes on important information to be remembered). Meta-cognitive strategies are the activities which reflect a learner's knowledge and management of his/ her learning process. These strategies involve executive process in planning for learning, monitoring one's comprehension and production, and evaluating how well one has achieved a learning objective. Finally, Social/Affective strategies account for the social and affective aspects related to learning such as interacting with other people or controlling one's own feelings while learning.

Another taxonomy of learning strategies that is very popular and has been used in many studies is Oxford's (1990) language learning strategy classification. Oxford (1990) developed the Strategy Inventory of Language Learning (SILL) which is also applied to teaching.

In this inventory, she divided strategies into two main groups: Direct strategies and indirect strategies. The former consists of memory, cognitive and compensation strategies while the latter includes meta-cognitive, affective and social strategies.

To sum up, from the explanations on the classification of reading strategies, it can be inferred that the classification of Language Reading Strategies has been done by various scholars including, Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1992; etc. However, these classifications follow more or less similar categorizations of language learning strategies.

In this study, the researcher preferred to adapt the relevant and important strategies from the classification of language learning strategies made by Oxford (1990) and O'Malley and Chamot (1990). According to Williams and Burden (1997), Oxford's system of classifications is more detailed. She divides strategies into two main classes: direct and indirect, which are further sub-divided into six groups. Williams and Burden (1997) further note that rather than being seen as isolated entities; each type of strategy can support and connect with another.

Below are the detailed explanations of the sub-groups of Oxford's (1990) classification of language reading strategies which will be used in the present study:

### **2.11.1 Direct Reading Strategies**

#### ***2.11.1.1 Memory Reading Strategies***

Memory strategies are those used for memorizing information. These strategies are used for storage of information. Memory strategies help learners link a new item with something known. Memory strategies are meant creating mental linkages, applying images and sounds, reviewing, and employing action. These devices are useful for memorizing information in an orderly string in various ways.

### ***2.11.1.2 Cognitive Reading Strategies***

According to Chamot and Kupper (1989: 14), cognitive strategies are approaches “in which learners work with and manipulate the task materials themselves, moving towards task completion”. Winstead (2004, p. 30) defined the cognitive strategy as a “learner-centered approach that takes into consideration the environment or situational context in which the learner learns, the learner’s knowledge base, intrinsic motivation, in addition to improving the learner’s ability to process information via cognitive approaches”. Examples of cognitive strategies include the skills of predicting based on prior knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea or specific points, translating, inferencing, and transferring (Chamot & Kupper, 1989; Oxford, 1990). These strategies are identified as important cognitive strategies related to academic performance in the classroom because they can be applied to simple memory tasks (e.g., recall of information, words, or lists) or to more complex tasks that require comprehension of the information (e.g., understanding a piece of text).

### ***2.11.1.3 Compensation Reading Strategies***

According to the literature, another factor resulting in successful reading is the development of vocabulary knowledge (Caverly, 1997; Yang, 2004). However, many EFL readers often encounter the problem of unfamiliar vocabulary and unknown concepts so as to interfere with the comprehension (Zhang, 1993). Sinatra and Dowd (1992) proposed a comprehension framework for the use of context clues: syntactic clues (related to grammatical structures) and semantic clues (involved intra- and inter sentence meaning relationship). Sinatra and Dowd argued that readers should not only understand how the writer used grammar, but also use semantic clues such as restatement, use of examples and summary clues in order to guess the meaning of a new word. In addition, to guess the meaning of words intelligently, Oxford (1990) clustered ten compensation strategies into two sets: linguistic clues (guessing meanings from suffixes, prefixes, and word order) and other clues (using text structure such as introductions, summaries, conclusions, titles, transitions, and using general background knowledge). These

decoding skills can not only help readers overcome a limited vocabulary, but also help them guess about the theme of an article. Such learning strategies can significantly increase the reading speed and raise efficiency (Winstead, 2004; Zhang, 1992, 1993).

## **2.11.2 Indirect Reading Strategies**

### ***2.11.2.1 Metacognitive Reading Strategies***

Students' metacognitive knowledge and use of metacognitive strategies can have an important influence upon their achievement. According to Chamot and Kupper (1989), metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Oxford (1990) proposed that metacognitive strategies include three strategy sets: Centering, arranging and planning, as well as evaluating the learning. A similar model of metacognitive strategies proposed by Pintrich (1999) included three general types of strategies: Planning, monitoring, and regulating. Planning activities include setting goals for studying, skimming a text before reading, generating questions before reading a text, etc. According to Pintrich, planning activities seem to "help the learner plan their use of cognitive strategies and also seem to activate or prime relevant aspects of prior knowledge, making the organization and comprehension of the material much easier". Monitoring strategy is an essential aspect of self-regulated learning. Weinstein and Mayer (1986) regard all metacognitive activities as partly the monitoring of comprehension where students check their understanding against some self-set goals. Monitoring activities include tracking of attention while reading a text, self-testing through the use of questions about the text material to check for understanding, etc (Pintrich, 1999). The other type of metacognitive strategies is regulatory strategy which is closely tied to monitoring strategies. According to Pintrich, as students monitor their learning and performance against some goal or criterion, "this monitoring process suggests the need for regulation processes to bring behavior back in line with the goal or to come closer to the criterion." Regulatory activities may include asking questions to monitor students' comprehension, slowing the pace of reading with more difficult texts, reviewing examination materials, and postponing questions. Several studies have shown that all these strategies can enhance second/foreign language reading by

correcting their studying behavior and repairing deficits in their understanding of the reading text (Carrell, 1989; Pintrich, 1999; Whyte, 1993).

#### ***2.11.2.2 Social Reading Strategies***

Social reading strategies deal with learning by interacting with others, such as working with peer or asking the teacher's help. They facilitate learning with others and help learners understand the culture of the language they are reading. These strategies involve: Asking questions for clarification/verification: Asking teachers, instructors, and peers, native-speakers for additional explanation, rephrasing, examples, or verification and for further information concerning the reading text. Asking for correction can be made here; Cooperating with others: Working/cooperating with peers, or proficient users of the new language to solve a problem, to get feedback and to model a reading activity; and Empathizing with others: Developing cultural understanding and becoming aware of other's thoughts and feelings (i.e. the writer's thought, feeling, position, etc.) Social strategies make enhanced interaction with others in the target language.

#### ***2.11.2.3 Affective Reading Strategies***

Affective strategies deal with the learners' emotional requirements such as confidence. As discussed earlier, researchers in the area of language learning strategies such as (Oxford, 1990; O'Malley and Chamot, 1990) classify in to different major categories. As to Brown (1994:126,127), Oxford classified the direct strategies in to memory, cognitive and compensation strategies; whereas the indirect strategies in to meta-cognitive, affective and social strategies. Singhal (2001) strengthens the above idea by saying that Oxford's (1990) classifications of strategies in to direct and indirect strategies is comprehensive in that it contains the taxonomies of all the other experts in the field.

Therefore, it can be inferred from the above explanations that scholars have classified learning strategies in different ways based on their features and the functions they offer to learners when learning language. Also, anxiety is the other thing that influences learners' reading comprehension performance. Let's look at this in 2.12 below:

## **2.12 Foreign Language Anxiety**

Different scholars define ‘foreign language anxiety’ in different ways. For instance, (Cassady, 2004) defines anxiety as the cognitive aspect, such as disturbing thoughts, distracting emotions, preoccupied feelings or fear of negative evaluation students have during test situation. According to Spielberger (1983, p. 5), anxiety is defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry that are experienced by an individual,” and the “heightened activity of the autonomic nervous system that accompanies these feelings”.

Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning. Recently, studies investigated the effects of anxiety on EFL learning settings and the results remain inconsistent. Some studies advocated the facilitating effects on foreign language learning; others show debilitating effects. The facilitative anxiety motivates learners to make more efforts to overcome their anxious feelings; while debilitating anxiety, makes the learner run away from the learning task to avoid the source of anxiety (Young, 1986; Brown, 2000).

Hence, anxiety can be defined as the subjective feeling of tension or a vague fear, nervousness and worry that are experienced by students when learning a foreign language. Though different studies investigated the effects of anxiety on EFL learning settings, the results remain inconsistent.

## **2.13 Foreign Language Reading Anxiety**

Saito et al. (1999) first raised the concept of foreign language reading anxiety. They stated two reasons why reading can be anxiety-provoking to foreign language learners: the unfamiliar writing scripts and unfamiliar cultural background. It can be imagined that learners will feel immediately anxious when they attempt to attach meaning to the foreign language words written in a very unfamiliar script in a reading passage.

Hence, when second language readers read second language texts, they are trying to decode unfamiliar scripts, writing system, and cultural materials. And if they encounter difficulty in processing them, they may get frustrated with reading, and experience anxiety. The anxiety aroused during the process of reading L2 texts is known as reading anxiety (Saito et al., 1999).

Although various factors can account for students' poor performance in EFL reading, it seems that EFL reading anxiety plays a major part (Saito, Horwitz, & Garza, 1999; Saito & Samimy, 1996; Sellers, 2000). According to Brantmeier (2005), anxiety as an important affect, might exist in foreign language reading process and has an influence on the foreign language reading process and performance. Almost in the majority of the investigations related to EFL reading anxiety, an internationally recognized instrument known as Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999) has been used (e.g. Ghonsooly & Loghmani, 2012; Hayati & Ghassemi, 2008; Kuru-Gonen, 2007; Sellers, 2000). FLRAS was originally designed to measure anxiety related to foreign language (French, Japanese, and Russian) reading.

Thus, from the explanations above, it can be said that reading anxiety can be defined as the subjective feeling of tension, apprehension, nervousness, and worry that learners experience during the process of reading second language texts. It can be measured by an internationally accepted instrument known as Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999)

## **2.14 Sources of Reading Anxiety**

To make this study more informative to language teachers, it is necessary to find out not only the relation between reading anxiety and reading comprehension but also the possible sources of foreign language reading anxiety so that teachers can better choose reading materials and reform their reading instruction. So, this section discusses the possible sources of foreign language reading anxiety by reviewing the studies done on foreign language reading anxiety. According to Saito et al. (1999), reading in a foreign language could elicit anxiety due students' unfamiliar cultural background. Learners might find at some point of reading

that they can understand the words and make meaning out of sentences but still cannot make sense of the whole reading passage due to their unfamiliarity with culture of the target language.

Yuan (1998) found that many L2 readers complained about having problems of understanding the passages they read, even though they have looked up every vocabulary. As readers bring background knowledge to the text rather than merely decode words, it is possible to foresee that readers may feel anxious at this stage. Saito et al. (1999) stress the importance of cultural knowledge in L2 reading in the same manner as numerous L2 reading studies did. They argue that anxiety is also anticipated when a reader can decode the words of a FL text, but not its sense, because of incomplete knowledge of the cultural materials underlying the text (Saito et al., 1999: 203).

Likewise, (Huang, 2001; Oh, 1992; Saito et al., 1999; Shi & Liu, 2006; Zhang, 2002) stated that unfamiliar culture, unfamiliar topics, unfamiliar scripts, grammar, new words, assessment tasks and worry about the reading effect have been identified as the major sources of foreign language reading anxiety. These sources of reading anxiety were identified by the FLRAS questionnaire and interview questions among Chinese learners.

Since fear of negative evaluation either from peers or from teachers, is one major source of anxiety, one can anticipate that students might experience anxiety in reading if they are asked to give answers to the comprehension questions that usually follow the reading activity. The comments and evaluation from peers and teachers following their performance might cause anxiety in the reading process. Worry about the reading effect seems to be the sources of reading anxiety among foreign language students.

To sum up, the previous literature has proposed that Unfamiliar cultural contexts , Unfamiliar topics, unfamiliar writing systems, grammar , reading task types, fear of negative evaluation from either peers or teachers or worry about the reading effect, unfamiliar vocabulary, competitiveness, learner beliefs, and instructor beliefs, might be the possible sources of reading anxiety. Simply put the difficulty level of reading passages have been found as the possible sources of foreign language reading anxiety.

## **2.15 Research into L1 and L2 Relationship in Reading**

According to Koda (1993), in one way or another, information and knowledge, acquired or learned, is based on former knowledge, as knowledge is accumulated over time. Hence, using L1 knowledge to build L2 knowledge seems inevitable. The relationship between L1 reading strategies and L2 reading strategies usually falls in Linguistic Interdependence Hypothesis which was proposed by (Cummins, 1979; Hudson, 1982 & Block, 1986) in which L1 reading proficiency contributes to L2 reading without the need to attain high L2 ability. Thus, L1 background affects the performance patterns in L2 sentence comprehension. L1 reading skills can affect L2 reading performance.

Similarly, Sarige (1987) compared the strategy use of learners reading in L1 and in L2 using a think-aloud protocol method. She found that the readers' use of strategies and the relation between strategies used and actual success in comprehension were highly similar in L1 and L2. As to Upton & Lee-Thompson (2001), the approach and comprehension of L2 reading depends heavily on readers' L1 socio-cultural backgrounds because "L1 serves as a tool to help students think about and make sense of L2 texts". Readers' language proficiency and cultural backgrounds should not be overlooked when exploring the reading strategies that different readers adopt. Readers' L1 language proficiency and cultural literacy backgrounds may affect their L2 reading processes and strategy preferences (Abbott, 2006; Block, 1986; Parry, 1996). Erler and Finkbeiner (2007) supported this observation by stating that "L2 reading cannot be separated from the social, cultural, institutional, and personal practices of L2 readers" (p. 198).

Hudson (2009) on his part argued that there is a strong relationship between first language reading and second language reading abilities. He extends his argument that the higher the learner's second language ability, the stronger the relationship is between first language and second language reading. Carson et al. (1990: 65) cited in Hudson (2009) further examined the literacy relationships between first language and second language. They looked at data for 48 Chinese and 57 Japanese learners studying in four universities in the United States. Using a cloze test and stand alone essays, they examined the relationship between L1 reading and writing, L2 reading and writing, L1 reading and L2 reading, as well

as L1 writing and L2 writing. Thus, they found significant correlations between the L1 reading and L2 reading scores. Furthermore, according to Grabe (2009), most of the current views on L2 reading are shaped by research on L1 learners.

For these reasons, first language reading research has made an impressive progress in learning about the reading process. It makes good sense, then, for second language researchers and teachers to consider what first language research has to say about the nature of the fluent reading process and the development of reading abilities. A primary goal for ESL reading theory and instruction is to understand what fluent L1 readers do, then decide how best to make ESL students move in that developmental direction (Grabe, 2009).

In sum, L1 knowledge can be used to build L2 knowledge. L1 reading proficiency contributes to L2 reading. Readers' L1 background may affect their performance patterns in L2 sentence comprehension. L1 reading skills can influence L2 reading performance. The strategy and comprehension of L2 reading depends heavily on readers' L1 socio-cultural backgrounds as L1 serves as a tool to help students think about and make sense of L2 texts. Readers' L1 language proficiency and background may affect their L2 reading processes and strategy preferences. L2 reading cannot be separated from learners' knowledge of L1.

## **2.16 The Relationship between Reading Anxiety and Reading Strategies**

As explained earlier, reading strategies are techniques or conscious actions taken to improve understanding and solve difficulties encountered in reading (Nuttall (1996). On the other hand, reading anxiety is defined as the subjective feeling of tension, nervousness, and worry that learners experience during the process of reading second language texts (Saito et al. 1999).

The relationship between reading strategy use and reading anxiety have been interest to researchers, since the efficient use of reading strategies benefit learners to reduce reading anxiety and to achieve a better reading comprehension to some degree (Lee, 2007; Wu, 2005). Learners who are incapable of effectively comprehending reading texts may experience great

frustration and may not have motivation for further learning. Thus, researchers study the use of reading strategies to reduce reading anxiety and to enhance reading performance.

As to the literature on foreign language, both learners' level of reading anxiety and learners' use of reading strategies are important affective variables that are associated with EFL learners' reading performance. They are both contributing factors in reading performance (Saito, Horwitz, & Garza, 1999; Sellers, 2000; Saito et al., 1999). Research results indicated that EFL learners with reading anxiety use reading strategies such as guessing and translation to help themselves understand texts and reduce difficulties in reading. Huang, Chern, and Lin (2009) pointed out that the successful use of reading strategies alleviate learners' level of reading anxiety and enhance learners' reading comprehension.

Therefore, it can be inferred that both learners' level of reading anxiety and learners' use of reading strategies have relationship as they are examples of the affective variables that are associated with EFL learners' reading performance.

## **2.17 The Relationship between Reading Anxiety and Reading Comprehension**

Previous researches done in different target languages have shown that FL learners experience anxiety when they read, and the FL reading anxiety levels affect learners' reading performance (Breznitz, 1991; Sellers, 2000). Literature on foreign language reading suggests that affective variables such as anxiety could be contributing factors in reading performance (Saito, Horwitz, & Garza, 1999; Sellers, 2000). For instance, in a preliminary study, Saito et al. (1999) indicated that learners' levels of reading anxiety were correlated with their reading performance. Reading anxiety is an important influence on reading comprehension. Likewise, Sellers (2000) investigated the possible relationship of language anxiety to reading comprehension with 89 Spanish as foreign language university students. The results revealed that students with high reading anxiety could recall less content of the article. Similarly, Hsu (2004) explored reading anxiety and reading comprehension of 125 junior college EFL students and found that anxious students tended to recall less content of the text than less anxious students. Oxford (1999, p. 60) also indicated that anxiety

damages language learners' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language".

Hence, most (**some**) of them found that there is a negative relationship between language anxiety and reading performance. Students with higher reading anxiety tend to have lower reading performance. Nevertheless, a few studies also discovered anxiety could serve as alertness to promote foreign language learning. For example, Alpert and Haber (1960) determined that anxiety could have a beneficial or facilitative effect on student performance. Chastain (1975) conducted a study in Spanish, German, and French classes, and found a positive relationship between anxiety and students' reading performance. Likewise, Bailey (1983) suggested anxiety has either a negative or a fostering effect, and found that the two-sided effects of anxiety can occur alternately and interchangeably. Bailey (1983) argued that anxiety has motivated herself to study harder, even though sometimes too much anxiety hindered her language learning.

Moreover, according to Saito & Samimy (1996) and Sellers (2000)), studies in specific language skill anxiety have shown that high levels of anxiety could have adverse effects on students' overall foreign language performance and also on the special language skills. Studies have shown that foreign language reading anxiety interferes with both the reading process and the reading performance (Sellers, 2000; Shi & Liu, 2006). Sellers (2000) investigated the relationship between language anxiety and reading in Spanish as a foreign language. The more anxious students recalled less passage content than the less anxious students. Reading comprehension strategies were also found to be different according to anxiety levels based on the analysis of the Think-aloud interviews. Highly anxious students tended to use more local strategies, such as focusing on vocabulary, attention to syntax and translation. Less anxious individuals approached the text more holistically than did their anxious counterparts.

Shi and Liu (2006) found that levels of foreign language reading anxiety were negatively correlated with scores of both a large-scale English test and English reading comprehension among Chinese EFL learners. Brantmeier (2005) for his part reported a lack of significant correlations among anxiety factors and reading comprehension performance.

To sum up, some studies on the relationship between the foreign language reading anxiety and foreign language reading performance were carried out, and while some studies showed that foreign language reading anxiety negatively affects foreign language reading performance, a few studies also discovered anxiety could serve as alertness to promote foreign language learning. There are also studies that reported no significant relationship between reading anxiety and reading comprehension. From this, it can be inferred that there are contradicting evidences on the relationship between reading anxiety and reading comprehension. Therefore, there is a need to further understand the nature of the relationship between foreign language reading anxiety and reading comprehension performance.

Hence, the researcher feels that further studies are required for verification. The results may as a helpful reference to EFL instructors, educators, and policy makers in the future.

## **2.18 The Relationship between Reading Strategies and Reading Comprehension**

Another important variable associated with reading performance is EFL learners' use of reading strategies. Many scholars have been conducting studies in the area of reading strategy and its association with learners' reading performance. As Brantmeier (2002), Carrell et al., (1998), Lee (2007), and Wu (2005) indicated, research on language learning strategies, particularly reading strategies in both L1 and L2 reading has increased since 1980s'. Studies have investigated how effective the reading strategies are for the language learners' reading comprehension.

Carrell et al. (1998) for their part explain the reason for the increase of researchers' interests in reading strategy as follows: "Reading strategies are of interest not only for what they reveal about the ways readers manage interactions with written text but also for how the use of strategies is related to effective reading comprehension" (p. 97). Furthermore, Carrell et al. (1998) emphasize instruction of reading strategies by stating as follows: "Because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension" (p. 32). That is, the increase of interests in reading strategy is attributed to a belief that using reading strategies helps the development of reading comprehension.

The relationship between reading strategy use and reading comprehension has been of interest to researchers, since the efficient use of reading strategies benefits learners' reading comprehension to some degree (Al-Nujaidi, 2003; Brantmeier, 2000; Lee, 2007; Wu, 2005). Reading strategies, as Brantmeier (2002, p. 1) indicated, are "the comprehension processes that readers use in order to make sense of what they read"; they are characterized as approaches, actions, and procedures used to improve reading comprehension. Reading strategies are important influences on reading comprehension. Studies by many scholars have confirmed that strategy use is a very important aspect of fluent reading. Effective readers use various reading strategies and utilize these strategies appropriately so as to achieve better comprehension.

With regard to this, Casanave (1988, p. 283) notes that "Successful reading comprehension depends not only on readers' ability to access appropriate content and formal schemata. It also depends on their ability to monitor what they understand and to take appropriate reading strategies." Widdowson (1978) and Goodman (1998) confirm the above quotation by saying readers who have high prior knowledge of a topic could not fully comprehend the text unless they have and employ strategic knowledge. These scholars state that the use of the appropriate reading strategies enhances FL/SL comprehension.

As mentioned above, there has been substantial research on the relationship between reading comprehension and the reading strategy performed in a second/foreign language context.

Block (1992) explored differences of reading strategy use between proficient ESL readers and non-proficient ESL readers and drew the results that less proficient readers used local strategies and more proficient readers relied on global strategies. Al-Nujaidi (2003) conducted research on the relationship between reading comprehension and reading strategy use of EFL learners in Saudi Arabia and concluded that there is a significant but weak correlation between them. Al-Nujaidi (2003) also added that types and frequencies of reading strategies students use are different according to the students' reading comprehension ability. Wu (2005) conducted research on the use of metacognitive reading strategies of EFL Taiwanese college students and concluded that student's English reading proficiency is a significant factor of students' use of reading strategies when they read materials in English.

Similarly, Anderson (1991) conducted research on reading strategy use of Spanish speaking adult ESL students and reported that students who used more strategies comprehend better and that there was no significant relationship between the amount of unique strategies and comprehension. He concluded from his study that strategic reading is not only a matter of knowing what strategy to use, but the reader must also know how to use it successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies, but a reader must also be able to apply them strategically. Carrell et al. (1998) for her part stated that the relationships between strategies and comprehension are not simple and straightforward; use of certain reading strategies does not always lead to successful reading comprehension, while use of other strategies does not always result in unsuccessful reading comprehension. Anderson's (1991) conclusion and Carrell et al.'s (1998) statement showed needs of readers' awareness of their own comprehension and strategy use in reading.

Thus, reading strategy, reading anxiety, and comprehension seem to have relationship; the relationship may be positive, negative, or zero. Learners become independent readers if they are aware of and are able to use adequate reading strategies effectively to achieve better reading comprehension. However, the question is 'are learners aware of the strategies they use and how to use them when reading'? What is the role of reading anxiety on learners' reading performance?

Therefore, in this study, the relationship among learners' status of reading anxiety, reading strategy, and reading comprehension performance were investigated. EFL learners' awareness on the different types of reading strategies and how appropriately they use them to improve their reading comprehension were examined. Moreover, the sources for the students' reading anxiety and the causes for their reading comprehension problems were investigated.

## **Chapter Three: Research Design and Methodology**

Thus, the purpose of this study was to investigate the EFL university learners' status of English reading strategy use, reading anxiety, and their reading performance, and the correlation among these variables.

### **3.1 Research Design**

The research design of this study is descriptive-correlational design. Data were gathered from the subjects and the gathered data were described quantitatively and qualitatively to examine the association between strategy use, reading anxiety and performance in reading. According to Creswell (2002), Mixed-method research design is appropriate for collecting both quantitative and qualitative data in a single study. Thus, in this study, both quantitative and qualitative data were collected to examine the relationship between the variables under study. Numerical data were collected through questionnaires and reading comprehension test. Qualitative data were also gathered through interview to check the consistency of reliability of the data obtained through the questionnaires. The interview was also used to find out the sources of students' anxiety when reading academic texts and to examine the causes for their reading comprehension problems.

### **3.2 The Setting of the Study**

The study was conducted at Aksum, Adigrat, Mekelle, and Raya Universities which are located in the Central, Eastern, Mekelle, and Southern Zones, respectively of the Tigray Regional state of Ethiopia. These universities are among the Ethiopian government universities which are functioning in the region. These universities were selected for the study because of the familiarity of the researcher to many instructors who work in these universities and because the researcher hoped this would enable the researcher to have an easy access during the time of data collection.

### **3.3 Subjects of the Study**

The target sources of data for the study were all second year English language majoring students of the 2018/9 academic year at Aksum, Adigrat, Mekelle, and Raya universities - which are found in the Tigray Regional state of Ethiopia. The reason why second year students were selected as subjects of the study was because the researcher believed these students have more experience in reading than the lower ones and because the reading course was given to EFL students while they were in the second year. All second year EFL students in the universities were used as the sources of data because their number was easily manageable. Besides, all EFL students in the universities were taken as sources of information with the assumption of 'the more the better' to increase the reliability of the results.

In relation to sources of data for studies, Oxford (1990) notes that language students might spontaneously develop new and better strategies as they become more advanced in order to equip themselves with the demand of the level. In addition, due to the exposure the students had in their lower grades and the nature of the texts and tasks the students encounter at university, the reading strategy they use may be various in natures, and, as a result of this, it is hoped they were aware of various reading strategies. Therefore, the experience the students had was indispensable to obtain relevant information for the fulfillment of the study.

Moreover, the selection of the universities was based on the fact that the researcher had good familiarity with the staff there and this created a good opportunity for him to get cooperation from them and to collect data from the subjects of the study without difficulties. The composition of the subjects of the study is presented in Table 1 below:

**Table 1: Background Information of the Subjects (N=130)**

	University	Sex of Respondent				Total	
		Male		Female		Freq	%
		No	%	No	%		
<b>1</b>	<b>Aksum</b>	14	24.1%	20	27.8%	34	26.2%
<b>2</b>	<b>Adigrat</b>	12	20.7%	18	25.0%	30	23.1%
<b>3</b>	<b>Mekelle</b>	20	34.5%	08	11.1%	28	21.5%
<b>4</b>	<b>Raya</b>	12	20.7%	26	36.2%	38	29.2%
	<b>Total</b>	<b>58</b>	<b>44.6%</b>	<b>72</b>	<b>55.4%</b>	130	100%

As can be seen in Table 1 above, the participants of this study were second year English language majoring students i.e 130 students, of them, 34 (26.2%) were from Aksum university, 30 (23.1%) of them were from Adigrat university, 28 (21.5%) were from Mekelle university, while 38 (29.2%) of them were from Raya university. Of the 130 participants, 58(44.6%) of them were males, whereas 72 (55.4%) of them were females. These subjects were selected through available sampling as they were the students who took the reading course while they were in the second year.

Thus, the total number of participants in the main study was 130, while the participants in the pilot study were 64 second year EFL students. The pilot study was conducted at Aksum and Adigrat Universities. As can be observed, the participants in the main study were twice of the subjects of the pilot study. All available second year English language majoring students at B.A level in the universities were used as subjects without any missing.

### **3.4 Sampling Techniques**

The universities were selected based on convenience or opportunity sampling (Dornyei, 2007). That is, the universities' geographical proximity, availability and easy accessibility to the researcher were considered in choosing them. The subjects of this study were university second year English majoring students in the Tigray regional state of Ethiopia. All second year English majoring students available in the selected universities were used as sources of data. The reason why all EFL second year students were selected as the sources of data in this study

was because collecting data from the entire population of the selected universities enables the researcher to come up with sound results.

### **3.5 Instruments for Data Collection**

According to Oxford (1990), research methods that were used so far in studies on reading strategies are mainly interviews, verbal reports, strategy diaries, tests and strategy questionnaires such as the strategy Inventory for Language Learning (SILL) which was developed by (Oxford, 1990). Steinman (2002), Saito (1990), weir (1990, Williams (1984), and Madsen (1983) also note that reading anxiety, reading strategy and reading comprehension can be investigated through various kinds of measures such as questionnaire, reading comprehension tests, interviews, etc.

Thus, interviews, verbal reports, strategy diaries, tests, anxiety and strategy questionnaires can be used as tools to gather data on reading anxiety, reading strategy use and reading comprehension. If we take questionnaire, for instance, it is directly relevant to elicit attitudes and beliefs about what the subjects want and actually do (McDonogh, 1995). Hence, what the subjects say they do, in case of questionnaire, and what they actually do, in case of reading tests, may not usually match. So the shortcomings of students' responses to the questionnaires need to be complemented by using additional tools such as reading comprehension test and interview, which are said to be relevant to study the reading anxiety, strategy use and reading comprehension performance of learners.

Therefore, in this study, questionnaires, reading comprehension test containing "multiple-choice", "matching", "yes" or "no", items and providing "short answers", and structured-interview questions were used to gather data on the subjects' reading anxiety, reading strategy use and reading comprehension performance. They are discussed below:

#### **3.5.1 Questionnaires**

As mentioned in 3.1, the research design used in this study was descriptive- correlational design. Descriptive studies aim at describing the characteristics of a population by examining a sample of that group ((Dornyei, 2007), while correlational studies are used to examine

relationship among variables. Although correlation data can be collected by means of structured interviews, the main data collection method is the use of questionnaires. Questionnaire can be used to collect a huge amount of information from a large number of participants in a short time.

Thus, the following were the questionnaires used for this study:

### ***3.5.1.1 Foreign Language Reading Anxiety Scale (FLRAS)***

Foreign language leaning anxiety has been measured in different ways. Foreign Language Class room Anxiety Scale (FLCAS) which was developed by Horwitz et al. (1986) was used to measure learners' general language learning anxiety. The FLCAS contains 33-items. The Reading Anxiety Scale (RAS) which consists of 45-items was also developed by Zborniek (1998) to measure children's reading anxiety levels in their native language. The items in the RAS are not cognitively appropriate for university level readers as the participants of the in the present study. The Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999) was designed to measure the anxiety that EFL/ESL students experience in reading in a foreign language. The FLRAS has 20 items.

Hence, in the present study, the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire which was developed by Saito et. al., (1999) was administered to all the subjects to measure their foreign language reading level. As Saito et. al., (1999) stated, FLRAS is designed to measure the anxiety that students experience in reading a foreign language. In the majority of the investigations related to EFL reading anxiety, an internationally recognized instrument known as Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. (1999) has been used by many researchers (e.g. Ghonsooly & Loghmani, 2012; Hayati & Ghassemi, 2008; Kuru-Gonen, 2007; Sellers, 2000). FLRAS was originally designed to measure anxiety related to foreign language reading (French, Japanese, and Russian). This inventory has frequently been used in the context of English as a foreign language.

The FLRAS consists of 20 anxiety related items, each of which is to be answered on a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree" concerning anxiety while

reading foreign language academic texts. In this study, the FLRAS instrument is adopted without any changes except substituting some words in a more understandable way. The FLRAS is reliable and valid for measuring English language anxiety levels of university students. The reported Cronbach alpha of the FLRAS questionnaire in a study by Saito et al (1999) was (0.86) which is considered as a very good internal reliability consistency. The purpose of using this instrument was to determine the students' reading anxiety level (Research question 1).

### ***3.5.1.2 Strategy Inventory for Reading Strategy Use (SIRSU)***

Strategy Inventory for Language Learning (SILL) is an instrument which was developed by Oxford (1990) with the intention to measure learners' general English language learning strategy use. The SILL is comprised of 50-items. As to Oxford and Burry (1995), SILL which is the most widely used instrument around the world to assess learners' general learning strategies can be used with all language skills. Similarly, Park (2010) developed the Reading Strategy Questionnaire (RSQ) to measure students' use of reading strategies. The RSQ consists of 34 statements which are related to three types of reading strategies and the five measures of self-regulation capacity. These strategy types are planning, attending, and evaluating, while the self-regulating components are commitment, emotional, metacognitive, satiation, and environmental control which measure students' use of reading strategies.

Moreover, Mokhtari & Sheorey (2002) developed Survey of Reading Strategies (SORS) to assess adolescent and adult EFL/ESL students' metacognitive awareness and perceived use of reading strategies within the context of academic reading. The SORS is comprised of 30-items which measure three broad categories of reading strategies: global reading strategies, problem solving strategies, and support reading strategies.

However, for this study, Oxford's (1990) Strategy Inventory for Language Learning (SILL, version 7.0) which she developed to assess learners' characteristics in their use of general language learning strategies was adapted to collect a skill-specific data on the students' reading strategies use. In the present study, Oxford's 50-items in the SILL which were used to measure students' general language learning strategies were thoroughly revised and changed

into statements about reading in order to measure EFL learners' use of reading strategies, rather than the questions in the original SILL which ask about learners' general language learning strategies.

Hence, in this study, the researcher modified the SILL and developed a different instrument named as "Strategy Inventory for Reading Strategy Use (SIRSU)" to answer (Research question 2) of this study. Similar to that of the Oxford's SILL, the SIRSU contained 50 statements which were divided into six categories namely: memory, cognitive, compensation, meta-cognitive, affective and social strategies to determine students' reading strategies use to minimize difficulties when reading English academic materials. The 50 statements in the SIRSU were used to measure learners' frequencies of language learning strategies use through a Likert scale of 1-5, ranging between 1 being 'Never or almost never true of me' and 5 being 'Always or almost always true of me'. To answer the research question, the researcher obtained data from the SIRSU questionnaire, such as percentage, mean and standard deviation to determine the overall reading strategy use, their reading strategy use in the six categories, and the most and least used reading strategy items so as to examine the characteristics of the participants' reading strategies use.

### **3.5.2 Reading Comprehension Performance Test (RCPT)**

Reading comprehension test is the other instrument used in this study. The purpose of this instrument was to determine the students' reading comprehension performance level (Research Question 3).

Taye (1999) notes there are a number of standardized tests that are used to measure one's level of proficiency in English in different parts of the world. The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are two of the most widely used tests of this kind.

The TOEFL is a standardized test used to measure the English Language proficiency of candidates whose native language is not English. The TOEFL test is recommended to those who have an educational level of eleventh grade or above for it is expected to be too difficult for those below that level. The TOEFL gives attention to the communicative features of the

language aiming at testing the candidate's ability to communicate with the native speakers in the target community. The TOEFL is an all- multiple-choice test

On the other hand, the IELTS, according to The British Council (1995) and Witt (1992), is also a proficiency test primarily intended to assess whether candidates whose first language is not English are capable of studying or training in English medium institutions. The IELTS also gives attention to the communicative features of the language aiming at testing the candidate's ability to communicate with the native speakers in the target community. The IELTS is based on a communicative approach with questions requiring matching, multiple choice, short answers, sentence completion, writing paragraphs and short essays in a real life-like situation. There are two types of modules in the IELTS: Academic and General Training modules. The Academic modules are for candidates planning to study at universities or higher forms of education. The General Training modules are for candidates taking secondary education, work training or for immigration purposes.

Thus, though both the TOEFL and the IELTS give attention to the communicative features of the language aiming at testing the candidate's ability to communicate with the native speakers in the target community, the TOEFL test is recommended to those who have an educational level of eleventh grade or above, while the IELTS, specifically the academic modules are for candidates planning to study at universities or higher forms of education. Besides, while TOEFL is an all- multiple-choice test, the IELTS is based on a communicative approach with questions requiring matching, multiple choice, short answers, sentence completion, writing paragraphs and short essays.

Therefore, because of the above differences between the IELTS and TOEFL, I found the IELTS to be more appropriate for use with my students. Besides, because I wanted to test the subjects through reading tests containing a variety of question items such as matching, multiple choice, short answers, sentence completion, writing paragraphs and short essays, the IELTS test type is chosen in this study as it fulfills the requirements. The academic modules are chosen to measure the subjects' reading performance as the subjects in present study are university EFL students. The researcher feels that the TOEFL is not appropriate to be used in

this study as it does not measure students' English language ability in a variety of question types; the TOEFL is just an all-multiple choice test type.

In this study, only the reading part of the text from an IELTS was used. The results were not calculated to a band score, but as numerical scores. Results were tallied either as correct or incorrect. In this study, two reading comprehension passages that are part of IELTS were used. The two reading passages are taken from the academic Training test (Cambridge IELTS, 2007) accessed on <http://www.ielts.org> mock exams. Both passages contain “multiple-choice”, “matching”, “yes” or “no”, items and providing “short answers”. The reading passages consist of two texts with a total of twenty eight questions each of which containing fourteen questions based on information from the texts (See Appendix F). The reason why the researcher intended to use reading comprehension passages from IELTS is because as to Pierce (1994), IELTS tests match with experiences and cultures of the majority of the students across the world as they are standardized tests. He further notes that IELTS tests show high reliability and validity. As to the scholar, “the IELTS is internationally administered” test for assessing the language proficiency level of foreign language learners.

Besides, the reading comprehension tests selected from the IELTS exams used in this study were checked in the context of Ethiopia by language experts and by students to see if they are free of cultural bias and if they are not far from the respondents' background knowledge.

### **3.5.3 Interview**

To gain a deeper understanding of reading anxiety and reading strategies, and reading comprehension, the researcher chose to combine quantitative data with qualitative data through interview. The interview containing 15 questions related to reading strategy use, reading anxiety, and reading comprehension was developed by the researcher after reviewing related literature (See Appendix K). The researcher did so to gain information that might not have been obtained through the questionnaires and test, and to further verify the reliability of data gathered by questionnaires and by the test. The researcher wanted to interview second year English Language majoring volunteer students. The questions were open-ended, which required a more detailed answer rather than a ‘yes’ or ‘no’ response. The interview was used

to check the consistency of the data obtained through questionnaires, and to identify the sources for foreign language reading anxiety and the causes for students' reading comprehension problems. Necessary modifications to the questions were made during the interview. Each interview was audio-recorded and transcribed for analysis.

The relationship between the learners' reading strategy use and their reading anxiety, reading strategy use and their performance in reading the English language, and reading anxiety and their reading performance of the English language were answered on the basis of the results for the the EFL learners' English language reading strategy use level, the EFL learners' English Language reading anxiety level, and their English language performance level in reading. This is to mean that the relationship between the students' reading anxiety level and their reading strategy use, the association between students' reading anxiety level and their reading performance level, and the correlation between the students' reading strategy use and their performance in reading were computed after determining the subjects' reading strategy use level, the students' reading anxiety level, and after determining their reading performance level in reading.

### **3.6 Data Collecting Procedures**

Following procedures is very important when collecting data for any study. Thus, when administering the instruments of the present study (i.e. the reading comprehension Performance test, the questionnaires, and the interview), the following procedures were followed in administering them:

In the beginning, permission was asked to the department heads in the study universities. 130 second year English majoring students at B.A level from Aksum, Adigrat, Mekelle, and Raya universities were identified. After that, general instruction on how to go on doing the reading comprehension test, on how to fill out the questionnaires and on the interview was given. Brief explanation about the purpose of the study was also given to the participants. Then, the students were informed that the data from them were only for the research purpose and that do not affect any of their academic results.

In the pilot study, questionnaires were administered first, followed by the reading comprehension test and the interview, respectively. However, because the researcher noticed later that the questionnaires contained a lot of information about the possible sources of reading anxiety and about the different types of reading strategies, in the main study, the students answered the reading comprehension test first, before they get input about reading anxiety and reading strategy, and then the questionnaires and the interview in that order. Hence, this change of procedure in administering the data gathering instruments was made in the main study for fear that administering the questionnaires first would affect the real status of the students' reading comprehension performance. The reading comprehension tests, the two questionnaires, and the interview were distributed to the selected students on four different days with in specified times.

On the first day, the participants were made to take the reading comprehension performance tests intending to measure their general academic reading comprehension performance. Sixty minutes was given to complete the two reading passages. On the next day, the participants were asked to fill out the Strategy Inventory for Reading Strategies Use (SIRSU) to determine their characteristics of reading strategy use. The participants were asked to respond to each item of the SIRSU based on their strategy use while they read English academic materials. Fifty minutes was given to complete the SIRSU. On the third day, the subjects were asked to complete the FLRAS intending to measure their reading anxiety levels and collected immediately. Twenty minutes was given to complete the FLRAS

In the end, the interview was made with eight volunteered students of the same department on a different day so as to keep the students' comfort. During this time, there was no time limit. The time taken depended on the ideas that the interviewed ones had. The responses for the interview were audio-recorded. Finally, after collecting the information, the researcher entered the quantitative data into Statistical Package for Social Science (SPSS) version 20.0, checked the appropriateness of the procedures followed, ascertained the reliability of the questionnaires again, analyzed and discussed the obtained data.

## **3.7 Validity and Reliability of the Instruments**

### **3.7.1 Validity of the Instruments**

The validity and reliability of the questionnaires, the reading comprehension performance test and the interview questions were re-examined during the main study. Though they were tested during the pilot study, they were re-checked during the main study due to the difference in the number of participants in the pilot and the main studies.

#### ***3.7.1.1 Validity of the Questionnaires***

The Strategy Inventory for Reading Strategy Use (SIRSU) and the Foreign Language Reading Anxiety Scale (FLRAS) were the two questionnaires used for this study. As Ellis (1994) and Saito et al. (1999) stated, these questionnaires have been widely used across many cultural groups all over the world to-date. Thus, in the present study, the researcher adopted the FLRAS questionnaire from Saito et al. (1999). The FLRAS is taken as it was and without any modification. Besides, the researcher adapted the Strategy Inventory for Language Learning (SILL) questionnaire which was developed by Oxford (1990). As to Oxford, the SILL was used to investigate general language learning strategies. However, because Oxford suggested that the SILL can be used for skill-specific studies, the researcher in the present study modified the SILL into SIRSU to investigate students' reading strategies use, and then consulted his advisor and colleagues to comment on the items in the questionnaires.

The language and layout of the questionnaires were reviewed by the experts. While the TEFL PhD candidates evaluated the language aspects of the instruments, the psychology candidates evaluated the affective aspects of the instruments. As a result, the researcher gained useful insights from these experts about the face and content validity and the clarity of questions and instructions in both questionnaires.

EFL students' questionnaires in this study originally consisted of a total of 70 items (i.e. 20 FLRAS questionnaire and 50 SIRSU questionnaire), and still remained to be 70 items. The modifications made were on the wording. Some items were rephrased in a more understandable way after it was learnt from the validation experts. Students' comments were

also considered in making the questionnaires more comprehensible by rewording some unclear **words** such as ‘upset’, ‘intimidate’, and ‘nervous’- which were replaced by ‘disturb’, ‘frighten’, and ‘worried’ respectively; and **phrases** in the reading strategy use questionnaire, such as ‘make up’ and ‘a word or a phrase that means the same thing’- which were substituted by ‘create, and ‘synonym’, respective before they were used in the main study for data collection. Therefore, except some minor problems in the questionnaires, they were clear and workable. Thus, it was with these minor changes that the researcher proceeded in to the main study.

### ***3.7.1.2 Validity and Reliability of the Reading Comprehension Performance Test***

The students’ reading comprehension performance test was used mainly to gather data quantitatively. Slightly modified old version of the International English Language Testing System (IELTS) reading section was used for this purpose. There were two passages taken from the IELTS. The first passage is about “Changing our understanding of Health”; whereas; the second passage is about “The Risks of Cigarette Smoke.” The number of questions from the two sections of the reading passages was 28; 14 each. The maximum score expected was (28) and the lowest one was (0). Students who scored 13(49%) and below out of 28(100%) were considered low; between 14(50%) and 21(74%) were considered medium level; and between 22(75%) and 28(100%) were considered high performers. This grading scale is standardized and internationally used (Alamadai, 2009). The grading scale for undergraduate students in the Ethiopian Universities was also checked and was found to be similar (i.e.  $\leq 49\%$  = C- and below; 50% to 74%= C, B-, B; 75% to 100%= B+, A-, A, A+). For further information, (See Appendix -H).

Bachman and Palmer (1996), Brown (2003:26), and Weir (2005) say commonly that “Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure.’” As it was crucial to see what went into the test, and what scholars thought of the test, the reading comprehension performance test was given to the research advisor and to two Psychology and other two TEFL PhD candidates at AAU to comment on them based on certain criteria. The scholars were informed to assess the tests based on the following criteria: Is the test instruction clear for university students? Is the

language of the items acceptable? Are the items appropriate to test reading comprehension performance? Are the questions related to the content of the reading texts? Are the major question types covered by the test items? Do the tests appear as reasonable ways of assessing the students? Based on the comments by the research advisor, the experts and the students, slight revision on the formatting was made before the main study was administered. For example, the matching items were put in sequence, but the researcher in this study put them in columns so that the students can easily do the test.

Regarding the reliability of the reading comprehension tests, the IELTS reading tests are considered to be standardized and are being used in different contexts and in different cultural groups in SL and FL settings. Thus, they are valid and highly reliable instruments (O'Malley, 1998). Because of this fact, the tests were taken as they are except some rearrangements of the layout.

### **3.7.2 Reliability of the Instruments**

Though the reliability of the data collecting instruments were tested in the pilot study, their reliability were re-tested using the Cronbach's alpha in the main study as there was difference in number of subjects between the pilot study and the main study. Thus, in this section, evidences of these qualities obtained from Cronbach's alpha are presented.

#### ***3.7.2.1 Reliability of the FLRAS Questionnaire***

Though the FLRAS is internationally used for it is valid and reliable with an internal consistency coefficient of 0.86 (Cronbach alpha, N=383) checked by Saito et al (1990, the researcher, in the present study, also wanted to recheck the instrument's reliability in a different context, Ethiopia, and with a different number of participants (N=130). Thus, to check its reliability, the FLRAS questionnaire by Saito et al. (1999) which contained 20 items was also tested on 130 second year English majoring students of four universities in the Tigray Regional state of Ethiopia, namely, Aksum, Adigrat, Mekelle and Raya universities. The questionnaire was designed to measure the anxiety that students experience in reading in a foreign language. Each item in the FLRAS was answered on a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree." The highest degree of anxiety received 5 and the

lowest received 1. The possible range of score of the 20 items in the FLRAS was 20 to 100. The higher score indicates more anxiety on the students' part.

According to Saito et al. (1999), in calculating the total scores of the FLRAS, a numerical value was first given to each of the items in the FLRAS. For the negative statements, such as item 1 in the FLRAS "I get upset when I'm not sure whether I understand what I am reading in English," the scoring went after the following rule, "strongly agree" (5 points), "agree" (4 points), "neither agree nor disagree" (3 points), "disagree" (2 points) and "strongly disagree" (1 point). For the positive statements, items 12, 16 and 18 in the FLRAS such as "I enjoy reading English," the scoring rule was reversed, i.e., "strongly agree (1 point), "agree" (2 points), "neither agree nor disagree" (3 points), "disagree" (4 points) and "strongly disagree (5 points).

Therefore, all items of the FLRAS questionnaire were filled by the target students and were collected immediately. Then, the internal consistency reliability of the adopted FLRAS was computed on the SPSS version 20 using the Cronbach's alpha test. Before the descriptive statistics was reported, the internal consistency the FLRAS and the SIRSU were examined and reported. In the present study, the FLRAS showed a very good internal reliability consistency of 0.89 (Cronbach's alpha, N = 130) (See Tables 2 and 3 below) among learners of English at Aksum, Adigrat, Mekelle, and Raya universities, which is almost in agreement with that of Saito et al.'s (1999) FLRAS. In their study, the FLRAS showed an internal reliability consistency coefficient of 0.86 (Cronbach's Alpha, N=383).

**Table 2: Standards for Cronbach's Alpha Results**

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
0.9-1.0	Excellent
0.8-0.9	Good
0.7-0.8	Acceptable
0.6-0.7	Questionable
0.5-0.6	Poor
<0.5	Unacceptable

**Source: Dornyei (2003:111)**

**Table 3: Reliability Statistics of the FLRAS Questionnaire**

<b>Cronbach's Alpha</b>	<b>Number of Items</b>	<b>Number of Participants</b>
<b>0.89</b>	20	130

**3.7.2.2 The Reliability of the SIRSU Questionnaire**

In order to make the questionnaire items generate the data needed for the study, it was important to get some evidence of reliability. According to Dornyei (2003, P: 111), reliability refers to the degree to which the instrument measures phenomena in a consistent manner. "Reliability refers to consistency; obtaining the same results again" (p.69). This consistency can be measured in the form of a statistical coefficient of reproducibility, often Cronbach's alpha, which is similar to a correlation coefficient. As to Oxford (1996), for the Strategy Inventory for Language Learning (SILL), Cronbach alpha has been chosen as the most appropriate reliability index. There are two versions of the SILL. One containing 50-items developed for learners of English as a Foreign Language, and the other containing 80-items designed for learners who are Native-Speakers of English. In general, the ESL/EFL SILL reliabilities have been very high. The SILL has been widely used and its Cronbach alpha reliability coefficients are within the acceptable limits. Reliability of the SILL is high across many cultural groups (Ellis, 1994, p.539). A number of studies have revealed high reliabilities of the SILL. To name a few, it was .93 with 332 Korean university EFL learners (Park, 1994), and in the range of .91 to .95 for the 50 and 80-items questionnaires (Oxford and Ehrman, 1995, Oxford and Nyikos, 1989).

In the present study, Oxford's 50-items in the SILL which were used to measure students' general language learning strategies were thoroughly revised and changed into statements about reading in order to measure EFL learners' use of reading strategies, rather than the questions in the original SILL which ask about learners' general language learning strategies.

Hence, in this study, the researcher modified the SILL and developed a different instrument named as "Strategy Inventory for Reading Strategy Use (SIRSU)". That is why the researcher, in the present study, wanted to check the internal consistency reliability of the SIRSU. Similar

to that of the Oxford's SILL, the SIRSU contained 50 statements which were designed to determine students' use of reading strategies.

For the SIRSU, in the present study, too, Cronbach alpha was chosen as the most appropriate reliability index. To measure the internal consistency reliability of the SIRSU questionnaire, Cronbach's Alpha test was made in order to assess the internal consistency of responses from one item to another after the data was collected.

As mentioned earlier, Oxford's 50-items in the SILL which were used to measure students' general language learning strategies were thoroughly revised and changed them into statements about reading in order to measure EFL learners' use of reading strategies. The researcher modified the SILL and developed a different instrument named as "Strategy Inventory for Reading Strategy Use (SIRSU)". Because the SIRSU is designed to measure language skill-specific which is reading and not measured before, it has become necessary to measure its reliability using Cronbach alpha. Table 4 below summarizes the Cronbach's alpha coefficient of internal consistency of the six categories of reading strategies and the overall SIRSU.

**Table 4: Internal Reliability Statistics of the six categories and the overall SIRSU Questionnaire**

Category	Cronbach's Alpha Coefficient	Number of Items	Number of Students
Memory Strategies	<b>0.778</b>	(1-9) =9 Items	130
Cognitive Strategies	<b>0.774</b>	(10-23)=14 Items	130
Compensation Strategies	<b>0.702</b>	(24-29)=6 Items	130
Meta-cognitive Strategies	<b>0.883</b>	(30-38)=9 Items	130
Affective Strategies	<b>0.735</b>	(39-44)=6 Items	130
Social Strategies	<b>0.795</b>	(45-50)=6 Items	130
<b>Overall Strategies</b>	<b>0.933</b>	50	130

Hence, as indicated in Table 4 above, the internal consistency reliability coefficient for the overall SIRSU questionnaire (50 items) was rechecked and found to be 0.933 (Cronbach's

Alpha, N=130), which is considered as an excellent level of reliability. This coefficient is found to be consistently reliable in the findings of previous studies such as the SILL with a Cronbach alpha of 0.95 (N=332), in the pilot result of the present study with a Cronbach alpha of 0.904 (N=64) and in this main study with a Cronbach alpha of 0.933 (N=130). The reliabilities of the the six types of reading strategies are also found acceptable in this study with a Cronbach alpha of 0.778 (N=130) for the memory reading strategies, 0.774 (N=130) for the cognitive reading strategies, 0.702 (N=130) for the compensation reading strategies, 0.883 (N=130) for the metacognitive reading strategies, 0.735 (N=130) for the affective reading strategies and 0.795 (N=130) for the social reading strategies. Each item used a 5-point Likert-type scale ranging from 5 (Always true of me) to 1 (Never true of me). A subject's responses "Always true of me" was equated with 5, "Usually true of me", 4, "sometimes true of me" was equated with 3, "Rarely true of me", was 2, and "Never true of me" was equated with 1.

### **3.8 Methods of Data Analysis**

To answer the research questions of this study, data were collected using the instruments. Using the Statistical Package for Social Science (SPSS) version 20.0, the data were analyzed in quantitative methods to determine the relationship among EFL learners' status of reading strategy use, reading anxiety and their performance in reading the English language. After the administration of the instruments, in order to interpret the data obtained through questionnaires, descriptive statistics, such as frequency, percentage, means, standard deviations; and inferential statistics, such as Pearson Product-Moment correlation and simple linear regression were applied for data analysis.

The relationships between the six sub-categories of reading strategy use (i.e. memory, cognitive, compensation, metacognitive, affective, social), the three levels of reading anxiety (i.e. high, medium and low), , and the three levels of reading comprehension performance test scores (high, medium, low) were also computed using cross-tabulation and simple linear regression analysis for more detailed information.

Cross-tabulation was used to determine the relationship between the categorical variables. Regression analysis also allowed the researcher to look at how well the predictor variables together predict the outcome variable; and to compare which of the predictors has the strongest relationship with the outcome variable. The data obtained from the SIRSU and FLRAS questionnaires were quantitative and analyzed quantitatively. Furthermore, the data obtained from interviews were qualitative and analyzed qualitatively. The analysis was made according to the order of the research questions of this study. The results were interpreted and discussed in relation to the research questions and relevant literature. The following methods were followed in the process of data analysis for this study:

### **3.8.1 Methods of Data Analysis of the Questionnaires**

#### ***3.8.1.1 Data Analysis of the FLRAS Questionnaire***

The Foreign Language Reading Anxiety Scale (FLRAS) which was developed by Saito et al. (1999) was adopted to answer the first research question of this study. The FLRAS contained 20 items to identify students' English academic materials reading anxiety levels. To answer this research question, the researcher obtained descriptive statistics on FLRAS, such as frequency counts, percentage, mean, and standard deviations so as to determine the participants' overall reading anxiety level, and their reading anxiety levels in three groups.

Based on the scores of the FLRAS, the students were categorized into higher, medium, and lower anxiety readers. The responses were rated for all five point scale measurements based on the following scales: 5= Strongly Agree; 4= Agree; 3= Neutral; 2= Disagree; 1=Strongly Disagree for the FLRAS items, with 1 being the lowest rate and 5 being the highest rate. The mean scores were then computed based on the above five point Likert scale. Participants whose scores were 1.0 to 2.79 were regarded as low, 2.8 to 4.24 as medium, and 4.25 to 5.0 were regarded as high anxiety readers. Thus, the mean score of any individual item was supposed to fall between 1 and 5 (Saito et al., 1999).

According to Saito et al (1999), participants whose anxiety scores were one or more than one standard deviation above the total mean were also classified as high anxiety, and those whose scores were one or more than one standard deviation below the total mean were considered as

low anxiety. The rest were considered to be mid anxiety. The possible range of score of the 20 items in the FLRAS was 20 to 100. Since the mean score for the FLRAS in the present study was ( $M=70.81$ ) with a standard deviation of ( $SD=14.70$ ), to calculate range for the low anxiety readers, the researcher in the present study subtracted the SD from the total mean ( $70.81-14.70=56.11\approx 56$ ), and to get the range for the high anxiety readers, I summed up both the total mean and the standard deviation ( $70.81+14.70=85.51\approx 85$ ), and those whose mean scores were between the high and low i.e 55 to 84 were considered to be medium anxiety readers.

Hence, in this study, the participants whose anxiety scores were below 56% (i.e. 20% to 55%) were considered as low anxiety readers, above 84% (i.e. 85% to 100%) were considered as high anxiety readers, and the rest (i.e. 56% to 84%) were considered as medium anxiety readers.

### ***3.8.1.2 Data Analysis of the SIRSU Questionnaire***

Based on the scores of the SIRSU, the students were categorized as frequent users, medium users, and low users of reading strategies. According to Oxford (1990), the responses were rated for all five point scale measurements based on the following scales: 5= Always true of me; 4= Usually true of me; 3= Sometimes true of me; 2= Rarely true of me; and 1= Never true of me for the SIRSU items, with 1 being the lowest rate and 5 being the highest rate.

The mean scores were then computed based on the above five point Likert scale. Oxford (1990) interpreted mean scores of the participants on the Strategy Inventory for general Language Learning (SILL) as such that the range of 1.0 to 2.4 were considered as low reading strategy users, the range of 2.5 to 3.4 as medium, and the range of 3.5 to 5.0 as high reading strategy users. Hence, the SIRSU in the present study used this range in a similar manner. The mean score of any individual item was supposed to fall between 1 and 5. Hence, the computed results from the SIRSU were used to form six categories which were related to students' reading strategies use when reading English academic materials.

### **3.8.2 Methods of Analysis of the RCPT Scores**

The instrument used to address the third research question was a reading comprehension Performance Test (RCPT). Research question number three was meant to assess students' English academic materials reading comprehension performance levels. To do this, two reading passages, each containing fourteen questions were adapted from the International English Language Testing System (IELTS). The researcher got permission through a written letter from the British Council, in Addis Ababa, to access reading passages from the IELTS on (<http://www.ielts.org>).

The question types in the reading passages involve “multiple-choice”, “matching”, “yes” or “no”, items and providing “short answers”. Frequency counts, percentage, means and standard deviations of the reading test scores were used to examine the participants' overall reading comprehension performance level and to categorize them into high, medium and low reading performers.

According to the internationally standardized Grading Scale for university students at B.A level, Students who scored below 50% were considered as low, 50% to 74% as medium, and 75% to 100% as high reading performers.

To answer the fourth, fifth and sixth research questions of the study, the researcher used the results of the research instruments of FLRAS, SIRSU, and RCPT. To do this, Pearson Product-Moment correlation, crosstabulation and simple linear regression were used to determine the correlation between students' reading anxiety and their reading strategy use, their reading anxiety and reading comprehension performance, and their reading strategy use and reading comprehension performance.

In addition, the relationships between the three levels of reading anxiety (i.e. high, medium and low), the six sub-categories of reading strategies use (i.e. memory, cognitive, compensation, metacognitive, affective, social), and the three levels of reading comprehension performance test scores (high, medium, low) were computed using the Pearson Product-Moment Correlation Coefficient, crosstabulation and simple linear regression. The linear regression was computed to look at how well the predictor variables

together predict the outcome variable; and to compare which of the predictors has the strongest relationship with the outcome variable.

As Muijs (2004) stated, we use a correlation coefficient (Pearson's  $r$ ) when we are working with two continuous variables to see their relationships. Pearson  $r$  coefficients vary between  $-1$  and  $+1$ , with  $+1$  indicating a perfect positive relationship (say for instance, a high score on variable  $X$  and a high score on variable  $Y$ ),  $-1$  indicating a perfect negative relationship (a high score on  $X$  and a low score on  $Y$ ), and with  $0$  showing no relationship between the variables. Muijs (2004) added that the closer the Pearson  $r$  to  $+1$  or  $-1$ , the stronger the relationship is; and the closer to  $0$ , the weaker the relationship between the variables becomes. The statistical significance of the relationships (the probability value) was also seen along with the correlation coefficient of the variables (i.e. P-value of  $<0.05$  was used to test the statistical significance of the relationships).

According to Muijs (2004), the standard cut-off points for statistical significance (p-value) of the relationship is  $<0.05$  (and in some cases  $<0.01$  or  $<0.001$ ). Muijs (2004) also developed the following rules of thumb to judge the strength of the relationships between variables:

- $< \pm 0.1$ : weak
- $< \pm 0.3$  or  $\pm (0.11-0.3)$ : modest
- $< \pm 0.5$  or  $\pm (0.31-0.5)$ : moderate
- $< \pm 0.8$  or  $\pm (0.51-0.8)$ : strong
- $\geq \pm 0.8$  or  $\pm (0.81-1.0)$ : very strong ( p,145)

Hence, the above cut-off points by Muijs (2004) for strength of relationships and for statistical significance of relationships between variables were used to determine the strength of relationships and the statistical significance of the relationships between the variables in the present study.

### **3.8.3 Methods of Analysis of the Interview**

Qualitative data were also collected through interview in this study. The interview was made with eight volunteered students in their preferred language (Amharic, Tigrigna, or English) so

asto make the participants express their feelings freely and enhance comfortable communication. The data from the interview was audio-recorded. The researcher listened to the interview audio- recorder carefully prior to transcription. After that, the data were transcribed word for word in the language used for interview. Following this, the accuracy of the transcription was crosschecked with the interviewed ones. Then, the researcher summarized the interview data in English for analysis. Similar responses by each interviewee for each question of the interviews were categorized together and documented based on the order of the questions for analysis.

After the preparation of full written transcripts of the interview data, the researcher used them mainly to supplement the data from the FLRAS and SIRSU questionnaires and the reading comprehension performance tests. The data that were gathered through a structured interview were qualitatively analyzed and interpreted. Frankly speaking, the interview brought pertinent data and strengthened the analysis of data that were collected through the questionnaires and the reading test. Moreover, the data from the interview were used to find out the sources for students' reading anxiety and the causes for their reading comprehension performance problems.

To sum up, to answer the research questions of the study, FLRAS and SIRSU questionnaires and RCP tests were used to gather quantitative data. An interview was also made with eight volunteered students to gather qualitative data, which was intended mainly to enrich the data by the questionnaires and reading test, and to find out the sources for students' English academic materials reading anxiety and the causes for their English academic materials reading comprehension performance problems. Thus, the sections above describe the study participants, the procedures followed, the validity and reliability of the instruments, and the data analysis methods of the present study.

## **3.9 The Pilot Study**

### **3.9.1 Introduction**

This section presents the results of the analysis and discussion of data collected through questionnaires, tests and interview for the pilot study. This section also includes the summary of the findings of the analysis and discussion of the results of the pilot study. Further, it contains the lessons learned for the main study. The pilot study mainly focused on checking the appropriateness of the data gathering instruments and the procedures followed to conduct the research. The different instruments used in the study constituted questionnaires, reading tests, and interview.

After the quantitative data had been collected, responses were categorized and coded. After that, data manipulation was done using the SPSS (Statistical Package for Social Sciences) version 20. The data gathered through interviews were transcribed word for word and documented for analysis qualitatively. Finally, the validity and reliability of data collection instruments were checked and the results of the pilot study were analyzed and discussed. The researcher identified problems in the research procedures and in the instruments and made improvements on them. Besides, the preliminary results and lessons that were learned for the main study were discussed.

### **3.9.2 Rationale for Conducting the Pilot Study**

Piloting research instruments before the main study is very important. The questionnaires of this study were piloted by taking a group of students similar to the target sample. The questionnaires were designed for collecting quantitative data from students on their reading anxiety and reading strategy use. They were conducted to collect feedback about the overall clarity of the instructions and the items (statements) before using the final version of the questionnaires in the main study.

According to Gilbert (2001) cited in Abiy (2005), a pilot study is defined as a small-scale tryout designed to uncover problems in the proposed methodology and instruments which is done in preparation of the main study. The scholars further explain that a pilot study is done

to discover any problems before the implementation of research instruments and design in the main study. Conducting a pilot study can have different values in research. Firstly, as a small scale version or trial of the main study, it serves as a means of attaining advance warning about the problems the main study may encounter. Secondly, the pilot study is valuable to pre-test or try out the effectiveness of research instruments. It helps to evaluate the likely success of using the proposed subjects, to determine sample size, and to uncover potential problems of the proposed data analysis techniques. Thirdly, pilot study acquaints the researcher with the research process.

Thus, the main purpose of conducting the pilot study in this research was to pretest the appropriateness of the instruments (questionnaires, reading comprehension performance test and interview) and the procedures followed, to revise and improve them for the main study. Furthermore, the rationale for conducting this pilot study prior to the main study on a small scale was to help the researcher check out the reliability and validity of the instruments. More specifically, the researcher tried to see the practical aspects of administering the data collection instruments including the time required to administer the instruments, the clarity of instructions, the procedures followed, and the suitability of methods of data analysis. Generally, the rationale for conducting the pilot study was to try out the suitability of the data collecting instruments, the effectiveness of procedures followed, and to make necessary amendments in line with the pilot results before the main study was carried out.

### **3.9.3 Subjects of the Pilot Study**

The subjects of the pilot study were second year English language majoring students of the 2016 academic year at Aksum and Adi-Grat universities -which are found in the Tigrai Regional state of Ethiopia. The selection of the universities and subjects was based on the fact that the researcher has good familiarity with the staff there and this created a good opportunity to him to get cooperation from them and to collect data from the subjects of the pilot study without difficulties. All available second year English language majoring students (i.e 64 students, of them, 34 (53.1%) were from Aksum University, while 30 (46.9) of them were from Adigrat University. Of the 64 participants, 32 (50%) of them were males, and 32 (50%) of them were females, which was, by chance, equal proportion in gender) were used through

convenience sampling as they were the students who took the reading course while they were in the second year.

### **3.9.4 Validity and Reliability of the Instruments**

#### ***3.9.4.1 Validity of the Instruments***

Once the data collection instruments were developed, different procedures were employed to get evidences of the validity of the instruments. The validity of the questionnaires, the reading comprehension performance test and the interview questions were tested by experts.

##### **3.9.4.1.1 Validity of the Questionnaires**

The researcher used two questionnaires to investigate the target students' reading anxiety levels and to identify the reading strategy types the students use most frequently when reading English reading materials to minimize reading difficulties. To do this, the Foreign Language Reading Anxiety Scale (FLRAS) and the Strategy Inventory for Reading Strategy Use (SIRSU) were used for this study.

The face and content validity of both questionnaires were ascertained by the research advisor and by one Psychology and three TEFL PhD candidates who were doing their PhD at AAU by the year 2016. The researcher asked the candidates to evaluate the quality and quantity of the questionnaires. The PhD candidates were asked to review the quality and quantity of the instruments on the basis of the following validity criteria: (1) Clarity of the instructions (2) Clarity in wording of the statements (3) Relevance of the items, (4) Formatting of items. The language and affective factors of the questionnaires were reviewed by the experts. While the TEFL PhD candidates evaluated the language aspects of the instruments, the psychology candidate evaluated the affective aspects of the instruments. The candidates were also asked to provide general criticisms and suggestions on the questionnaires.

As a result, the researcher gained some insights from these experts about the face and content validity and the clarity of questions and instructions in both questionnaires. On the basis of their comments, the researcher revised the questionnaires before they were used in the pilot

study. The modifications made were on the wording. Some items were rephrased in a more understandable way after it was learnt from the validation experts. Thus, the researcher had the chance to make two EFL students, who were similar in department and level to the participants of the study, comment on the instruments while developing them. For instance, during the administration of the questionnaires, some students were observed asking repeatedly for the meanings of some words in the reading anxiety questionnaire, such as ‘upset’, ‘intimidate’, and ‘nervous’- which were replaced by ‘disturb’, ‘frighten’, and ‘worried’ study respectively; and the meanings of some other words and phrases in the reading strategy use questionnaire, such as ‘make up’ and ‘a word or a phrase that means the same thing’ - which were substituted by ‘create, and ‘synonym’, respectively.

Another lesson learned from this pilot study was that the negative statements in the reading strategy use questionnaire, such as ‘I **do not** translate word- for- word when I read English texts for understanding’, and ‘I read English texts **without** looking up every new word from dictionary, reference sources, note-books, etc.’ created the researcher some sort of difficulties while analyzing the students’ responses to these items. Hence, these statements were changed into positive ones as ‘I translate word- for- word when I read English texts for understanding’, and ‘I read English texts **by** looking up every new word from dictionary, reference sources, note-books, etc.’ to simplify analyses difficulties in the main study. Such revisions were made to make the ideas clear for the students in the main study. Thus, except some minor problems of these kinds, the questionnaires were found to be clear and workable.

#### 3.9.4.1.2 Validity and Reliability of the Reading Comprehension Performance Test

This instrument was prepared to learn more about the students’ reading comprehension performance. Slightly modified old version of the International English Language Testing System (IELTS) reading section was used for this purpose. There are two passages taken from the IELTS. The first passage is about “Changing our understanding of Health”; whereas; the second passage is about “The Risks of Cigarette Smoke.”

The reading comprehension performance tests were given to the research advisor and to one Psychology and three TEFL PhD candidates at AAU to comment on them. The scholars were

informed to assess the tests based on the criteria under section 3.7.1.2. Therefore, the comments collected from the language experts were used to confirm the face and content validity of the reading comprehension performance test items. Some of the comments included: the instruction and the layout of the reading tests lacked some sort of clarity. Finally, taking the comments into account, slight revision was made on the test before the pilot study was administered.

Regarding the reliability of the reading comprehension tests, the IELTS reading tests are considered to be standardized and are being used in different contexts and in different cultural groups in SL and FL settings. Thus, they are valid and highly reliable instruments (O'Malley, 1998). Because of this fact, the tests were taken as they are.

#### 3.9.4.1.3 Validity and Reliability of the Interview Questions

The interview for students was initially prepared in English. Then, as it was assumed that the students are more proficient in Amharic and/or in Tigrinya than they are in English, the interview was translated into Amharic and Tigrinya and approved by two professionals in Amharic language who were doing their PhD in the Department of Ethiopian Languages (Amharic) at Addis Ababa University. This was deliberately done to avoid the problem of language barrier which might interfere in obtaining the necessary information.

The interview questions were designed to check the reliability of the data obtained through questionnaires, and the the reading performance test and to identify the sources for foreign language reading anxiety and the causes for students' reading comprehension problems. The interview items which had been developed on the basis of the literature reviewed were given to the experts mentioned above to determine their validity and to review their clarity before they were conducted.

One of them commented to avoid redundancy in the questions, and that comment was reconsidered. The other teacher felt that the questions were clear and appropriate to get the opinions from the interviewees. Another means of strengthening the validity of interview items, according to Gray (2004), is constructing interview with some respondents. In this regard, since the researcher had easy access to second year English students, he had the

opportunity to make two subjects take part in the refinement of items. Accordingly, the researcher made some modifications on the interview questions. After making some changes on the questions based on the comments, the interview was conducted, transcribed verbatim in English by the researcher and crosschecked with the interviewees for content validity purposes. The interviewees were asked to read the transcription to confirm whether the ideas were theirs or not, and all of them agreed with the transcription.

#### ***3.9.4.2 Reliability of the Instruments***

Once the validity of the data collection questionnaires were checked, their reliability were tested using the Cronbach's alpha.

##### **3.9. 4.2.1 Reliability of the FLRAS Questionnaire**

The research design for this study is descriptive-correlational. Obviously, in correlational research, the reliability of a questionnaire is very important as it is usually the major data source. Among the different types of reliability, internal consistency reliability is used to measure the consistency of results across items on the same test. Internal consistency refers to the homogeneity of the items that make up the multi-item scale. Internal consistency reliability is usually measured by the Cronbach's Alpha coefficient, which ranges from 0 to 1.

Though the FLRAS is internationally used for it is valid and reliable with an internal consistency coefficient of 0.86 (Cronbach alpha, N=383), the researcher, in the present study, also wanted to recheck the instrument's reliability in a different context, Ethiopia, and with a different number of participants (N=64). Hence, to check its reliability, the FLRAS questionnaire by Saito et al. (1999) which contained 20 items was piloted on 64 second year English majoring students of Aksum and Adigrat universities. The questionnaire was designed to measure the anxiety that students experience in reading in a foreign language.

Therefore, the internal consistency reliability of the adapted FLRAS was computed on the SPSS version 20 using the Cronbach's alpha test. Before the descriptive statistics was reported, the internal consistency the FLRAS was examined and reported. In the present study, the FLRAS showed a very good internal reliability consistency of 0.83 (Cronbach's

alpha, N = 64) among learners of English at Aksum and Adigrat universities, which is almost in agreement with that of Saito et al.'s (1999) FLRAS. In their study, the FLRAS showed an internal reliability consistency coefficient of 0.86 (Cronbach's Alpha, N=383).

#### 3.9. 4.2.2 The Reliability of the SIRSU Questionnaire

In this pilot study, the internal consistency of close ended questions in the SIRSU questionnaire was also checked. As to Oxford (1996), for the Strategy Inventory for Language Learning (SILL), Cronbach alpha has been chosen as the most appropriate reliability index.

In the present study, Oxford's 50-items in the SILL which were used to measure students' general language learning strategies were thoroughly revised and changed into statements about reading in order to measure EFL learners' use of reading strategies. The researcher modified the SILL and developed a different instrument named as "Strategy Inventory for Reading Strategy Use (SIRSU)". That is why the researcher, in the present study, wanted to check the internal consistency reliability of the SIRSU. To measure the internal consistency reliability of the SIRSU questionnaire, Cronbach's Alpha test was made in order to assess the internal consistency of responses from one item to another after the data was collected. Because the SIRSU is designed to measure language skill-specific which is reading and not measured before, it has become necessary to measure its reliability using Cronbach alpha.

Hence, the internal consistency reliability coefficient for the overall SIRSU questionnaire was checked and found to be 0.904 (Cronbach's Alpha, N=64), which is considered as a high level of reliability. This coefficient is in harmony with the findings of previous studies such as the SILL with a Cronbach alpha of .91 to .95 (Oxford and Ehrman, 1995, Oxford and Nyikos, 1989).

#### **3.9.5 Methods of Data Analysis**

The researcher utilized the Statistical Package for Social Science (SPSS) version 20.0 to process the data analysis in quantitative methods to determine the possible effects of each independent variables-reading anxiety and reading strategy use, on the dependent variable-reading comprehension performance. After the administration of the instruments, in order to

interpret the data obtained through questionnaires, descriptive statistics, such as frequency, percentage, means, standard deviations; and inferential statistics, such as Pearson Product-Moment correlation were applied for data analysis. The data obtained from the FLRAS and SIRSU questionnaires were quantitative and analyzed quantitatively. Moreover, the data obtained from interviews were qualitative and analyzed qualitatively. The analysis was made according to the order of the research questions of this study. The results were interpreted and discussed in relation to the research questions and relevant literature.

### **3.9.6 Lessons Learned for the Main Study**

The instruments utilized to collect data in the pilot study were questionnaires, reading test, and interview. The objective of using these data gathering instruments was to find out the effects of reading anxiety and reading strategies on students' reading comprehension performance. Hence, the lessons learned from the pilot study with their implications for the main study were summarized as below:

1. To begin with, one lesson learned from the pilot study was that some students were observed asking repeatedly for the meanings of some words in the reading anxiety questionnaire, such as 'upset', 'intimidate', and 'nervous'- which could be replaced by 'disturb', 'frighten', and 'worried' respectively; and the meanings of some other words and phrases in the reading strategy use questionnaire, such as 'make up' and 'a word or a phrase that means the same thing'- which could be substituted by 'create, and 'synonym', respectively. Thus, such revisions were made to make the ideas clear for the students in the main study.
2. Another lesson learned from this pilot study was that the negative statements in the reading strategy use questionnaire, such as 'I do not translate word- for- word when I read English texts for understanding', and 'I read English texts without looking up every new word from dictionary, reference sources, note-books, etc.' created the researcher some sort of difficulties while analyzing the students' responses to these items. Hence, these statements were changed into positive ones to simplify analyses difficulties in the main study.

3. The other insight drawn from the pilot study was that the time allotted for both passages in the reading comprehension test was not enough. The students were given 40 minutes to complete the questions from the two passages; however, they were observed that they could not complete the work within the specified time. Thus, 20 more minutes was allotted for the reading tests in the main study so that the students could have 1 full hour.

4. An important lesson was also learned from the pilot study about the time for administering the reading comprehension test. The researcher requested a teacher to leave his one regular period which lasted 40 minutes for the reading test in advance. However, because the students could not complete the test within the given time, I was forced to ask the next subject teacher to allow me 20 minutes of his period so as to make the students complete the test. But the teacher was not willing to leave his period for the purpose. The students took the papers home and returned them the next day. Initially, I did not want the students to take the test papers to their homes. The reason is that others may do the test for them. Consequently, the researcher realized that great care needs to be taken in advance in arranging appropriate time and place, with the agreement of the students and teachers during the main study.

5. In the pilot study, questionnaires were administered first, followed by the reading comprehension test and the interview, respectively. However, because the researcher noticed later that the questionnaires contained a lot of information about the possible sources of reading anxiety and about the different types of reading strategies, it seemed better if the students answered the reading comprehension test first, before they get input about reading anxiety and reading strategy, and then the questionnaires and the interview in that order. The researcher then felt that administering the questionnaires first would affect the real status of the students' reading comprehension performance. Hence, these changes of procedure in administering the data gathering instruments were made in the main study.

6. In the pilot study, relationships were examined between the mean score of the overall reading anxiety level, mean score of the overall reading strategies use and the mean score of the overall reading comprehension performance test scores using Pearson product-moment correlation coefficients. However, in the main study, in addition to Pearson product-moment correlation coefficient, the relationships between the three levels of reading anxiety (i.e. high,

medium and low), the six sub-categories of reading strategies use (i.e. memory, cognitive, compensation, metacognitive, affective, social), and the three levels of reading comprehension performance test scores (high, medium, low) were also computed using crosstabulation and simple linear regression for more detailed information. Crosstabulation was used to determine the relationship between the categorical variables. Regression analysis also allowed the researcher to look at how well the predictor variables together predict the outcome variable; and to compare which of the predictors has the strongest relationship with the outcome variable. As mentioned earlier, in this study, the scores of learners' reading comprehension test served as the outcome variable; and the students' scores of the reading anxiety level and their use of reading strategies served as the predictor variables.

7. Finally, the other lesson learned from the pilot study was that some interview questions were not clear for the participants. I noticed these problems because the students were asking me repeatedly for clarifications. In fact, immediate modifications were made during the pilot interview and it was possible to obtain the desired responses. For example, when I asked them the question about "Do you feel anxious when reading English written texts?" two of the interviewed ones did not respond as expected. Therefore, an extended question was given to them so that they could understand what was required of them. The question was immediately followed by "I mean, is there anything that frustrates you when you read English written texts?" Thus, the researcher learned from this that interview questions with ambiguity were rephrased in simple terms in the main study.

In sum, the researcher gained very important experiences from the pilot study which benefited him a lot in the main study. The results showed that there were some sort of problems which need improvements and modifications, and some others which worked well were maintained for the main study. Therefore, the researcher learned that the preliminary analysis of the pilot data to a greater extent showed the effectiveness of the instruments for collecting data for the main study. The researcher believed that it seemed sensible to do a study on this issue. More, from the pilot study, the researcher gained opportunity to familiarize him with the nature of respondents during data collection for studies, data collection procedures, distributing questionnaires, interviewing, and the process of analyzing the collected data.

## **Chapter Four: The Main Study: Findings and Discussions**

### **4.1 Introduction**

The purpose of this study was to investigate the relationship among EFL learners' status of reading strategy use, reading anxiety, and their performance in reading the English language with particular reference to EFL students in Ethiopian universities. After trying out the suitability of the data collecting instruments and the effectiveness of the procedures followed, the researcher identified few minor problems in the research procedures and in the instruments and made necessary amendments before conducting the main study. This chapter presents the results of the data collected through the questionnaires, the reading test and interview to answer the specific research questions of the study which were stated in chapter one (See Section 1.3).

Thus, the results are presented by analysis and discussion of the findings in relation to the research questions. The results are also presented and interpreted by integrating the quantitative findings with the qualitative data.

### **4.2 Analysis and Findings of the Study**

In this section, the analysis, the interpretation and the discussion of the research results of the data collected through the questionnaires, the reading comprehension tests and the interviews in accordance with the objectives of the study are presented. Moreover, the summary of the findings of the study are discussed under this section.

#### **4.2.1 Analysis and Findings of the Questionnaires**

As mentioned earlier, the Survey Inventory for Reading Strategy Use (SIRSU)- to examine the participants' characteristics in their use of reading strategies, and 'Foreign Language Reading Anxiety Scale (FLRAS) questionnaire- to find out participants' reading anxiety levels were the two questionnaires chosen for the purpose of this study .

#### **4.2.1.1 Participants' Reading Anxiety Levels**

This section attempts to answer research question number 1 'EFL learners' English language reading anxiety level' by using the results of the descriptive statistics for FLRAS. For this purpose, a 20-item self-reported FLRAS questionnaire was adopted and administered to 130 English as a foreign language second year students at Aksum, Adigrat, Mekelle, and Raya universities to measure their reading anxiety levels when reading English texts in academic contexts. All the students completed and returned the questionnaire.

As mentioned under 3.8.1.1, in this study, the participants whose anxiety scores were below 56% (i.e. 20% to 55%) were considered as low anxiety readers (LAR), above 84% (i.e. 85% to 100%) were considered as high anxiety readers (HAR), and the rest (i.e. 56% to 84%) were considered as medium anxiety readers (MAR). To answer this first research question, the researcher obtained descriptive statistics on FLRAS, such as frequency counts, percentage, minimum, maximum, mean, and standard deviations so as to determine the participants' overall reading anxiety level, and their reading anxiety levels in three groups. Thus, the analysis and interpretation of the FLRAS questionnaire are provided in Tables 5, 6, 7 and 8 below:

**Table 5: Overall Descriptive Statistics of FLRAS Scores (N=130)**

<b>No of Items</b>	<b>Min</b>	<b>Max</b>	<b>Range</b>	<b>M</b>	<b>SD</b>
20	<b>26</b>	<b>92</b>	<b>66</b>	<b>70.81</b>	<b>14.70</b>

As indicated in Table 5 above, the descriptive statistical analysis of the mean of the 20-items FLRAS scores for the participants in the current study was 70.81 with a standard deviation of 14.70 (M= 70.81, SD= 14.70). The result further indicated that the minimum reading anxiety score of the FLRAS by the participants was 26 and the maximum FLRAS score was 92 with the range of 66. From this, it can be understood that the participants in this study had a medium level of English language reading anxiety. They can be categorized under the medium anxiety readers (MAR). This result agreed with the result in the pilot study (M=58.56; SD=9.82) which is still in the range of medium reading anxiety level.

**Table 6: Means and Percentage of Responses to Items in FLRAS (N=130)**

<b>Item No</b>	<b>Item Statement</b>	<b>M</b>	<b>SD</b>	<b>SA+A (%)</b>	<b>N(%)</b>	<b>D+SD (%)</b>	<b>Rank</b>
<b>1</b>	I get upset when I'm not sure whether I understand what I am reading in English. (-)	<b>3.85</b>	1.283	69.2	9.2	21.6	<b>3</b>
<b>2</b>	When reading English, I often understand the words but still can't quite understand what the author is saying. (-)	3.72	1.265	64.6	14.7	20.7	11
<b>3</b>	When I'm reading English, I get so confused if I can't remember what I'm reading. (-)	<b>3.60</b>	1.476	58.4	9.2	32.3	15
<b>4</b>	I feel intimidated whenever I see a whole page of English in front of me. (-)	<b>3.42</b>	1.402	49.2	18.5	32.3	16
<b>5</b>	I am nervous when I am reading a passage in English when I am not familiar with the topic. (-)	3.74	1.285	65.4	10.8	23.9	10
<b>6</b>	I get upset whenever I encounter unknown grammar when reading English. (-)	<b>3.97</b>	1.092	73.9	14.6	11.5	<b>2</b>
<b>7</b>	When reading English, I get nervous and confused when I don't understand every word. (-)	3.78	1.365	63.9	11.5	24.6	7
<b>8</b>	It bothers me to encounter words I can't pronounce while reading English. (-)	3.72	1.335	66.2	9.2	24.6	11
<b>9</b>	I usually end up translating word by word when I'm reading English. (-)	3.76	1.340	64.6	11.5	23.8	9
<b>10</b>	By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about. (-)	<b>3.83</b>	1.271	66.9	13.8	19.3	<b>4</b>
<b>11</b>	I am worried about all the new symbols I have to learn in order to read English. (-)	<b>3.79</b>	1.262	67.7	10.8	21.6	<b>5</b>
<b>12*</b>	I enjoy reading English. (+)	<b>2.14</b>	1.077	69.2	215	9.2	<b>20</b>
<b>13*</b>	I feel confident when I am reading in English. (+)	<b>2.40</b>	1.138	56.9	25.4	17.7	<b>19</b>
<b>14*</b>	Once you get used to it, reading English is	2.78	1.203	36.9	30.8	32.3	18

	not so difficult. (+)						
<b>15</b>	The hardest part of learning English is learning to read. (-)	3.66	1.401	60.00	16.1	23.9	13
<b>16*</b>	I would be happy to learn to speak English rather than having to learn to read as well. (-)	<b>3.77</b>	1.273	64.7	16.2	19.2	<b>8</b>
<b>17</b>	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud. (-)	3.62	1.349	55.4	17.7	27	14
<b>18*</b>	I am satisfied with the level of reading ability in English that I have achieved so far. (+)	3.32	1.420	47.7	16.9	35.3	<b>17</b>
<b>19</b>	English culture and ideas seem very foreign to me. (-)	<b>3.79</b>	1.249	61.5	23.1	15.4	<b>5</b>
<b>20</b>	You have to know so much about English history and culture in order to read English. (-)	<b>4.05</b>	1.266	72.3	10	17.7	<b>1</b>
<b>Overall Mean</b>		<b>3.54</b>					

*Scale: A=Agree, SA=Strongly Agree, N=Neutral, D=Disagree, SD=Strongly Disagree*

*Note: \*The positive items were reversed before scoring.*

As mentioned earlier, the FLRAS was used to see respondents' feelings and attitudes towards reading a foreign language in this study. Table 6 shows the frequency of responses to the 20 items in the FLRAS.

It can be summarized from Table 6 that the participants' mean scores for all FLRAS items were found medium except for three items which were at low level and found to be the least causes of reading anxiety. These were item 12 which stated "I enjoy reading English" that obtained a Mean score of 2.14 which is described as low; item 13 which stated "I feel confident when I am reading in English" that obtained a Mean score of 2.40 which is described as low; and item 14 which stated "Once you get used to it, reading English is not so difficult" that obtained a Mean score of 2.78 which is described as low.

The result in Table 6 further indicated that though the participants enjoyed reading English, felt confident when reading in English, and considered reading English so simple, there were also still things about reading that caused anxiety to the participants when reading in English. The three most sources of anxiety noted in this study were item 20 which stated “You have to know so much about English history and culture in order to read English”, item 6 which stated “I get upset whenever I encounter unknown grammar when reading English”, and item 1 which stated “I get upset when I’m not sure whether I understand what I am reading in English” with their means scores of (M=4.05), (M=3.97), and (M=3.85), respectively.

Therefore, it can be argued that the majority of the participants get worried when they were not sure whether they understand what they read in English. They showed much worries about the effect of reading. Unknown grammar was also found to be the source of anxiety to a huge portion of the participants. In addition, it was noted from the results that knowing so much about English history and culture were found to be the greatest preconditions in order to read English to nearly all of the participants. To them, knowing so much about English history and culture was extremely important to read in English.

In sum, the the results in Table 6 indicated that unfamiliar history and unfamiliar culture of English, unknown grammar, and new topics the students have to read to understand what they read in English were found to be the major sources of anxiety for the students when reading English written materials in academic contexts. The three groups of students based on their reading anxiety level are presented in Table 7 below:

**Table 7: Classifying participants into HAR, MAR and LAR (N=130)**

No	Scale	Frequency	Percent	Min	Max	M	Levels of RA
1	HAR(85-100)	32	<b>24.6%</b>	85	92	88.13	HAR
2	MAR(56-84)	79	<b>60.8%</b>	56	84	69.63	MAR
3	LAR(20-55)	19	<b>14.6%</b>	26	55	46.53	LAR
Total		130	<b>100%</b>				

As mentioned under 3.8.1.1, participants in this study were classified into three groups; namely, High-Anxiety-Readers (HAR), Medium-Anxiety-Readers (MAR), and Low-Anxiety-Readers (LAR) on the basis of their FLRAS scores. Participants whose anxiety scores were one or more than one standard deviation (14.70) above the total mean (70.81) were classified as high anxiety readers (85-100), those whose scores were one or more than one standard deviation below the total mean (20-55) were considered as low anxiety readers, while the rest were classified as medium anxiety readers (56-84).

As can be seen in Table 7 above, 32(24.6%) of the participants were found to be high anxiety readers (HAR) with minimum and maximum scores of 85 and 92, respectively. However, 79(60.8%) of the participants demonstrated to be medium anxiety readers (MAR). The minimum score for this group of students was 56 while their maximum score was 84. Similarly, as shown in the same table, 19(14.6%) of the participants appeared to be low anxiety readers with their minimum and maximum FLRAS scores of 26 and 55 respectively. The calculated mean scores on FLRAS for the HAR, MAR, and LAR were (88.13), (69.63) and (46.53) respectively. Thus, as can be noted from the results of the FLRAS, the majority of the respondents' 79(60.8%) English language academic materials reading anxiety level was found medium. The majority of the participants in this study were found to be medium-anxiety-readers (MAR) (See Appendix B).

#### ***4.2.1.2 Participants' Reading Strategy Use***

This section answers the second research objective that stated "Examine EFL learners' English language reading strategy use level." In here, the 50-items strategy inventory for reading strategies use (SIRSU) was developed to identify the participants' most widely used and least used reading strategies to aid their reading comprehension performance when they read English academic materials. The English language SIRSU comprises six sub-categories of 50-items: memory reading strategies (9 items), cognitive reading strategies (14 items), compensation reading strategies (6 items), metacognitive reading strategies (9 items), affective reading strategies (6 items), and social reading strategies (6 items) (See Table 4).

The reading strategy use was measured by a five point-likert-scale, ranging from 1 (“I never or almost never do this”) to 5 (“I always or almost always do this”). For each participant, the frequency of the English reading strategy use was measured by summing up the fifty items. The possible total score of the SIRSU for each participant ranges from 50 to 250. To answer this research question, descriptive statistics such as percentages, frequency count, means, and standard deviations were calculated for the SIRSU. The participants’ reading strategy use was expressed on the basis of the degree of agreement of each participant on the importance of each reading strategy statement in assisting their reading comprehension performance. A higher score of the SIRSU indicates a higher frequency of using reading strategies when reading English language academic materials.

The three categories of Oxford’s criteria that are used for classifying the three levels of frequency for language learning strategy are shown in Table 8 below:

**Table 8: Oxford’s (1990) Criteria of Mean Scores to Understand to Language Learning Strategy Use**

<b>Level</b>	<b>Response</b>	<b>Use</b>
<b>High</b>	Always or almost always used	4.5-5.0
	Usually used	3.5-4.4
<b>Medium</b>	Sometimes used	2.5-3.4
<b>Low</b>	Rarely used	1.5-2.4
	Never or almost never used	1.0-1.4

As presented under 3.8.1.2, Oxford’s (1990) criteria for the frequency of language learning strategy use states that the means of responses for each strategy statement and of the overall strategy use between 3.5 and 5.0 were regarded as high reading strategy users (HRSU); the means between 2.5 and 3.4 were considered as a medium reading strategy users (MRSU); and the means between 1.0 and 2.4 were viewed as low reading strategy users (LRSU). These three Oxford’s criteria of frequency for language learning strategy use were used in a similar manner in the present study, too (See Table 8) above.

**Table 9: Overall Descriptive Statistics of SIRSU Scores (N=130)**

No of Items	Min	Max	Range	M	SD
50	1.88	4.26	2.38	3.03	0.57

As indicated in Table 9 above, the descriptive statistical analysis of the mean of the 50-items SIRSU scores for the participants in the current study was 3.03 with a standard deviation of 0.57 (M= 3.03, SD= 0.57). The result further indicated that the minimum reading strategy score of the SIRSU by the participants was 1.88 and the maximum SIRSU score was 4.26 with the range of 2.38. From this, it can be understood that the participants in this study had a medium level of English language reading strategy use. They can be categorized under the medium reading strategy users (MRSU). This result agreed with the result in the pilot study (M=3.41; SD=0.64) which is still in the range of medium reading strategy use level.

The percentages (%), frequency counts, means (M) and standard deviations (SD) of the respondents' reported use of memory reading strategies, cognitive reading strategies, compensation reading strategies; metacognitive reading strategies, affective reading strategies and social reading strategies are presented in Tables 10, 11, 12, 13, 14 and 15 below:

#### 4.2.1.2.1 Memory Reading Strategies

**Table 10: Descriptive statistics for Memory Reading Strategies Use: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
1. I think of relationships between what I already know and new things I learn in the English text I read.	13.8	27.7	38.5	15.4	4.6	3.31	1.041
2. I use new English words in a sentence so I can remember them when I read English texts.	10	16.9	38.5	21.5	13.1	2.89	1.143
3. I connect the sound of a new English word and an image or picture of the word I encounter in a text I read to help me easily remember the word.	6.2	23.1	33.1	25.4	12.3	2.85	1.100
4. I remember a new English word by making a mental picture of a situation in which the word might be used in	6.9	23.8	33.8	20.8	14.6	2.88	1.141

a reading text.							
5. I use rhymes or sounds to remember new English words I encounter in English reading texts.	4.6	16.9	25.4	29.2	23.8	2.49	1.163
6. I write new English words I get from English texts I read on notebooks to remember them easily.	9.2	20.0	25.4	20.8	24.6	2.68	1.294
7. I physically act out new English words I get in reading texts to remember them easily.	9.2	18.5	35.4	19.2	17.7	2.82	1.197
8. I review (i.e. examine again) what I read to recall important ideas of it	17.7	33.1	23.8	16.9	8.5	3.35	1.199
9. I remember new English words or phrases by remembering their location on the page when reading English texts.	10.0	18.5	30.0	20.0	21.5	2.75	1.264

The results in Table 10 showed that most of the memories reading strategy were not used by the majority of the learners as expected of them. The students seemed that they do not frequently use new English words in sentences; do not frequently make connections between sounds of new English words and their images and pictures; do not frequently make mental pictures of new words in situations; do not frequently use rhymes and sounds of new English words; do not frequently write new words on flashcards; do not frequently Physically act out new words; and do not frequently use locations on pages for new words to memorize words and new ideas they get in English academic texts they read. However, the subjects appeared they frequently relate new ideas with prior knowledge and review what they read to recall important ideas of the texts they read.

Rivers (1981) stated that prior knowledge acts as lens through which readers view and absorb new information. To read and learn effectively, students need to integrate new materials they read into their existing knowledge. Rivers also notes that reading becomes successful when readers relate the information they get in the text to what they already know. Thus, it can be said that an effective reading is what readers understand from a written text and the prior knowledge they bring to the text. Readers need to extract message from a text they read by relating the writer's message to their previous knowledge. They learn new information best when it is linked to relevant prior knowledge.

Likewise, Oxford (1990) stated that readers who use these memory strategies could have reduced the difficulties they face while they try to understand reading texts. However, these students seemed they lacked the opportunities they could get from using the memories reading strategies when learning language through reading. Their attempt to remember ideas they get from texts they read by making arrangements and associations among the ideas was found to be infrequent. Hence, from the subjects' responses, the researcher can infer that the majority of the students were not aware of the different kinds of memory reading strategies as their use of the strategy was found to be less frequent.

#### 4.2.1.2.2 Cognitive reading Strategies

Cognitive learning strategy as Oxford (1990) states is one of the subdivisions of the direct strategies which she describes as those strategies that require the learners to mentally process the language they learn. It is a strategy that learners utilize directly to extract meaning from the text they read by applying their mental process in the process of reading. They are the actual process of language learning in the brain. Oxford asserts that cognitive strategies are typically the strategies most frequently used by language learners. She argues that they enable learners to understand and produce the new language in many ways. Hence, items 10-23 were designed to collect data on the students' use of the cognitive reading strategies. Table 11 below shows the results obtained through these questions:

**Table 11: Descriptive statistics for Cognitive Reading Strategies Use: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
10. I practice reading the same English texts several times to understand new English words.	20.8	23.1	30.0	18.5	7.7	3.31	1.213
11. I try to read like native English speakers.	13.1	29.2	36.2	12.3	9.2	3.25	1.121
12. I practice the sounds of English when I read English texts.	19.2	32.3	25.4	16.9	6.2	3.42	1.160

13. I use the English words I know in different ways when I read English texts (e.g. In constructing meaningful sentence by putting known words in new ways).	18.5	33.1	28.5	13.1	6.9	3.43	1.141
14. I start conversations in English with people who know English while reading English texts.	16.2	23.1	33.1	19.2	8.5	3.19	1.175
15. I read texts written in English and tend to read stories and other authentic materials like news papers and magazines written in English.	19.2	23.8	33.1	16.9	6.9	3.32	1.168
16. I read English texts for pleasure.	20.0	27.7	26.2	20,0	6.2	3.35	1.187
17. I read notes, messages, letters, or reports in English to improve my reading skills.	35.4	26.2	21.5	12.3	4.6	3.75	1.195
18. I first skim an English passage (read over the passage quickly) to get the general idea and then go back and read carefully for specific or detailed information.	31.5	30.8	20.8	14.6	2.3	3.75	1.123
19. I translate new words in English to words of my own language that are similar in meaning when reading English texts.	18.5	38.5	30.8	8.5	3.8	3.59	1.009
20. I try to get the meaning of the English text I read by applying the rules or patterns in the English.	18.5	26.2	43.1	7.7	4.6	3.46	1.028
21. I find the meaning of new English word I encounter while reading by dividing it into its parts that I understand (Prefix, in-fix, and suffix).	13.8	29.2	26.9	25.4	4.6	3.22	1.116
22. I do not translate word- for- word when I read English texts for understanding.	20.8	19.2	23.8	23.8	12.3	3.12	1.324

23. I make summaries of information that I read in English for better understanding of the text.	33.1	28.5	26.9	8.5	3.1	3.80	1.088
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As shown in Table 11, the majority of the subjects' use of the cognitive reading strategy is more than average even though whether they were aware of the strategies or whether they were consciously using them for effective learning is still a suspect. Quite a greater number of the respondents practice the sounds of English; use the English words they know in different ways; read English texts for pleasure; read notes, messages, letters, or reports in English to improve their reading skills; translate new words in English to words to their own language; apply rules of the English language; and summarize the information they get when reading English texts for better understanding of what they read. The majority of the students seemed that they directly construct meanings from texts they read using the different types of cognitive reading strategies. This finding disagrees with Girma's (1990) in that he found that the majority of the students never summarize to have better understanding of reading texts.

#### 4.2.1.2.3 Compensation Reading Strategies

Oxford (1990) describes compensation strategies as tools that help learners to overcome knowledge gaps and to enable them to continue communication. They help learners to make up for missing knowledge when reading texts. These strategies are described as helpful for learners to use so as to overcome knowledge limitations in all four language skills. Hence, this part of the questionnaire was devised to see the actions the students take to compensate the shortcomings of their readings. The strategies and the subjects' responses of these strategies are presented in Table 12 below:

**Table 12: Descriptive Statistics for Compensation Reading Strategies: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
24.I make guesses to understand unfamiliar English words of a reading text from	13.8	16.2	29.2	23.8	16.9	2.86	1.274

context clues.							
25. I use physical motion such as mime or gesture to indicate the meaning of new word while reading English texts.	7.7	11.5	36.2	24.6	20.0	2.62	1.156
26. I make up new words if I do not know the right ones (vocabulary) in the English text I read.	3.1	11.5	33.8	27.7	23.8	2,42	1.070
27. I read English texts without (by) looking up every new word from dictionary, reference sources, note-books, etc.	5.4	15.4	23.1	22.3	33.8	2.36	1.245
28. I try to guess (predict) what the next is about when I read English texts.	3.8	15.4	40.0	22.3	18.5	2.64	1.071
29. I use a word or a phrase that means the same thing (synonyms) when I read if I cannot think of an English word.	3.1	18.5	27.7	26.9	23.8	2.50	1.136

As shown in Table 12, the students in this study seemed they do not frequently guess from contextual clues; they do not use physical motion such as mime or gesture to understand new words; they do not coin new words of their own if they do not know words they get in the English texts they read; they do not use dictionary, reference sources, note-books, etc to find meanings for new words; they do not predict what the next is about when reading English texts; and they do not use synonyms for new words they get in the English texts they read to help them understand what they read. Using this reading strategy would help students to compensate what they lack and to understand what they read in English better. The compensation reading strategy, therefore, seemed nearly unexploited by the students. Oxford (1990) states that the compensation reading strategies help learners to overcome knowledge gaps and to compensate the part which is not clear from the texts they read. However, this opportunity was not effectively used by the participants. It can, therefore, be said that they missed a lot of the advantages for greater understanding of what they read in English.

#### 4.2.1.2.4 Metacognitive Reading Strategies

These strategies as described by Oxford (1990) deal with pre-planning, pre-assessment, and with evaluation of reading activities. They help learners to control their own cognition by coordinating various techniques in reading. Such strategies help learners to regulate students' learning through planning, arranging, focusing and evaluating of that cognitive process. Hence, the respondents' responses to the questions devised to gather data on their use of the metacognitive reading strategies are presented in Table 13 below:

**Table 13: Descriptive statistics for Metacognitive Reading Strategies: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
30. I try to find as many ways as I can to understand English reading texts.	15.4	25.4	26.9	18.5	13.8	3.10	1.269
31. I notice my English mistakes when I read and use that information to help me do better in my reading.	16.9	20.0	27.7	26.9	8.5	3.10	1.219
32. I pay attention to the English text I read (i.e. I read with concentration).	16.9	26.9	29.2	18.5	8.5	3.25	1.190
33. I try to find out how to be a better reader of English.	16.2	30.8	26.2	14.6	12.3	3.24	1.244
34. I make plan on what and how to read before dealing with the reading task so I will have enough time to read English texts.	10.0	23.8	21.5	26.2	18.5	2.81	1.270
35. I look for English written materials I can read to improve my reading skills.	14.6	24.6	29.2	20.0	11.5	3.11	1.222
36. I look for additional opportunities to read as much as possible in English. (E.g. Reading newspapers, reading magazines, proficient users of English).	21.5	19.2	19.2	25.4	14.6	3.08	1.379
37. I have clear goals for improving my reading skill in English in advance.	16.2	30.8	25.4	20.8	6.9	3.28	1.170
38. I evaluate my progress in reading English texts.	8.5	26.2	30.8	9.2	9.2	2.93	1.129

The results in Table 13 revealed that almost all of the metacognitive strategies were not frequently used by the majority of the students. Almost all the students seemed that they do not find alternative ways of reading; do not identify and correct their mistakes when reading; do not pay attention to the English texts they read; do not plan before reading to do reading tasks; do not look for different English written materials to improve their reading comprehension; do not seek additional opportunities to improve their reading performance; do not set goals and objectives to improve their reading; and do not evaluate their reading progress to improve in the future. They appeared that they did not take the responsibility for their own learning. Their awareness of the metacognitive reading strategies for regulating their own learning was low.

#### 4.2.1.2.5 Affective Reading Strategies

O'Malley (1990) and Oxford (1990) state that affective strategies are concerned with the learner's emotional requirements such as confidence. These strategies help learners cope effectively with the emotional and motivational problems of language learning. These strategies have a great influence on students' language learning success or failure. Oxford says that good language learners are often those who know how to control their emotions when learning. Questions devised to assess the subjects' use of affective reading strategies are presented in Table 14 below:

**Table 14: Descriptive Statistics for Affective Reading Strategies: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
39. I try to relax myself (e.g. by seeking opportunities to joke; listening to music; etc) whenever I feel afraid of reading English texts.	6.2	22.3	33.1	20.0	18.5	2.78	1.170
40. I encourage myself to read English texts even when I am afraid of failing to understand the texts.	11.5	20.8	27.7	29.2	10.8	2.93	1.182

41. I reward myself for my good performance in my reading to tell myself that it is ok even if I make mistakes or fail to understand adequately and that I should not fear failure or making mistakes to encourage myself.	10.0	23.8	24.6	23.8	17.7	2.85	1.254
42. I pay attention to my body to control my emotions during or before reading English texts.	7.7	25.4	33.8	16.9	16.2	2.92	1.175
43. I write down my feelings of reading English texts in a language learning dairy to learn from them.	6.9	16.9	29.2	28.5	18.5	2.65	1.166
44. I talk to my friends, teachers, or other people about how I feel when I am reading English texts.	9.2	15.4	36.9	23.8	14.6	2.81	1.149

As shown in Table 14, the result for the affective reading strategy showed that the majority of the students do not frequently try to relax themselves to reduce anxiety and to relax themselves by listening to music, etc. A larger portion of the students (67.7%) also do not encourage themselves to continue reading English texts even when they get afraid of failing to understand what they read in English. Similarly, the larger mass of the students do not encourage themselves to control their emotions to enhance their success in reading academic English texts; they do not reward themselves for their good performance in reading to tell themselves that it is ok even if they make mistakes or fail to understand adequately and that they fear failure or making mistakes to encourage themselves to continue reading as well.

Moreover, the students do not pay attention to their body to control their emotions during or before reading English academic texts, do not frequently write down their feelings of reading English texts in a language learning diary to learn from them and to improve their reading ability accordingly, and do not frequently share their feelings to their friends, teachers, or other people when reading English texts. The students do not discuss their feelings and attitudes towards reading English texts with their peers or teachers to get solutions for their

problems though their use of the affective reading strategy was generally was found medium (M=2.82).

From the researcher’s experience, too, students get worried about their learning and do not make positive statement about them to encourage themselves. From my observation as an English teacher, students do not take risks for their own learning. The students in this study also confirmed that do not relax themselves when they get worried, do not reward themselves for their achievement, do not tolerate mistakes to encourage themselves and do not discuss their problems with peers frequently.

#### 4.2.1.2.6 Social Reading Strategies

Social reading strategies involve interacting with others, such as working with peers or asking the teachers’ help. Such strategies involve other people for further information in texts they read. Responses to the questions on this strategy are presented in Table 15 below:

**Table 15: Descriptive Statistics for Social Reading Strategies: Questionnaire**

Strategy	Responses					M	SD
	A	U	S	R	N		
	%	%	%	%	%		
45. I ask peers, teachers or other people for clarification when I face difficulties in reading an English text.	13.1	20.8	29.2	21.5	15.4	2.95	1.253
46. I ask my friends, teachers or other people to correct me when I make mistakes while reading English texts.	11.5	16.9	26.6	28.5	16.5	2.81	1.227
47. I practice reading English texts with my classmates or friends to check my understanding.	8.5	23.1	33.8	23.1	11.5	2.94	1.126
48. I ask for help from my friends, teachers, or other people when I read English texts to improve my reading ability.	12.3	16.9	36.9	19.2	14.6	2.93	1.202

49. I ask questions in English to my friends, teachers, or other people for information when I fail to understand an English reading text.	10.0	22.3	30.0	21.5	16.2	2.88	1.218
50. I try to learn the new culture reflected in English texts whenever I read.	22.3	31.6	20.2	10.7	16.2	2.79	1.243

As indicate in Table 15, the calculated mean for all the items listed under the social reading strategies was found to be medium (M=2.79). The results in the table showed that the students’ culture of asking people for clarification; their habit of asking friends for correcting the mistakes they make when reading; their practice of reading English texts with their classmates to check their understanding; their attempt of asking friends, teachers, or other people to improve their reading comprehension; and their tradition of asking questions in English to their friends, teachers, or other people for information when they fail to understand the English reading texts were not as expected of them. However, the students’ tendency of trying to learn the new culture reflected in English texts they read seemed great though this contradicted with their responses to the interview questions.

#### 4.2.1.2.7 Most Frequently and Least Frequently Used Reading Strategies

##### *4.2.1.2.7.1 Six Most Frequently Used Reading Strategies (N=130)*

Tables 16 and 17 below show the six most frequently used, and other six least frequently used reading strategies based on the responses on the SIRSU. The reason why the researcher took six most frequently used and other six least frequently used reading strategies was to give one probability, if there exists, for each of the six major sub-category of the reading strategies of the strategy questionnaire used in the present study (Memory, Cognitive, Compensation, Metacognitive, Affective, Social); otherwise, the six most frequently used and the six least frequently used reading strategies may fall on very few of the reading strategy sub-categories. The six most frequently used reading strategies are presented in Table 16 below:

**Table 16: Six Most Frequently Used Reading Strategies (N=130)**

<b>No</b>	<b>Strategy Category</b>	<b>Item No</b>	<b>Strategy</b>	<b>M</b>	<b>SD</b>	<b>Level of Strategy Use</b>	<b>Rank</b>
1	Cognitive Reading Strategy	<b>23</b>	I make summaries of information that I read in English for better understanding of the text.	<b>3.80</b>	1.088	<b>High</b>	<b>1</b>
2	Cognitive Reading Strategy	<b>17</b>	I read notes, messages, letters, or reports in English to improve my reading skills.	<b>3.75</b>	1.195	<b>High</b>	<b>2</b>
3	Cognitive Reading Strategy	<b>18</b>	I first skim an English passage (read over the passage quickly) to get the general idea and then go back and read carefully for specific or detailed information.	<b>3.75</b>	1.123	<b>High</b>	<b>2</b>
4	Cognitive Reading Strategy	<b>19</b>	I translate new words in English to words of my own language that are similar in meaning when reading English texts.	<b>3.59</b>	1.009	<b>High</b>	<b>4</b>
5	Cognitive Reading Strategy	<b>20</b>	I try to get the meaning of the English text I read by applying the rules or patterns in the English.	<b>3.46</b>	1.028	<b>Medium</b>	<b>5</b>
6	Cognitive Reading Strategy	<b>13</b>	I use the English words I know in different ways when I read English texts (e.g. In constructing meaningful sentence by putting known words in new ways).	<b>3.43</b>	1.141	<b>Medium</b>	<b>6</b>

As a result, as indicated in Table 16 below, all six most frequently used reading strategies in this study were cognitive reading strategy item (23) which was stated as “I make summaries of information that I read in English for better understanding of the text” (M=, 3.80; SD=

1.088), items (17 and 18) which were stated as “I read notes, messages, letters, or reports in English to improve my reading skills.” (M=3.75; SD= 1.195) and “I first skim an English passage (read over the passage quickly) to get the general idea and then go back and read carefully for specific or detailed information” (M=3.75; SD=1.123). The fourth, fifth and sixth most frequently used were items (19, 20, and 13) which were stated respectively as “I translate new words in English to words of my own language that are similar in meaning when reading English texts.” (M=3.59); SD=1.009), “I try to get the meaning of the English text I read by applying the rules or patterns in the English.” (M=3.46; SD= 1.028) and “I use the English words I know in different ways when I read English texts (e.g. In constructing meaningful sentence by putting known words in new ways)” (M=3.43; correspondingly).

*4.2.1.2.7.2 The Six Least Frequently Used Reading Strategies (N=130)*

**Table 17: Six Least Frequently Used Reading Strategies (N=130)**

No	Strategy Category	Item No	Strategy	M	SD	Level of Strategy Use	Rank
1	Comp. Reading Strategy	27	I read English texts without (by) looking up every new word from dictionary, reference sources, note-books, etc.	2.36	1.245	Low	50
2	Comp. Reading Strategy	26	I make up (coin) new words if I do not know the right ones (vocabulary) in the English text I read.	2.42	1.070	Low	49
3	Memory Reading Strategy	5	I use rhymes or sounds to remember new English words I encounter in English reading texts.	2.49	1.163	Low	48
4	Comp. Reading Strategy	29	I use a word or a phrase that means the same thing (synonyms) when I read if I cannot think of an English word.	2.50	1.136	Medium	47
5	Comp.	25	I use physical motion such as mime	2.62	1.156	Medium	46

	Reading Strategy		or gesture to indicate the meaning of new word while reading English texts.				
6	Comp. Reading Strategy	<b>28</b>	I try to guess (predict) what the next is about when I read English texts.	<b>2.64</b>	1.071	<b>Medium</b>	<b>45</b>

Table 17 above shows the six reading strategies used least frequently by the participants in this study. The first least frequently used reading strategies in this study was compensation reading strategy (item 27) which was stated as “I read English texts without (by) looking up every new word from dictionary, reference sources, note-books, etc..” (M=2.36; SD=1.245). The second least frequently used reading strategy was compensation reading strategy (items 26) which was stated as “I make up (coin) new words if I do not know the right ones (vocabulary) in the English text I read.”(M= 2.42; SD=1.070) The third least frequently used reading strategy was memory reading strategy (items 5) which was stated as “I use rhymes or sounds to remember new English words I encounter in English reading texts” (M=2.49; SD=1.163), while the fourth and fifth least frequently used reading strategies respectively were compensation reading strategies (items 29 and 25) which were stated as “I use a word or a phrase that means the same thing (synonyms) when I read if I cannot think of an English word.” (M=2.50; SD=1.136), and “I use physical motion such as mime or gesture to indicate the meaning of new word while reading English texts” (M=2.62; SD=1.156). The sixth least frequently used reading strategy was affective reading strategy (item 28) which was stated as “I try to guess (predict) what the next is about when I read English texts.” (M=2.64; SD=1.071).

#### 4.2.1.2.8 Summary of Responses for the Six Sub-categories of Strategy Inventory for Reading Strategies Use (SIRSU)

According to Oxford (1990), for each participant, the frequency of the English reading strategy use was measured by summing up the fifty items. The participants’ reading strategy use was expressed on the basis of the degree of agreement of each participant on the importance of each reading strategy statement in assisting their reading comprehension

performance. The possible total score of the SIRSU for each participant ranges from 50 to 250. A higher score of the SIRSU indicates a higher frequency of using reading strategies when reading English language academic materials. Those participants whose strategy use mean scores were between 3.5 and 5.0 or whose frequency scores were between 175 and 250 were regarded as high reading strategy users (HRSU); the mean scores between 2.5 and 3.4 or frequency scores between 125 and 174 were considered as medium reading strategy users (MRSU); while those whose mean scores were between 1.0 and 2.4 or those whose frequency scores were between 50 and 124 were viewed as low reading strategy users (LRSU). These three Oxford's criteria of frequency for language learning strategy use were used in a similar manner in the present study, too (See Table 18) below:

**Table 18: Classifying participants into HRSU, MRSU and LRSU (N=130)**

<b>No</b>	<b>Scale</b>	<b>Frequency</b>	<b>Percent</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>Levels of RSU</b>
<b>1</b>	<b>HRSU(175-250)</b>	<b>29</b>	<b>22.3</b>	177	213	192.31	HRSU
<b>2</b>	<b>MRSU(125-174)</b>	<b>78</b>	<b>60.0</b>	125	174	147.67	MRSU
<b>3</b>	<b>LRSU(&lt;125)</b>	<b>23</b>	<b>17.7</b>	94	123	113.22	LRSU
<b>Total</b>		130	100%				

As can be seen in Table 18 above, 29(22.3%) of the participants were found to be high reading strategy users (HRSU) with minimum and maximum scores of 177 and 213 respectively. However, 78(60%) of the participants demonstrated they were medium reading strategy users (MRSU). The minimum score for this group of students was 125 while their maximum score was 174. On the other hand, as shown in the same table, 23(17.7%) of the participants appeared to be low reading strategy users with their minimum and maximum SIRSU scores of (94) and (123) respectively. The calculated mean scores on SIRSU for the HRSU, MRSU, and LRSU were (192.31), (147.67) and (113.22) respectively. Thus, as can be noted from the results of the SIRSU, the majority of the respondents' 78(60.0%) English language academic materials reading strategy use frequency was found medium. The participants in this study were found to be medium-reading strategy users (MRSU) (See Appendix E).

In sum, all the results to the items in the Strategy Inventory for Reading Strategy Use fall into high and medium, and low level of students' reading strategy use (See Appendix D). The high category comprised 4 reading strategy items; the medium reading strategy contained 43 reading strategy items; and the low category consisted of 3 items. While the mean of responses to the item used most frequently was 3.80, the mean of responses to the reading strategy item used least frequently was 2.36.

Likewise, the means, (M), the standard deviations (SD), the strategy use level, and the ranking of the participants' reported use of memory, cognitive, compensation, metacognitive, affective and social, and the overall reading strategies use of the participants of this study are shown in Table 19 below:

**Table 19: Mean Scores of the Six Categories of SIRSU (N=130) out of 5**

No	Strategy	No of Items	N	M	SD	Level of Strategy Use	Rank
1	Cognitive Reading Strategies	14	130	<b>3.53</b>	0.58	High	<b>1<sup>st</sup></b>
2	Metacognitive Reading Strategies	9	130	<b>3.10</b>	0.89	Medium	<b>2<sup>nd</sup></b>
3	Memory reading Strategies	9	130	<b>2.89</b>	0.70	Medium	<b>3<sup>rd</sup></b>
4	Social Reading Strategies	6	130	<b>2.88</b>	0.85	Medium	<b>4<sup>th</sup></b>
5	Affective Reading Strategies	6	130	<b>2.82</b>	0.78	Medium	<b>5<sup>th</sup></b>
6	Compensation Reading Strategies	6	130	<b>2.56</b>	0.74	Medium	<b>6<sup>th</sup></b>
<b>Overall Reading Strategies Use</b>		<b>50</b>	<b>130</b>	<b>3.03</b>	0.57	<b>Medium</b>	

In this study, cognitive reading strategies were the most used ones by the participants of all the other five types of reading strategies (M=3.53;SD=0.58) which is at high level, followed by metacognitive reading strategies (M=3.10;SD=0.85) which is at medium level, memory reading strategies (M=2.89;SD=0.70) which is at medium level, social reading strategies (M=2.88;SD=0.85) which is at medium level, affective reading strategies (M=2.82;SD=0.78)

was at medium level, and compensation reading strategies ( $M=2.56;SD=0.74$ ) which was at medium level respectively. Thus, the results showed that cognitive reading strategies were found to be the most frequently used reading strategies, while compensation reading strategies were the least frequently used reading strategies by the subjects. There was no reading strategy in any of the six subcategories at low range strategy use in the present study; participants' use of cognitive reading strategies was found at high level; their use of social, affective, memory, and compensation reading strategies fall at medium level though the participants' overall of all the reading strategies was found at medium level though the participants' overall use of all the six categories of reading strategies was at medium level ( $M=3.03; SD= 0.57$ ) as depicted in Table 19 above.

To sum up, the results showed that most of the participants were medium reading strategy users. This may also mean that the students always or usually use the various reading strategies such as memory, cognitive, compensation, metacognitive, affective and social reading strategies though whether the students really know how to use them, when to use them and whether they consciously use them or not is still questionable. The results also showed that the participants seemed they were aware of the importance of using the reading strategies in enhancing their reading comprehension performance when reading English academic reading texts.

#### **4.2.2 Analysis of RCPT Scores**

As explained under 4.2.2, this section was designed to answer the third research question of the present study that was stated as “What is the students' English language academic materials reading comprehension performance level?” This question was posed to learn more about the students' reading comprehension performance. It was mainly investigated quantitatively using statistical data gathered through the reading comprehension performance test. To do this, two slightly modified reading passages, each containing 14 questions, all together 28 questions, were adapted from the International English Language Testing System (IELTS) upon the permission from the British Council, in Addis Ababa, through a written letter to access reading passages from the IELTS on <http://www.ielts.org> (See Appendix-O).

The question types in the reading passages involve “multiple-choice”, “matching”, “yes” or “no”, items and providing “short answers”.

The students who scored below 50% were considered as low, 50% to 74% as medium, and 75% to 100% as high reading performers. The percentage of the responses and performance level to the items in the reading comprehension performance (RCP) Tests are indicated in (Appendix-H). Thus, the frequency counts, percentage, minimum, maximum, means (M), standard deviations (SD), and performance levels of the reading test scores of the participants are presented in Tables 20 and 21 below.

**Table 20: Descriptive Statistics of Students’ RCP Test Scores (N=130)**

<b>No</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Level of RP</b>
1	<b>High(75-100)</b>	<b>8</b>	<b>6.2</b>	75	97	84.13	<b>High</b>
2	<b>Medium (50-74)</b>	<b>47</b>	<b>36.1</b>	50	71	59.53	<b>Medium</b>
3	<b>Low ( &lt;50)</b>	<b>75</b>	<b>57.7</b>	8	47	30.99	<b>Low</b>
<b>Total</b>		130	100				

Table 20 contains the detailed information of the subjects’ scores on the reading comprehension performance tests. As shown in Table 20, 8(6.20%) of the participants were found to be high reading performers with the mean of (M=84.13). 47(36.10%) of the subjects were found to be medium English language reading performers. The mean of the scores for the medium reading performers was 59.53 (M=59.53). Besides, as can be seen in the same table, 75(57.70) of the participants were low reading performers with mean of (30.99). You can also refer to the detailed reading performance scores of the individual students in Appendix-H.

The overall reading comprehension performance level of the students is presented in Table 21 below:

**Table 21: Overall English RCP of the students**

<b>Overall</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Frequency</b>	<b>Percent</b>	<b>M</b>	<b>SD</b>	<b>Level of RCP</b>
<b>English RCP</b>	<b>8</b>	<b>97</b>	130	100	<b>44.57</b>	19.331	<b>Low</b>

As can be seen in Table 21, the overall mean of the scores for the reading test was (M=44.57) with the standard deviation of 19.331. As can also be seen in the same Table, the results further indicated that the minimum score of all the scores was 8, while the maximum score of all the test scores was 97. Hence, it can be argued that the reading comprehension test results in the present study indicated that the greater portion of the participants had a low level of English language academic materials reading comprehension performance (M=44.57; SD=19.331). The students were found to be low reading comprehension performers. This may be due to the students' inadequate knowledge to appropriately and effectively use the different types of reading strategies when reading English written academic materials. Anxiety may be the other cause for the students' reading performance to be low reading performing students.

#### **4.2.3 Analysis of the Interview Results**

A structured-interview which involved 15 open-ended questions was carried out with eight students who participated in the study willingly. The purpose of the interview was to find out opinions and comments of the subjects about what they feel when reading, the strategies they use when reading, and about the problems they face when reading English academic materials for comprehension so as to substantiate the information obtained through the FLRAS and the SIRSU questionnaires. Besides, the purpose of the interview was to collect data about the sources of reading anxiety and about the reading problems the students face when they read English academic materials for comprehension which have great negative impact on their successful reading comprehension (See interview responses in Appendix-M). The responses of the subjects to the interview questions are analyzed in 1 to 15 below:

## **1. Sources of anxiety for students when reading and what they do to reduce their reading anxiety**

The responses to the question ‘Do you feel anxious when you read English written academic texts?’ revealed that 85% of the participants stated they get anxious when reading English academic texts, while the rest (15%) claimed they do not feel any anxiety when reading English texts for comprehension. However, this result contradicts with the results in the FLRAS questionnaire. The overall participants’ English language academic materials reading anxiety level of the participants in the FLRAS questionnaire was found to be medium level (70.81%), while their responses during the interview indicated that the participants had high anxiety (85%). Thus, what they self-reported to the FLRAS questionnaire, and what they said during the face-to-face interview mismatched. This might be because the students responded to items in the questionnaire negligently.

The students were also asked to tell the sources for their English reading anxiety and they responded that new words, pronunciation problems, fear of laughing by classmates, humiliation by the teacher (e.g. By saying ‘poor’, ‘lazy’ ...) in front of their friends when they score low in reading, fear of making mistakes, unfamiliar texts, not understanding the reading text because it contains unfamiliar culture, the negative attitude they have towards English because it is not their native language, low ability of English, lack of confidence, poor background, and strange contexts were said to be the major sources for their English academic materials reading anxiety. Thus, the majority of the students’ responses to this interview question were similar to that of the responses to the FLRAS questionnaire. Nevertheless, there were few responses to the interview that contradicted with that of the questionnaire as can be seen in Table 6. In the questionnaire, the students reported that ‘they enjoyed reading English texts’, ‘they feel confident when reading English’, and ‘they had positive attitude towards reading English texts’, which were not in harmony with the responses to the interview.

When the students were also asked to tell how they try to reduce their reading anxiety, they said they try to lower their reading anxiety by considering making a mistake as a natural happening and as a way of learning, by encouraging themselves that they will know later what they do not know now, by asking teachers and other people who know better than them, by

reading in silent places with concentration, by using reference materials such as dictionaries and books for difficult words and texts, by reading difficult texts repeatedly to have better comprehension, by asking people around them the meanings of the difficult things in the text they read, and by asking people their experiences on what they do when reading difficult texts.

## **2. Kinds of Preparations students make before reading**

The students were asked to tell if they make any kinds of preparations and the kinds of preparations they make before they read a given English academic texts. With regard to this issue, 85% of the interviewees claimed that they make different kinds of preparations before they start reading written texts such as identifying why they are going to read, and identifying reading strategy types that could help them read and understand given English reading texts, choosing silent and comfortable places to sit and read, making dictionaries and reference materials ready in advance, and preparing note books to keep main points of the texts they read. They also stated that preparing pencils to underline important points of what they read, preparing time schedule for reading and drinking tea to refresh or relax themselves before they start reading English academic materials were the other preparations they used to make.

Thus, the result in the present study is in harmony with the information obtained through the SIRSU questionnaire. The majority of the students use cognitive strategies ( $M=3.42$ ), and metacognitive strategies ( $M=3.10$ ), i.e. the greater number of the participants were found that they mentally process the language they learn directly to extract meaning from the text they read by applying their mental process in the process of reading; the larger portion of the students were also found that they make preparations before they start reading English academic materials.

Overall, though the subjects seemed that they directly extract meaning from the text they read by applying their mental process in the process of reading and they make preparations before they start reading English materials, their reading comprehension performance was found at low level ( $M=44.57$ ) which is regarded as low. The students' high use of cognitive and metacognitive reading strategies did not help them to score high in academic reading

materials. This may be due to the students' inadequate knowledge to appropriately and effectively use the different types of reading strategies when reading English written academic materials. Anxiety may be the other cause for the students' reading performance to be low.

### **3. The steps students follow from the time they start reading until they feel ready for their discussion**

In here, the students were asked to tell the steps they follow from the time they start reading to the time they feel they are ready for discussion. Consequently, the subjects said that they predict questions to be asked and prepare themselves accordingly by putting answers to the questions predicted. They also said they sit in comfortable places and silent places, they solve difficult words using dictionaries, they ask people around them for difficulties, they write down main points of what they read, they translate difficult things, they try to understand difficulties from context and they evaluate their overall understanding by writing down things that they understand on their own at the end. Besides, the subjects said they highlight main points they understand to tell others, infer figurative language, interpret what they read, make critical reading, revise the text and drink some hot drinks to relax themselves when they read English academic materials so as to make themselves ready to discuss what they read to others.

Thus, predicting questions to be asked from reading, sitting in comfortable and silent places, using dictionaries to solve difficult words, asking other people around them during difficulties, writing down main points, evaluating their overall understanding of what they read, highlighting main points of what they read, inferring the meaning of figurative language and interpreting the meaning of what they read were the types of reading strategies the students use when reading English academic materials so as to understand and to prepare themselves for the discussion of what they read in English. More, reading critically, revising the text they read and taking hot drinks were the other strategies that the subjects claimed they use when reading English academic materials so that the students can get ready to discuss what they read. This result indicated that the subjects in this study used various types of reading strategies though how appropriately they use them is still a question.

#### **4. Reading with purposes and kinds of purposes readers could have in mind when reading English academic materials**

The answers to the question ‘Do you read texts with purpose in mind?’ showed that all of the participants (100%) stated they read with purpose in mind when reading academic texts. All the subjects said that they read reading texts with certain purposes in mind as reading with purpose in mind is very important. This result is similar with the results in the SIRSU questionnaire. (67.5%) of the participants in the SIRSU questionnaire stated that they identify purposes before they start reading to improve their reading comprehension performance. Nevertheless, though all the subjects claimed they read English reading texts with purpose in mind, this did not help them to score high in the reading comprehension tests. The students’ reading comprehension performance was found at medium level (M=44.57)

Besides, the participants were asked to tell the kinds of purposes readers could have in mind when reading English academic texts. Accordingly, they clearly listed the purposes that people could have in mind when they read English academic materials. They responded that people could read texts to get information, to get knowledge about the world, for entertainment, for enjoyment, for good grades, and to evaluate written texts. They also claimed that the advantages of reading English academic materials with purpose in mind before starting reading were to have a clear direction of what and why they are going to read, to score good grades in exams, and to develop their ability of reading English texts.

The students’ responses to this question parallels with the results of the SIRSU questionnaire as can be seen in Table 13. The students’ use of metacognitive reading strategies for regulating their own reading seemed to be medium (M=3.10).

#### **5. How the students tackle difficult words, phrases or part of the text when reading**

In response to the interview question “What do you do to solve difficult words, phrases or part of the text you do not understand when reading English academic materials?”, the students reported that they employ strategies like, contextual clues which help them to guess, predicting by reading the topic, translating into the language they know well, whole text reading, and dictionaries to look for their meanings. Besides, the subjects reported that they

use strategies such as asking other people around them whom they think they know better than they know things, asking their teachers and friends, searching on various websites, synonyms and antonyms so as to reduce the difficulties they face when reading English academic texts. The students also said they use similar mechanisms whenever they face difficulties in understanding parts of texts they read.

Thus, guessing using contextual clues, reading the whole texts and using synonyms, antonyms and the like seem to be more helpful for the learners for better understanding of reading texts during exams. Dictionaries are not always recommended as they may waste their time and not allowed during exams as well. Asking other people, teachers and friends for cooperation and connecting new things with prior knowledge might be also useful for their better understanding and to minimize problems they face when reading English texts they read.

However, as to the results of SIRSU questionnaire, the students' use of the compensation reading strategy was medium ( $M=3.06$ ). The students seemed they do not always or usually guess from contextual clues; use dictionary, prediction, synonyms, antonyms, etc to find meanings for new words, phrases and parts of texts. Using this reading strategy would help students to compensate what they lack and to understand what they read in English better. The compensation reading strategy, therefore, seemed nearly unexploited by the students appropriately. Oxford (1990) states that the compensation reading strategies help learners to overcome knowledge gaps and to compensate the part which is not clear from the texts they read. However, this opportunity was not effectively used by the participants. It can, therefore, be said that they missed a lot of the advantages for greater understanding of what they read in English.

#### **6. The kinds of reading techniques the students claim that helped them most while answering the reading comprehension tests and their awareness of the different types of reading techniques**

The participants were asked to state the kinds of reading techniques they claim that helped them most while answering the reading comprehension tests. Accordingly, the interviewees reported that the techniques they use most for better comprehension were scanning,

skimming, translating, summarizing, paraphrasing, referencing, inferring, interpreting, rehearsing and listing down main points. The respondents also said that highlighting, evaluating their overall understanding of the text, lowering negative feelings, asking other people and reading the whole text were the other reading techniques they reported that helped them most for better understanding of what they read in English.

With respect to the question which asked the interviewees to tell if they were aware of the different types of reading techniques they used while answering the reading comprehension tests of this study. Accordingly, all of the participants (100%) replied that they deliberately used the various types of the reading strategies. All the subjects said that they were aware of the reading strategy types they used when reading English academic texts. However, though the students said they know the types of reading strategies they have to use when reading English academic texts for different purposes, it did not help them to score high in the reading comprehension tests. Their reading comprehension performance of the reading tests in this study was found at low level (M=44.57) which is low.

## **7. Reading strategies in the questionnaire that help students to become better English readers**

The students were asked to tell if there were reading strategies in the SIRSU questionnaire that help them to become better English readers. As a result, all of the participants (100%) responded that there were really important reading strategies in the reading strategy questionnaire of this study they thought that can help them to become better English readers. The types of reading techniques the subjects claimed that can help them to be better readers were setting goals for their reading, monitoring their reading, evaluating their overall understanding of what they read, skimming for general idea, scanning for specific information, paraphrasing what they read in their own words, controlling their feelings to develop confidence, reading critically for deeper understanding of what they read and associating new information of what they read with their existing knowledge.

Nevertheless, the students' result in the reading comprehension test of this study at low level (M=44.57) which seemed to indicate that they do not know what, when, where and how to

use these reading strategies in their readings of English academic materials. Overall, the students seemed they do not appropriately use the various types of reading techniques they theoretically think that help them to understand better what they read in English.

### **8. Ways of remembering ideas/new information from reading texts**

In response to the question which asked the interviewees to tell the reading techniques they use when they want to remember some ideas of the texts they read, some said they use rehearsal by practicing what they read orally, taking summarized notes while reading, paraphrasing what they read in their own words and by creating the image of what they read in their mind. Others also stated that connecting what they read with their day to day lives, listing down main points of what they read and asking friends were the other mechanisms the students believed that would help them to better recall new information they obtain from English academic materials that they read. Thus, the results indicated that the subjects seemed they were aware of the different types of reading techniques that could help them to remember new ideas they get from reading texts though whether or not they were really aware of the different kinds of memory reading strategies still needs further proof.

The results of reading strategies questionnaire of this study showed that most of the memories reading strategies were not used by the majority of the learners. Their attempt to remember ideas they get from texts they read by making associations among the ideas was found to be infrequent. The students' use of the memory reading strategies was found to be at medium level ( $M=2.89$  out of 5). It seemed that the students did not practically use these reading strategies properly (see Table 10). Besides, though the students seemed they were aware of the different types of reading techniques that could help them to remember new ideas they get from reading texts, they did not score high in reading comprehension performance test of this study. Their average score of the reading comprehension performance test was low ( $M=44.57$  out of 100).

### **9. Ways of monitoring their own reading for comprehension**

The students were asked to tell how they monitor their own reading for better comprehension of what they read in English. Accordingly, some said that they monitor their own reading for

comprehension by identifying the purpose of their reading, by doing tasks related to the purpose identified, by focusing on the main points, by giving more attention to understand what they read, by controlling themselves not to be too slow or too fast and by rereading the text several times. Others also claimed that they monitor their own reading comprehension by first reading things they can understand easily and moving to the harder ones bit by bit, by using reference materials to search meanings, by highlighting key ideas, by writing main points and by going back to the parts they jumped and reading them by taking more time for better understanding. The result revealed that the subjects seemed they were aware of the different types of reading techniques that could help them to monitor their own reading for comprehension of English texts. This result is similar with the result of the item in the reading strategy questionnaire. In here, the participants' use of reading strategies to monitor their reading comprehension was found at medium level ( $M=3.10$ ) which might positively affect their success in understanding what they read in English academic texts.

However, the students' good use of the monitoring strategies for reading comprehension did not help them to score high result in the reading comprehension tests of this study. Their average score of the reading comprehension test was found at low level ( $M=44.57$ ). This might indicate that the students neither use appropriate types of reading strategies for a specific purpose nor know how to use the reading strategy types.

#### **10. Ways students use to identify their progress when reading English texts**

In response to the interview question which stated "What reading strategies do you use to know you are making progress in your English reading?," the interviewed ones reacted that they identify their progress when reading English texts by reading in front of other people or friends in seek of comments on their improvement in reading English academic texts, by comparing their grammar and vocabulary progress of day to day diaries writings, by noticing their ability to pronounce words when reading and by comparing their scores in reading exams. Besides, the participants said that they try to identify their improvement in reading English texts by evaluating their ability to analyze story books they read and by evaluating their fluency of reading English written materials.

The interview results agreed with the results of the students' responses to the reading strategy questionnaire. If we look at the students' responses to the reading strategy questionnaire, their habit of evaluating their progress in reading English texts for comprehension was found at medium level (M=3.28). Evaluating their progress in reading might really help the students to identify their weaknesses and their strengths so as to avoid their weaknesses in their future English academic texts reading endeavors. On the contrary, the students' average habit of evaluating their improvement in reading English texts did not seem that helped them to score high in the reading comprehension tests of this study. Their score in the reading tests was found at medium level (M=44.57).

### **11. What the students do when they need help while reading English texts**

Interview question number 11 was posed to see what the students do when they need help while reading English texts. In view of that, the subjects responded that when they need help while reading English texts, first, they try to solve problems they encounter on their own, they ask people such as teachers, friends or others who they think have better understanding of the texts they read, they use reference materials like books, dictionaries and they search on websites. The results indicated that the participants use various strategies such as asking teachers, friends, and other people, referring books, using dictionaries and the like to enhance their understanding of what they read whenever they need help or assistance.

This finding confirms the findings obtained through the reading strategy questionnaire in that a large number of students (M=2.88 out of 5) ask teachers, friends or other people when they need help while reading English texts.

### **12. What the students do when they feel bored on the text they read to have a good sense of reading**

With regard to the interview question which stated "What do you do to have a good sense of reading when you feel bored on the text you read?" the students revealed they refresh themselves by listening music to have a good appetite of reading, read news papers as a means of refreshment, look pictures, watch films, enjoy with friends, encourage themselves to have a good moral of reading, and take short break to relax themselves. Others, however, said

they immediately leave reading whenever they lose good sense of reading. The students' responses to this interview question showed that they use several mechanisms to reduce boredom and to have good sense of reading while reading English texts though all of them do not use these types of reading strategies as expected.

This result confirmed the students' responses of the reading strategy questionnaire in that the subjects claimed they infrequently relax themselves in different ways when they feel bored while reading English texts for comprehension. Thus, many of the students seemed they were unaware of the value of relaxation when they are bored while reading for comprehension.

### **13. Good places for better understanding of reading texts and their reasons**

Regarding the interview question which asks the subjects to tell good places for them to understand what they read better, most of them responded that library, under trees, silent places, dormitory in the night and home are their preferences of reading places for better understanding of English reading texts. The reasons for their preferences of these places are because these are places with no disturbances and without noise; these are comfortable places; contain reference materials such as books, computers and dictionaries. Besides, they say that library is preferred because, for one thing, it is a place with no noise, and for another thing, there is a possibility of referring available materials in it when in need.

Thus, this result indicated that the subjects have a various preferences of reading places for better understanding of what they read because of various reasons. However, the students also claim that many students' reading habit is limited to classroom readings. Many students do not have the habit of reading outside classroom and in libraries.

### **14. Reasons for reading comprehension problems and ways to overcome them**

Regarding the interview question which was asked to find out whether or not the subjects face problems when reading English texts for comprehension, all of them (100%) responded they really face problems when reading English texts for understanding. Hence, the respondents were asked to tell the major reasons for their reading comprehension problems. Accordingly,

they mentioned different factors that hinder their reading comprehension. These are summarized as follow:

- Lack of interest for taking responsibility of own learning
- Lack of prior preparation/readiness to read
- Lack of reading with purposes in mind in advance
- Lack of knowledge of the different types of reading strategies
- Reading materials are out of students' background knowledge/experience
- Reading materials contain difficult words, sentences, idiomatic expressions, etc.
- Reading materials not attractive
- Unfamiliar English reading materials
- Reading materials contain new and difficult words, phrases, etc.
- Unfamiliar setting of reading materials
- Content of the material out of the students' culture/Unfamiliar culture
- Lack of knowledge of appropriate reading techniques for specific reading text
- Reading material beyond students' level
- Reading materials written in small fonts
- Lack of knowledge of adequate vocabulary
- Lack of practice of the different reading strategy types and problems on how to use them in reading
- Lack of experience on reading beginning from the lower grade level
- No motivation by teachers for reading
- Considering reading as a difficult skill
- Lack of practices. Practicing reading limited to educational areas and to classroom, and
- Fear of evaluation by their teachers and peers

In sum, the students' responses to the problems that affect their reading comprehension as Nuttall (1982) says can be categorized in to three broader aspects: These are text, student and teacher related problems.

With regard to text related problems, Nuttall (1982) explains that defective texts can cause reading comprehension problems. Defective texts may affect students' practice of some of the reading strategies. Texts that lack exercises on inferences, for example, can cause difficulties in reading for understanding. If the texts do not demand students to practice the different types of reading strategies, they are said to be deprived of developing them and this, in turn, results in poor reading comprehension. Besides, texts with abstract information, unfamiliar topics, long words, idioms, jargons, metaphors, irony, long sentences, complex sentences and words with several meanings can make reading comprehension difficult (Nuttall, 1996; Ellis and Tomlinson, 1980; Harmer, 2001).

The student related factors can also affect readers' reading comprehension. Students with inadequate knowledge of vocabularies, inability to apply appropriate reading strategies, syntactic difficulties, friends the students work with, their habit of spending their leisure time, the relationship between them and their teachers, the very little enthusiasm they have to take responsibility for their own learning cause reading comprehension difficulties (Alderson, 1999; Nuttall, 1982; Ur, 1996; Hedge, 2000).

As to the teacher related factors, (Williams, 1984; Nuttall, 1982) say that teachers' failure to activate learners' prior knowledge leads to students' reading comprehension difficulties. Most teachers are uncertain about helping students with language preparation. They also lack knowledge of selecting or devising appropriate reading comprehension tasks and this, in turn, hampers students' reading interests. Further, teachers' excess help inhibits students from developing the necessary reading strategy types. Oversimplification also increases students' dependency on teachers rather than independency. Furthermore, teachers' little idea about how to teach reading yields students' reading comprehension difficulties.

Therefore, problems with the reading texts, students' problems with various aspects of the language used in the reading texts and teachers' little knowledge on how to teach students reading are the problems that impede students' reading comprehension abilities. The students' responses during the interview confirmed what scholars say with regard to the problems that students face when reading English texts for comprehension as already explicated above.

The students were also asked to tell the techniques they use to overcome the problems they face when reading English academic materials. The following were the ways by which the students try to conquer the problems when reading for comprehension by:

- developing positive attitude towards reading
- making prior preparations
- deciding appropriate reading techniques for specific purpose
- identifying the purpose for reading in advance
- asking teachers, friends or other people around them for help
- referring reference materials such as books, dictionaries, and
- guessing meanings of unfamiliar words, phrases and idiomatic expressions from context

Thus, the researcher feels that the respondents really proposed various helpful mechanisms that can really help them to minimize the problems that they encounter when reading English academic materials for comprehension.

#### **15. Additional comments the students added with regard to reading anxiety, reading strategies, or reading comprehension**

The last question in the interview was posed to make the respondents give any additional comments and recommendations related to reading anxiety, strategy use or reading comprehension. Accordingly, the students raised different valuable points related to the issue. Have a look at the following points forwarded by the respondents:

- Teachers need to regularly make students read aloud in front of the class to become familiar with reading materials, to develop their confidence and to improve themselves
- Students should work hard to improve their reading comprehension performance as reading is a very useful skill which helps to improve their lives and to be successful in their learning
- Students need helpers so as to improve their reading ability, other skills and their English in general

- Teachers have to help students to improve their reading ability and to solve their reading problems
- English departments should establish English clubs and motivate students to participate actively in the English clubs so as to improve their English reading
- Concerned bodies should arrange different English reading programs such as trainings that help students to enhance their reading performance in particular and their English in general
- Students should know different reading strategies and use the appropriate reading strategies in different situations
- Students should use different reading strategies to reduce reading anxiety and to increase self confidence
- Students should have the habit of appreciating themselves for what they are able to do regarding reading for comprehension
- Concerned bodies have to undertake regular reading campaign so as to establish students' good reading culture and to avoid their low reading culture
- University students at any field should take reading courses as good reading comprehension performance enhances their success in their learning, and
- Students should be made to have good reading culture. By doing so, they become good citizens, and this is useful to the development of any country in all aspects

Therefore, as can be seen from the points listed above, the participants have mentioned a variety of important additional ideas that can help students to minimize their problems on reading English academic materials for comprehension. Some students said that concerned bodies should give them trainings on reading strategies, allow them to read aloud in class, and encourage them to actively participate on reading activities. Besides, the subjects stated that students themselves should try to use appropriate reading strategies in different situations so as to reduce reading anxiety and to develop self confidence, and should develop the habit of appreciating themselves for what they are able to do regarding reading for comprehension. Other students also added that university students at any field should be made to take reading courses to help them enhance their success in their learning. More, the students suggested that concerned bodies have to work hard in cultivating students to have good culture of reading.

By doing so, knowledgeable citizens can be produced who will, in turn, contribute a lot to the development of their country in all aspects.

In general, the majority of the students during the interview responded that they get anxious when reading English academic reading texts for understanding. In this case, what the subjects self-reported to the FLRAS questionnaire, and what they said during the face-to-face interview matched. The students were also asked to tell the sources for their English reading anxiety and they responded that new words, pronunciation problems, fear of laugh by classmates, humiliation by teachers (e.g. By saying ‘poor’, ‘lazy’ ...) in front of their friends when they score low in reading, fear of making mistakes, unfamiliar texts, reading texts containing unfamiliar culture, negative attitude they have towards English because it is not their native language, lack of confidence, poor background, and strange contexts were said to be the major sources for their anxiety while reading English academic materials.

Nevertheless, there were few responses to the interview that contradicted with that of the questionnaire as can be seen in Table 6. This result seemed to indicate that either the students did not respond to the FLRAS questionnaire genuinely or they answered the questionnaire carelessly. In the questionnaire, the students reported that ‘they enjoyed reading English texts’, ‘they feel confident when reading English’, and ‘they had positive attitude towards reading English texts’, which were not in harmony with the responses to the interview.

When the students were also asked to tell how they try to reduce their reading anxiety, they said they try to lower their reading anxiety by considering making a mistake as a natural happening and as a way of learning, by encouraging themselves that they will know later what they do not know now, by asking teachers and other people who know better than them, by reading in silent places with concentration, by using reference materials such as dictionaries and books for difficult words and texts, by reading difficult texts repeatedly to have better comprehension, by asking people around them the meanings of the difficult things in the text they read, and by asking people their experiences on what they do when reading difficult texts.

Another, though the subjects seemed that they make preparations before they start reading English materials, their reading comprehension performance was found to be of medium level ( $M=44.57$ ) which is close to low. The subjects' high use of metacognitive reading strategies did not help them to be high scorers in academic reading materials. This may be due to the students' inadequate knowledge to appropriately and effectively use the different types of reading strategies when reading English written academic materials. Anxiety may be the other cause for the students' reading performance to be close to low.

Predicting questions to be asked from reading, sitting in comfortable and silent places, using dictionaries to solve difficult words, asking other people around them during difficulties, writing down main points, evaluating their overall understanding of what they read, highlighting main points of what they read, inferring the meaning of figurative language and interpreting the meaning of what they read were the types of reading strategies the students use when reading English academic materials so as to understand and to prepare themselves for the discussion of what they read in English. More, reading critically, revising the text they read and taking hot drinks were the other strategies that the subjects claimed they use when reading English academic materials so that the students can get ready to discuss what they read.

Thus, this result indicated that the subjects in this study used various types of reading strategies though how appropriately they use them is still a question. The students' responses to this question parallels with the results of the SIRSU questionnaire as can be seen in Table 12. The students' use of metacognitive reading strategies for regulating their own reading seemed medium ( $M=3.10$ ).

Guessing using contextual clues, reading the whole texts, using synonyms, antonyms and the like seem to be more helpful for the learners for better understanding of reading texts during exams. Dictionaries are not always recommended as they may waste their time and not allowed during exams as well. Asking other people, teachers and friends for cooperation and connecting new things with prior knowledge might be also useful for their better understanding and to minimize problems they face when reading English texts they read. However, as to the results of SIRSU questionnaire, the students' use of the compensation

reading strategy was medium ( $M=2.56$ ) which is close to low. The students seemed they do not always or usually guess from contextual clues; use dictionary, prediction, synonyms, antonyms, etc to find meanings for new words, phrases and parts of texts.

However, using this reading strategy would help students to compensate what they lack and to understand what they read in English better. The compensation reading strategy, therefore, seemed nearly unexploited by the students. Oxford (1990) states that the compensation reading strategies help learners to overcome knowledge gaps and to compensate the part which is not clear from the texts they read. Nevertheless, this opportunity was not effectively used by the participants. It can, therefore, be said that they missed a lot of the advantages for greater understanding of what they read in English.

All the subjects said that they were aware of the reading strategy types they used when reading English academic texts. However, though the students said they know the types of reading strategies they have to use when reading English academic texts for different purposes, it seemed this did not help them to score high in the reading comprehension tests. Their reading comprehension performance of the reading tests in this study was found at low level ( $M=44.57$ ) which low. Hence, the students seemed they do not appropriately use the various types of reading techniques they theoretically think that help them to understand better what they read in English. Besides, though the students seemed they were aware of the different types of reading techniques that could help them to remember new ideas they get from reading texts, they did not score high in reading comprehension performance test of this study. Their average score of the reading comprehension performance test was low ( $M=44.57$  out of 100). From this, it can be said that the students neither know what the appropriate types of reading strategies for a specific purpose are, nor know how to use the reading strategy types.

Moreover, the students' high habit of monitoring and evaluating ( $M=3.10$ ) their improvement in reading English texts did not seem that helped them to score high in the reading comprehension tests of this study. Their score in the reading tests was found at low level (44.57). Besides, many of the students seemed they were unaware of the value of relaxation when they are bored while reading for comprehension.

The subjects asserted that they prefer various reading places for better understanding of what they read because of various reasons. But then, the students also stated that many students' reading habit is limited to classroom readings. Many students do not have the habit of reading outside classroom and in libraries.

Furthermore, problems with the reading texts, students' problems with various aspects of the language used in the reading texts and teachers' little knowledge on how to teach students reading are the problems that impede students' reading comprehension abilities. The students' responses during the interview confirmed what scholars say with regard to the problems that students face when reading English texts for comprehension as already explicated above.

Lastly, the participants mentioned a variety of important additional ideas that can help students to minimize their problems on reading English academic materials for comprehension. Some students said that concerned bodies should give them trainings on reading strategies, allow them to read aloud in class, and encourage them to actively participate on reading activities. Some others stated that students themselves should try to use appropriate reading strategies in different situations so as to reduce reading anxiety and to develop self confidence, and should develop the habit of appreciating themselves for what they are able to do regarding reading for comprehension. Other students also added that university students at any field should be made to take reading courses to help them enhance their success in their learning. More, the students suggested that concerned bodies have to work hard in cultivating students to have good culture of reading. As a result of this, knowledgeable citizens can be produced who will, in turn, contribute a lot to the development of their country in all aspects.

#### **4.2.4 Analysis of the Relationship between Students' Reading Anxiety and their Overall Reading Strategy Use (N=130)**

This part answers research question number four which was stated as "What is the relationship between students' English language reading anxiety levels and their overall reading strategies use?" To do this, the Pearson Product-Moment Correlation Coefficients was calculated to determine whether or not significant relationship exists between students'

reading anxiety level and their overall reading strategy use. Besides, the following rules of thumb by Muijs (2004) were used to judge the strength of the relationships between the variables of the present study:

- $< \pm 0.1$ : weak
- $< \pm 0.3$ : modest+
- $< \pm 0.5$ : moderate
- $< \pm 0.8$ : strong
- $\geq \pm 0.8$ : very strong

In here, learners' reading anxiety level in relation to their reading strategy use is analyzed. The results from the Person Product-Moment Correlation Coefficient between the FLRAS scores and the SIRSU scores are shown in Table 22 below:

**Table 22: Relationship between Overall FLRAS Scores and Overall SIRSU Scores**

		Correlations	
		FLRAS	SIRSU
FLRAS	Pearson Correlation	1	-.602**
	Sig. (2-tailed)		.000
	N	130	130
SIRSU	Pearson Correlation	-.602**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

As indicated in Table 22 above, the students' reading anxiety and their overall reading strategy use were found to have a significant negative correlation ( $r = -.602$ ,  $p < 0.01$ ). Their relationship is said to be strong as the correlation coefficient is greater than  $\pm .50$  and less than  $\pm .80$  on the basis of the cut-off points mentioned above. The result demonstrated that the participants with more reading anxiety tended to use fewer reading strategies, and those with less reading anxiety tended to use more reading strategies to enhance their understanding of English academic reading materials.

Thus, it can be argued from this result that the relationship between the students' reading anxiety and their reading strategies use was found to be strong ( $r = -.602$ ,  $p < 0.01$ ). As can be seen in Table 22 above, the reading Strategy use levels and reading anxiety levels are associated. Students who use different levels of reading strategies had different levels of anxiety. Students with high reading strategy use had lower level of reading anxiety. Reading strategies were found to be key factors for learners' reading anxiety. Students' more use of reading strategy lowers their reading anxiety, while students' less use of reading strategy heightens their reading anxiety.

In Table 23, learners' reading anxiety level in relation to their use of the six reading strategies types (memory, cognitive, compensation, metacognitive, affective, and social reading strategies) are analyzed. The results from the Person Product-Moment Correlation Coefficients between the FLRAS scores and the SIRSU scores of the six types are indicated in Table 23 below:

**Table 23:** The Relationship between Students' Reading Anxiety and the Six Types of Reading Strategies

Correlations		RA out of 100	Memory RSU out of 45	Cognitive RSU out of 70	Compensation RSU out of 30	Metacognitive RSU out of 45	Affective RSU out of 30	Social RSU out of 30
RA out of 100	Pearson Correlation	1	-.530**	-.143	-.561**	-.615**	-.607**	-.478**
	Sig. (2- tailed)		.000	.105	.000	.000	.000	.000
	N	130	130	130	130	130	130	130

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

As indicated in Table 23 above, the students' reading anxiety and their reading strategy use of the six types mentioned above were found to have a significant negative correlation ( $r = -.530$ ,  $r = -.561$ ,  $r = -.615$ ,  $r = -.607$ ,  $r = -.478$ ,  $p < 0.01$  for memory, compensation, metacognitive,

affective, and social reading strategies respectively.) Their relationships for memory, compensation, metacognitive, and affective are said to be strong as the correlation coefficients are greater than  $\pm.50$  and less than  $\pm.80$  on the basis of the cut-off points mentioned above, while the relationship for social reading strategy is found moderate. However, as indicated in the same table, though the result showed that the students' reading anxiety and their cognitive reading strategies use are found to have negative correlation ( $r = -.143$ ,  $p=0.105$ ), their correlation is weak; not significant.

Hence, one can say from the results that the students' more use cognitive reading strategies did not help them to reduce their reading anxiety may be due to their insufficient knowledge of the reading strategies and their inappropriate use of these reading strategies. Nevertheless, the overall results demonstrated that the participants with more reading anxiety tended to use fewer reading strategies, and those with less reading anxiety tended to use more reading strategies to enhance their understanding of English academic reading materials. The relationship between the students' reading anxiety and their reading strategies use for memory, compensation, metacognitive, and affective reading strategies are found to be strong ( $r = -.530$ ,  $r = -.561$ ,  $r = -.615$ ,  $r = -.607$ ,  $p<0.01$ ). Reading strategies were found to be key factors for learners' reading anxiety. Students' more use of reading strategy lowers their reading anxiety, while students' less use of reading strategy heightens their reading anxiety. This is to mean that the learners with higher levels of reading anxiety reported lower frequency of overall reading strategy use, while students with lower levels of reading anxiety reported higher frequency of reading strategy use when reading English academic materials.

#### **4.2.5 The Relationship between the Students' Reading Anxiety Levels and their Reading Strategy Use Levels**

The relationship between students' reading anxiety levels and their reading Strategy use levels are shown in Table 24 below:

**Table 24:** Level of Reading Anxiety and Level of Reading Strategies Use - Crosstabulation

Level of Reading Anxiety out of 100		Level of Reading Strategies Use out of 250						Total			
		HRSU(175-250)		MRSU(125-174)		LRSU(<125)		Count		%	
		Count	%	Count	%	Count	%				
1	HAR(85-100)	0	0.0	25	19.20	7	5.40	32	24.60		
2	MAR(56-84)	17	13.10	47	36.16	15	11.54	79	60.80		
3	LAR(<56)	12	9.22	6	4.61	1	0.77	19	14.60		
<b>Total</b>		<b>29</b>	<b>22.32</b>	<b>78</b>	<b>59.97</b>	<b>23</b>	<b>17.71</b>	130	100		

As shown in Table 24 above, participants in this study were classified into three levels, namely, High-Anxiety-Readers (HAR), Medium-Anxiety-Readers (MAR), and Low-Anxiety-Readers (LAR) on the basis of their FLRAS scores. The relationship between these three levels of reading anxiety (RA) and the three levels of the students' reading strategies use (RSU) are indicated in Table 24 above. As depicted in the table, 32(24.60%) of the participants were found to be high anxiety readers (HAR). All the HAR were found to be medium and low reading strategy users (RSU). The majority of them 25(19.20%) were medium reading strategy users (MRSU), while 7(5.40%) of the HAR were found low reading strategy users (LRSU). No one of the high anxiety readers (HAR) was high reading strategy users (HRSU). Besides, out of the 79(60.80%) of the MAR, the greater portion of them 47(36.16%) were MRSU, while 17(13.10%) of the MAR were HRSU. However, 15 (11.54%) of the medium anxiety readers (MAR) remain to be low reading strategy users (LRSU). On the contrary, out of the 19 (14.60%) of the low anxiety readers (LAR), while the larger number 12 (9.22%) of them were high reading strategy users (HRSU), a small number 6(4.61%) of the LAR were medium reading strategy users. Insignificant number of the LAR 1(0.77%) demonstrated to be low reading strategy users (LRSU).

Thus, as can be noted from the results of students' reading anxiety levels and their reading strategy use levels, all the high anxiety readers (HAR) were found to be only medium and low reading strategy users. None of the high anxiety readers (HAR) was high reading strategy user (HAR). However, the majority of the medium anxiety readers (MAR) were medium reading strategy users (MRSU). Likewise, the larger number of the low anxiety readers (LAR) were high reading strategy users (HRSU). In short, high anxiety readers (HAR) seemed to be

medium and low reading strategy users, while the medium anxiety readers (MAR) were medium reading strategy users (MRSU). Conversely, the majority of the low anxiety readers (LAR) were found to be high reading strategy users (HRSU); the more reading strategies the students use, the less reading anxiety they have, but the less reading strategies they use, the more reading anxiety they experience. Also, medium reading strategy users (MRSU) are found to be medium anxiety readers (MAR). All in all, the bigger number of students in this study were found to be medium anxiety readers (MAR) level and medium reading strategy use (MRSU) level.

Moreover, reading anxiety levels high, medium and low use of the different types of reading strategy are presented in Table 25 below:

**Table 25: Students’ Reading Anxiety Levels and their High Use of Reading Strategy Types, Cross tabulation**

No	Strategy	No of Strategy Users		Rank	Type Used Most
		Count	%		
<b>A. High Anxiety Readers ‘(HAR) High Use (N=32)</b>					
1	Memory Reading Strategies	1	3.1	3	<b>Cog</b>
2	Cognitive Reading Strategies	<b>18</b>	56.2	1	
3	Compensation Reading Strategies	0	0.0	0	
4	Metacognitive Reading Strategies	0	0.0	0	
5	Affective Reading Strategies	1	3.1	3	
6	Social Reading Strategies	2	6.2	2	
<b>B. Medium Anxiety Readers’ (MAR) High Use (N=79)</b>					
1	Memory Reading Strategies	21	26.6	3	<b>Cog</b>
2	Cognitive Reading Strategies	<b>35</b>	44.3	1	
3	Compensation Reading Strategies	13	16.5	6	
4	Metacognitive Reading Strategies	25	31.6	2	
5	Affective Reading Strategies	14	17.7	5	

6	Social Reading Strategies	20	25.3	4	
<b>C. Low Anxiety Readers' (LAR) High Use (N=19)</b>					
1	Memory Reading Strategies	<b>11</b>	57.9	5	<b>All but comp.</b>
2	Cognitive Reading Strategies	<b>13</b>	68.4	2	
3	Compensation Reading Strategies	<b>6</b>	31.6	6	
4	Metacognitive Reading Strategies	<b>14</b>	73.7	1	
5	Affective Reading Strategies	<b>12</b>	63.2	4	
6	Social Reading Strategies	<b>13</b>	68.4	2	

As shown in Table 25 above, 2(6.2%) of the High-Anxiety-Readers (HAR) were found to be memory and affective reading strategy users, 18 (56.2%) of them were cognitive reading strategy users, the HAR were found to be 0(0%) users of compensation and metacognitive reading strategy users, while 2(6.2%) of the HAR were social reading strategy users.

Thus, it can be argued from the results that high anxiety readers were found to be high users of cognitive reading strategy. High anxiety readers seemed they never use the memory, compensation, metacognitive, affective and social reading strategies. After all, their high use of cognitive reading strategy did not help them to score high.

As can be seen in the same table, 21(26.6%) of the Medium-Anxiety-Readers (MAR) were found to be memory reading strategy users, 35(44.3%) of the MAR were cognitive reading strategy users, 13(16.5%) of them were compensation reading strategy users, 25(31.6%) of the MAR were metacognitive reading strategy users, 14(17.7%) of them were affective reading strategy users, while 20(25.3%) of the MAR were found to be social reading strategy users. Therefore, the results indicated that the MAR in this study were found to be high users of cognitive reading strategy. The students' use of the memory, compensation, metacognitive, affective and social reading strategies were very low.

However, as depicted in the table, 11(57%) of the Low-Anxiety-Readers (LAR) were found to be memory reading strategy users, 13 (68.4%) of the LAR were cognitive reading strategy users, 6 (31%) of them were compensation reading strategy users, 14(73.7%) of the LAR were metacognitive reading strategy users, 12 (63.2%) of them were affective reading

strategy users, where as 13 (68.4%) of the LAR were found to be social reading strategy users.

Therefore, it can be noted from the results that low anxiety readers (LAR) in this study were found to be good users of all types of the reading strategies (i.e memory, cognitive, compensation, metacognitive, affective and social reading strategies) though metacognitive reading strategy appeared to be the most used one.

Generally, the high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy. However, the low anxiety readers (LAR) were users of all types of reading strategies. Using a variety of reading strategies might have helped the LAR to score better in the reading test. And helping the HAR and the MAR to use these different types of reading strategies would assist them improve their reading performance.

#### 4.2.6 The Relationship between Overall FLRAS Scores and Overall RCP Test Scores (N=130)

In this section, the fifth research question which aimed at investigating the relationship between the students' reading anxiety and their reading comprehension performance is analyzed. The Pearson Product-Moment Correlation Ccoefficient was calculated in the SPSS version 20 to see the relationship (See Table 26) below:

**Table 26: Relationship between Overall FLRAS Scores and Overall RCP Test Scores**

		<b>Correlations</b>	
		<b>FLRAS</b>	<b>RCP</b>
FLRAS	Pearson Correlation	1	-.423**
	Sig. (2-tailed)		.000
	N	130	130
RCP	Pearson Correlation	-.423**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

As depicted in Table 26 above, the participants' reading anxiety was found to have a significant negative correlation with reading comprehension performance ( $r = -.423$ ,  $p < 0.01$ ) with the p-value of (.000). According to the cut-off points of strength of relationship by Muijs (2004), the correlation between the foreign language reading anxiety and foreign language reading comprehension performance was moderate. This result showed that the learners with lower English language reading anxiety were likely to have high English language reading comprehension performance, while the learners with higher English language reading anxiety tended to have lower reading comprehension performance. That is, the more anxious the students were when reading English in academic contexts, the lesser their reading comprehension performance became, and the vice versa.

Therefore, as can be seen in the same table, higher reading anxiety levels appeared to be correlated with low reading performance. The results suggested that the students' English language reading anxiety had a significant moderate negative correlation with reading comprehension performance score ( $r = -.423$ ,  $p < 0.01$ ). Learners with higher English language reading anxiety seemed to score lower in the English language reading comprehension performance tests. The less anxious students in reading English texts for understanding were found to score more in the English language reading comprehension performance tests.

#### 4.2.7 Relationship between Students' Reading Anxiety Levels and their Reading Performance Levels

**Table 27:** Relationship between Level of Reading Anxiety and Level of Reading Performance, Crosstabulation

Level of Reading Anxiety out of 100		Level of Reading Performance out of 100						Total	
		HRP(75-100)		MRP(50-74)		LRP(<50)			
		Count	%	Count	%	Count	%	Count	%
1	HAR(85-100)	2	1.56	6	4.62	24	18.42	32	24.60
2	MAR(56-84)	4	3.10	30	23.30	45	34.40	79	60.80
3	LAR(<56)	2	1.56	11	8.42	6	4.62	19	14.60
<b>Total</b>		<b>8</b>	<b>6.22</b>	<b>47</b>	<b>35.34</b>	<b>75</b>	<b>57.44</b>	<b>130</b>	<b>100</b>

Table 27 above shows the relationship between students' reading anxiety levels and their reading performance levels. As portrayed in the table, 32(24.60%) of the participants were found to be high anxiety readers (HAR). The majority of the HAR 24(18.420%) revealed low reading performance (LRP). Besides, out of the 79(60.80%) of the MAR, the greater portion of them 45(34.40%) were low reading performers (LRP), while another big number of the MAR 30(23.30%) of the MAR were medium reading performers (MRP). A very small number 4(3.10%) of the MAR were found to be high reading performers (HRP). Similarly, out of 19 (14.60%) of the low anxiety readers (LAR), the greater number 11(8.42%) of them were medium reading performers (MRP), while another substantial number 6(4.62%) of LAR demonstrated low reading performance. Insignificant number 2(1.56%) of the low anxiety readers (LAR) were high reading performers (HRP).

Thus, one can argue from the result that the majority of the high anxiety readers score low in reading though very few students with high anxiety are found to be high performers in reading. Anxiety might have facilitated to score high to these few students. However, the larger numbers of the medium anxiety readers seem to perform low in reading though they were expected to be medium reading performers. This might be due to the students' inadequate knowledge and their inappropriate use of the reading strategies. The students seem to have the problem of what reading strategies to use, how to use them, and when to use specific reading strategies for specific purposes. Likewise, the majority of the low anxiety readers (LAR) were medium reading performers (MAR) for the aforementioned reasons. As the result indicated, though the majority of the students were medium anxiety readers (MAR), the majority of them were found low reading performers (LRP). In fact, the result also demonstrated that while high anxiety readers perform low in reading, low anxiety readers seemed to perform medium due to their inadequate knowledge and their inappropriate use of the different types of the reading strategies. Generally, the majority of the students were found to be medium anxiety readers (MAR) and medium reading performers (MRP).

#### 4.2.8 Analysis of the Relationship between Students’ overall SIRSU and their RCP Test Scores

The sixth research question in this study was devised to investigate the relationship between students’ English language reading strategy use and their reading comprehension performance. To do this, the Pearson Product-Moment Correlation Coefficient was calculated using SPSS, version 20 in order to look at the relationship between the variables. Here, the relationship between students’ reading strategies use and their reading performance is presented. The result is demonstrated in Table 28 below:

**Table 28: Relationship between Overall SIRSU Scores and Overall RCP Test Scores**

		Correlations	
		SIRSU	RCP
SIRSU	Pearson Correlation	1	.311**
	Sig. (2-tailed)		.000
	N	130	130
RCP	Pearson Correlation	.311**	1
	Sig. (2-tailed)	.000	
	N	130	130

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

As indicated in Table 28 above, the correlation coefficient for the overall reading strategy use and reading comprehension performance was +0.311 with p-value of 0.000 which is less than 0.01. The result indicated that there was a moderate positive relationship between the students’ reading strategies and their comprehension performance. The correlation was significant. That is, the more the students use reading strategies, the better their comprehension performance becomes. Students’ reading strategy use and their reading comprehension performance were found to have direct association. As the frequency of their reading strategy use increases, their reading comprehension performance increases as well. Students with more use of reading strategies tended to score better in reading comprehension tests.

Thus, the results suggested that there was a significant moderate positive correlation between the participants' reading strategy use and their reading comprehension performance ( $r=.311$ ,  $p<0.01$ ). Based on the results, it can be said that the English language students who use more reading strategies score are better in reading comprehension tests (i.e. the more reading strategies use, the better reading comprehension performance exists). Though the correlation between the participants' reading strategy use and their reading comprehension performance was moderate, the use of more reading strategies which are appropriate for a specific purpose when reading English academic texts seem to be very indispensable to boost up reading comprehension performance.

**Table 29: Relationship between Students' Reading Performance and the Six Types of Reading Strategies**

		RP out of 100	Memory RSU out of 45	Cognitive RSU out of 70	Compensation RSU out of 30	Metacognitive RSU out of 45	Affective RSU out of 30	Social RSU out of 30
<b>Correlations</b>								
RP out of 100	Pearson Correlation	1	.318**	.034	.269**	.307**	.326**	.278**
	Sig. (2-tailed)		.000	.703	.002	.000	.000	.001
	N	130	130	130	130	130	130	130

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

As indicated in Table 29, the correlation coefficient for students' memory, metacognitive, and affective reading strategies and their reading performance are 0.318, 0.307, and 0.326 respectively with significance value of 0.00 for all which is less than 0.01. The results indicate that there is a significant moderate positive relationship between the students' use of the memory, metacognitive, and affective reading strategies and their performance level. Similarly, as shown in the same table, the correlation coefficient for compensation and social reading strategies and the students' reading comprehension performance are 0.269 with

significance value of 0.002 and 0.278 with significance value of 0.001 for compensation and social reading strategies correspondingly. Even here, there is a modest positive relationship between students' use of compensation and social reading strategies and their reading performance.

However, as can be seen in Table 28, the correlation coefficient for students' cognitive reading strategies and their reading comprehension performance was not significant ( $r = 0.034$ ) with p-value of 0.703 which is greater than 0.01. In fact, in this study, cognitive reading strategy was found to be the most frequently used strategy. But its relationship with the students' reading comprehension performance is very weak though positive.

This indicates though the students reported they use the cognitive reading strategies most frequently, they did not really help them to score better in the reading performance test. This might be due the students' inappropriate use of the cognitive reading strategies and because of their insufficient knowledge of how and when to use these reading strategies.

However, the relationships between all the six reading strategy types mentioned above and their reading comprehension performance demonstrated positive. That is, the more the students use the memory, cognitive, compensation, metacognitive, affective and social reading strategies, the better their comprehension performance becomes. As the students' use of the different types of the reading strategies increase, their reading performance increases. The finding for this particular aspect of reading strategy goes along with that of Rafael's (2007). In his study, Rufael found that there was a moderate positive relationship between reading strategy use and reading comprehension. However, one thing that should be taken into consideration here is that more use of reading strategies is not only a matter of knowing what strategy to use, but the reader must also know how to use the strategies successfully and harmonize them with other strategies

During the administration of the questionnaire and the interview, most of the students' responses to the interview questions were not consistent with their response to the questionnaire. Besides, after the students had taken the test, they were made to tell if they were aware of the reading strategy types that helped them to answer the reading test during

the interview session. They confirmed they were not conscious of the specific reading strategy types that could have helped them in answering the questions in the reading test. Many of them said they simply answered the questions for the sake of answering them.

#### 4.2.9 The Relationship between Students' SIRSU Levels and their RCP Levels

Crosstabulation was calculated using SPSS, version 20 in order to look at the relationship between the students' reading strategy use levels and their reading performance levels. The result is demonstrated in Table 30 below:

**Table 30:** Relationship between Level of Reading Performance and Level of Reading Strategies Use, Crosstabulation

Level of Reading Performance out of 100		Level of Reading Strategies Use out of 250						Total	
		HRSU(175-250)		MRSU(125-174)		LRSU(<125)			
		Count	%	Count	%	Count	%	Count	%
1	HRP(75-100)	2	1.56	5	3.89	1	0.77	8	6.22
2	MRP(50-74)	17	13.10	26	20	4	3.10	47	36.20
3	LRP(<50)	10	7.66	47	35.34	18	14.58	75	57.58
<b>Total</b>		<b>29</b>	<b>22.32</b>	<b>78</b>	<b>59.23</b>	<b>23</b>	<b>18.45</b>	130	100

As displayed in Table 30 above, 8(6.22%) of the participants were found to be high reading performers (HRP). The majority of the HRP 5(3.89%) showed medium reading strategies use, while a very few of the HRP 2(1.56%) indicated high reading strategies use (HRSU). Besides, out of the 47(36.20%) of the MRP, the greater portion of them 26(20%) were medium reading strategy users (MRSU). Nonetheless, another considerable number of the MRP 17(13.10%) were found to be high reading strategy users (HRSU). A very small number 4(3.10%) of the MAR were found to be high reading performers (HRP). In the same way, out of 75(57.58%) of the low reading performers (LRP), the greater number 47(35.34%) of them were medium reading strategy users (MRSU) while another significant number 18(14.58%) of them low reading strategy users (LRSU). Moreover, a large number of the LRP were found high reading strategy users (HRSU).

Hence, the result revealed that the majority of the high reading performers (HRP), medium reading performers (MRP), and low reading performers depicted medium reading strategies

use. Furthermore, substantial number of medium reading performers (MRP) and low reading performers (LRP) were high reading strategy users (HRSU). The reason why these high reading strategy users (HRSU) did not perform well in the reading test might be because they do not know what reading strategies to use, how to use them, and when to use specific reading strategies for specific purposes when in need. Overall, though the majority of the students were found to be medium reading strategy users (MRSU), the larger portion of them were observed to be low reading performers (LRP). Their inadequate knowledge and their improper use of the different types of the reading strategies might have caused them to perform low in the reading test.

In Table 31 below, the students' reading performance levels high use of the different types of reading strategies are presented:

**Table 31: Students' Reading Performance Levels and their High Use of the Reading Strategy Types, Cross tabuation**

No	Strategy	No of Strategy Users		Rank	Type Used Most
		Count	%		
<b>A. High Reading performers ' (HRP) High Use (N=8)</b>					
1	Memory Reading Strategies	1	12.5	5	<b>Cog</b>
2	Cognitive Reading Strategies	4	50	1	
3	Compensation Reading Strategies	1	12.5	5	
4	Metacognitive Reading Strategies	3	37.5	2	
5	Affective Reading Strategies	2	25	3	
6	Social Reading Strategies	2	25	3	
<b>A. Medium Reading Performers' (MRP) High Use (N=47)</b>					
1	Memory Reading Strategies	18	38.3	3	<b>Good Use of All</b>
2	Cognitive Reading Strategies	21	44.7	1	
3	Compensation Reading Strategies	13	27.7	6	
4	Metacognitive Reading Strategies	20	42.6	2	

5	Affective Reading Strategies	16	34	5	
6	Social Reading Strategies	17	36.2	4	
<b>B. Low Reading Performers' (LRP) High Use (N=75)</b>					
1	Memory Reading Strategies	15	20	3	<b>Cog</b>
2	Cognitive Reading Strategies	40	53.3	1	
3	Compensation Reading Strategies	5	6.7	6	
4	Metacognitive Reading Strategies	16	21.3	2	
5	Affective Reading Strategies	10	13.3	5	
6	Social Reading Strategies	13	17.3	4	

As shown in Table 31 above, 1(12.5%) of the High-Reading-Performers (HRP) were found to be memory reading strategy users, 4(50%) of them were cognitive reading strategy users, 1 (12.5%) of the HRP were found to be users of compensation reading strategy, 3(37.5%) of them were users of metacognitive reading strategy, 2(25%) of the HRP were affective reading strategy users, while 2(25%) the HRP were found to be users of the social reading strategy. Thus, it can be noted from the results that high reading performers (HRP) were found to be high users of cognitive reading strategy.

As can also be seen in Table 31, 18(38.3%) of the Medium-reading-Performers (MRP) were found to be memory reading strategy users, 21(44.7%) of the MRP were cognitive reading strategy users, 13(27.7%) of them were compensation reading strategy users, 20(42.6%) of the MRP were metacognitive reading strategy users, 16(34%) of them were affective reading strategy users, while 17(36.2%) of the MRP were found to be social reading strategy users. Therefore, the results indicated that the MRP in this study were found to be good users of all types of the reading strategies though cognitive reading strategy was the most used one.

Besides, as shown in the same table, 15(20%) of the Low-Reading-Performers (LRP) were found to be memory reading strategy users, 40 (53.3%) of the LRP were cognitive reading strategy users, 5 (6.7%) of them were compensation reading strategy users, 16(21.3%) of the LRP were metacognitive reading strategy users, 10 (13.3%) of the them were affective reading strategy users, while 13 (17.3%) of the LRP were found to be social reading strategy users.

Therefore, it can be argued from the results that low reading performers (LRP) in this study were found to be high users of cognitive reading strategy. Their use of the other reading strategies was very low.

Generally, the high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy though their high use of cognitive reading strategy still did not help them to score high. On the other hand, the Medium reading Performers (MRP) were found to be good users of all types of reading strategies though the cognitive reading strategy seemed to be the most used one. The results indicated that helping the students to use the different types of reading strategies would help them to enhance their reading performance.

#### 4.2.10 Testing the Significance of the Predictor Variables

Under this section, the researcher wanted to see if the students' reading anxiety and their reading strategies use predict their reading performance of English as a foreign language. To do this, the relationship between students' reading anxiety, reading strategies use and their reading performance were computed using linear regression analysis to decide which predictor (affect variable) predicts the outcome (effect variable); and to compare which of the predictors has the strongest relationship with the outcome variable. In here, the predictor variables were reading anxiety and reading strategies use, while the outcome variable was reading performance. The results of linear regression analysis of reading anxiety, reading strategies use with reading performance are shown in Table 30a, 30b, & 30c below:

**Table 25a:** Coefficient of prediction for combined predictor variables

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 <sup>a</sup>	.184	.171	17.599

*a. Predictors: (Constant), Reading Strategies Use, Reading Anxiety*

**Table 32b: Significance of the relationship between the combined predictor variables and the outcome variable**

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8868.916	2	4434.458	14.317	.000 <sup>b</sup>
	Residual	39336.081	127	309.733		
	Total	48204.997	129			

*a. Dependent Variable: Reading Performance*

*b. Predictors: (Constant), Reading Strategies Use, Reading Anxiety*

**Table 32c: Significance of the coefficient of prediction for individual variable**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	69.892	17.663		3.957	.000
Reading Anxiety	-.486	.132	-.370	-3.683	.000
Reading Strategies Use	.060	.068	.089	.883	.379

*a. Dependent Variable: Reading Performance*

As indicated in Table 32a above, the coefficient of prediction for the combined predictor variables (i.e. reading anxiety and reading strategies use) on the outcome variable (i.e. reading performance) is ( $R = 0.429$ ), while the explained variance or the R Square in the same table is ( $R \text{ Square} = 0.184 = 18.4\%$ ). The explained variance comes due to the influence of the predictor variables on the predicted variable. Likewise, the F-test of regression which is depicted in Table 32b demonstrated that the the coefficient of prediction of the combined predictor variables ( $R$ ) on the outcome variable and the explained variance ( $R \text{ Square}$ ) is significant ( $F = 14.317$ ,  $p = 0.000$ ) as the p-value is less than ( $0.01$ ).

In the same way, as shown in Table 32c, the standardized coefficients of predictions ( $\beta$ ) for reading anxiety and reading strategies use are ( $\beta = -0.370$ ) and ( $\beta = 0.089$ ) respectively,

while their significance levels of the predictions for reading anxiety and reading strategies use respectively are ( $t = -3.683$ ,  $p = 0.000$ ) and ( $t = 0.883$ ,  $p = 0.379$ ). The standardized coefficient (Beta) indicates the coefficient of prediction of the individual predictor variable, and the t-test in regression analysis shows the significance level of the prediction coefficient of the individual predictor. Hence, the linear regression analysis indicated that reading anxiety was a significant predictor of students' reading performance ( $\beta = -0.370$ ,  $p = 0.000$  ( $<0.001$ )). However, reading strategy use was not a significant predictor of students' reading performance ( $\beta = 0.089$ ,  $p = 0.379$  ( $>0.01$ )).

Thus, the results of the regression analysis revealed the coefficient of prediction of the combined predictor variables, namely, reading anxiety and reading strategies use on the outcome variable (i.e. reading performance) was moderate and statistically significant ( $R = 0.429$ ,  $p = 0.000$  ( $<0.001$ )). Similarly, the result showed that the reading anxiety was found to be a negative significant predictor of students' reading performance ( $\beta = -0.370$ ,  $p = 0.000$  ( $<0.001$ )). The prediction of reading anxiety on students' reading performance was moderate and statistically significant. Therefore, reading anxiety is found to be a good predictor of students' reading performance. However, reading strategy use was found to be a weak predictor of students' reading performance ( $\beta = 0.089$ ,  $p = 0.379$  ( $>0.01$ )). As it is shown, the coefficient of prediction of reading strategy use was positive ( $\beta = 0.089$ ). Furthermore, the result of the linear regression analysis or the explained variance revealed that reading anxiety and reading strategy use together accounted for (18.4%) of the variance in reading performance.

To sum up, the Pearson Product-Moment Correlation Coefficients, crosstabulations, and linear regression coefficients were calculated to see whether or not significant relationships existed between students' reading anxiety level, their reading strategy use and their reading comprehension performance. To do this, SPSS, version 20 was used in order to look at the relationships between the variables. Besides, the rules of thumb by Muijs (2004, p. 145) were used to judge the strength of the relationships between these variables in this study.

As shown in in Table 32c, it can be argued from the results that the relationship between the students' overall reading anxiety and their overall reading strategies use was found to be

strong negative ( $r = -.602$ ,  $p < 0.01$ ) in which the p-value is (0.000). Students with high reading strategy use had lower level of reading anxiety. Students' more use of reading strategy lowers their reading anxiety, while students' less use of reading strategy heightens their reading anxiety. The learners with higher levels of reading anxiety reported lower frequency of overall reading strategy use, while students with lower levels of reading anxiety reported higher frequency of reading strategy use when reading English academic materials.

The result also revealed that the relationship between the students' reading anxiety and their reading strategies uses for memory, compensation, metacognitive, and affective reading strategies were found strong negative ( $r = -.530$ ,  $r = -.561$ ,  $r = -.615$ ,  $r = -.607$ ,  $p < 0.01$ ). However, though the cognitive reading strategy was found to be the most frequently used strategy ( $M=3.43$ ), its relationship with the students' reading anxiety was not significant ( $r = -0.143$ ,  $p = 0.105$ ) which is greater than (0.01). This indicates that the students' more use cognitive reading strategies did not help them to reduce their reading anxiety may be due to their insufficient knowledge of the reading strategies and their inappropriate use of these reading strategies.

But then, the overall results demonstrated that the participants with more reading anxiety tended to use fewer reading strategies, and those with less reading anxiety tended to use more reading strategies to enhance their understanding of English academic reading materials. Reading strategies were found to be key factors for learners' reading anxiety. Students' more use of reading strategy lowers their reading anxiety, while students' less use of reading strategy heightens their reading anxiety.

Moreover, the results of students' reading anxiety levels (high, medium, low) and their reading strategy use levels (high, medium, low) were analysed. All the high anxiety readers (HAR) were found to be only medium and low reading strategy users. None of the HAR was high reading strategy user (HRSU). However, medium reading strategy users (MRSU) were found to be medium anxiety readers (MAR). Likewise, the larger number of the low anxiety readers (LAR) seemed to be HRSU; the more reading strategies the students use, the less reading anxiety they have, but the less reading strategies they use, the more reading anxiety

they experience. All in all, the bigger number of students in this study showed medium reading anxiety level and medium reading strategy use level.

On top of that, the high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy. However, the low anxiety readers (LAR) were users of all types of reading strategies. Using a variety of reading strategies might have helped the LAR to score better in the reading test. And helping the HAR and the MAR to use these different types of reading strategies would assist them improve their reading performance. Similarly, the high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy though their high use of cognitive reading strategy still did not help them to score high. On the other hand, the Medium reading Performers (MRP) were found to be good users of all types of reading strategies though the cognitive reading strategy seemed to be the most used one. The results indicated that helping the students to use the different types of reading strategies would help them to enhance their reading performance.

In the same way, the students' overall English language reading anxiety and reading performance was analysed. Higher reading anxiety levels appeared to be correlated with low reading performance. The results suggested that the students' English language reading anxiety had a significant moderate negative correlation with reading comprehension performance score ( $r = -.423$ ,  $p < 0.01$ ) with p-value of (0.000). The learners with lower English language reading anxiety were likely to have high English language reading comprehension performance, while the learners with higher English language reading anxiety tended to have lower reading comprehension performance. That is, the more anxious the students were when reading English in academic contexts, the lesser their reading comprehension performance becomes, and the vice versa.

On the other hand, the correlation between students' reading anxiety levels and their reading performance levels were analyzed. Consequently, the results showed that the majority of the high anxiety readers (HAR) scored low in reading though very few students with high anxiety were found high performers in reading. Anxiety might have facilitated to score high to these few students. There might be students who become more alert when they experience anxiety

while reading. However, the larger numbers of the medium anxiety readers (MAR) seemed to perform low in reading though they were expected to be medium reading performers. This might be due to the students' inadequate knowledge and their inappropriate use of the reading strategies. The students seemed to have the problem of using the different reading strategy types appropriately; and the problem of using specific reading strategies for specific purposes properly. Likewise, the majority of the low anxiety readers (LAR) were medium reading performers (MRP). The result demonstrated that while high anxiety readers perform low in reading, low anxiety readers perform medium. In sum, the majority of the students were found to be medium anxiety readers (MAR) and medium reading performers (MRP).

Similarly, the correlation between overall reading strategies use and their overall reading performance was calculated using SPSS window 20. Thus, the result suggested there was a significant moderate positive correlation between the participants' reading strategy use and their reading performance ( $r = 0.311$ ,  $p < 0.01$ ) with p-value of (0.000). That is, the more the students use reading strategies, the better their comprehension performance becomes. Students' reading strategy use and their reading comprehension performance were found to have direct association. As the frequency of their reading strategy use increases, their reading comprehension performance increases as well. Students with more use of appropriate reading strategies tended to score better in reading comprehension tests.

Moreover, the relationships between the students' reading performance and their use of the six types of reading strategies were computed using the SPSS software. The results indicated that there were significant moderate positive relationships between the students' use of the memory ( $r = 0.318$ ,  $p < 0.01$ ), metacognitive ( $r = 0.307$ ,  $p < 0.01$ ), and affective reading strategies ( $r = 0.326$ ,  $p < 0.01$ ), and their overall reading performance level. Similarly, the results showed there were modest positive correlations between students' use of compensation ( $r = 0.269$ ,  $p = 0.002$ ) and social reading strategies ( $r = 0.278$ ,  $p = 0.001$ ) and their reading comprehension performance.

However, the correlation coefficient for students' use of the cognitive reading strategies and their reading comprehension performance was not significant ( $r = 0.034$ ) with p-value of (0.703) which is greater than (0.01). They were found to have weak positive relationship. In

fact, in this study, cognitive reading strategy was found to be the most frequently used strategy. But its relationship with the students' reading comprehension performance was very weak though positive. This indicates though the students reported they use the cognitive reading strategies most frequently, they did not really help them to score better in the reading performance test. This might be due their inappropriate use of the cognitive reading strategies and because of their insufficient knowledge of how and when to use these reading strategies.

Overall, the relationships between all the six reading strategy types and their reading performance demonstrated positive. That is, the more the students use the memory, cognitive, compensation, metacognitive, affective and social reading strategies, the better their comprehension performance becomes. As the students' use of the different types of the reading strategies increase, their reading performance increases.

The relationships between the students' reading strategy use levels (high, medium, low) and their reading performance levels (high, medium, low) were also analyzed using crosstabulation. The results revealed that the majority of the high reading performers (HRP), medium reading performers (MRP), and low reading performers (LRP) were found medium reading strategies users (MRSU). Furthermore, substantial number of MRP and LRP were high reading strategy users (HRSU). The reason why these high reading strategy users did not perform well in the reading test might be because they do not know what reading strategies to use, how to use them, and when to use specific reading strategies for specific purposes when in need. Overall, though the majority of the students were found to be MRSU, the majority of them were observed to be LRP. Their inadequate knowledge and their improper use of the different types of the reading strategies might have caused them to perform low in the reading test.

However, one thing that should be taken into consideration here is that more use of reading strategies is not only a matter of knowing what strategy to use, but the reader must also know how to use the strategies successfully and harmonize them with other strategies. The weak positive relationship between reading strategy use and reading comprehension might be due to the students' ineffective use of the strategies when reading for understanding. The students' ineffective use of the strategies when reading for understanding that might emanate from their

unawareness of the purposes of the reading strategies except for theoretically reporting that they employ these kinds of strategies and from other extraneous variables which could have affected their reading comprehension performance.

During the administration of the questionnaire and the interview, most of the students' responses to the interview questions were not consistent with their response to the questionnaire. Besides, after the students had taken the test, they were made to tell if they were aware of the reading strategy types that helped them to answer the reading test during the interview session. They confirmed they were not conscious of the specific reading strategy types that could have helped them in answering the questions in the reading test. Many of them said they simply answered the questions for the sake of answering them.

Authorities in the area of reading, such as (Oxford, 1990) claim that low reported strategy use is not always a sign of ineffective learning. Also high frequency use of strategies does not guarantee that the learning is successful. In a casual class observation, one might see some learners working eagerly and using many strategies, but do not employ those strategies effectively. This is because frequency results alone do not explain everything about strategy use, it is necessary to include other factors that affect learners' comprehension. As to Alsamadani (2009), "the more the better" is not always the case in strategy use. Moreover, in this study, linear regression analysis was made to decide which predictor variable, if any, predicts the predicted variable; and to find out which of the predictors has the best influence on the outcome variable.

Thus, the results of the linear regression analysis indicated that the coefficient of prediction of the predictor variables together on the outcome variable was moderate and statistically significant ( $R = 0.429$ ,  $p = 0.000$  ( $< 0.001$ )). Similarly, the result showed that the reading anxiety was found to be a good predictor of students' reading performance ( $\beta = -0.370$ ,  $p = 0.000$  ( $< 0.001$ )). The prediction of reading anxiety on students' reading performance was moderate negative and statistically significant. However, reading strategy use was found to be a weak predictor of students' reading performance ( $\beta = 0.089$ ,  $p = 0.379$  ( $> 0.01$ )). The coefficient of prediction of reading strategy use was positive ( $\beta = 0.089$ ). The indication is that reading strategy use and reading performance had direct association; as students' use of

reading strategies increases, their reading performance increases though the prediction of reading strategy use on students' reading performance was not statistically significant. This might have resulted from the students' insufficient knowledge and improper use of the different types of reading strategies when reading English academic written materials.

Further, the results of linear regression analysis demonstrated that reading anxiety and reading strategy use together accounted for (18.4%) of the variance in reading performance. (18.4%) of students' reading performance was influenced by reading anxiety and by their reading strategies use. This shows there are other variables that affect students' reading performance other than reading anxiety and reading strategies. Hence, further investigation needs to be made to find out what the other variables that affect students' reading performance are.

On the whole, as explained in the previous sections, the main focus of the present study was to look at the relationship between reading anxiety, strategy use and reading comprehension performance of university EFL students in the Tigray regional state of Ethiopia. However, the researcher also wanted to do some additional investigation and discussion on his way on the sources for students' reading anxiety and on the causes for their reading comprehension problems as the researcher believed the result of this would help him to suggest some remedial works to be done by concerned bodies to alleviate the problems. Besides, the researcher believed that the findings of these might also open doors for further researches. Below are the discussions for the possible sources of reading anxiety and for the causes for students' reading comprehension performance problems:

#### **4.2.11 Analysis of the Sources for Reading Anxiety**

The sources of learners' reading anxiety in the present study which were identified by the interview questions and by the FLRAS questionnaire were the following:

*Unfamiliar words:* According to the students' responses during the interview, unfamiliar words were mentioned as the major sources of English language reading anxiety. This was supported by the responses in the FLRAS questionnaire in that 63.9% of the learners agreed or strongly agreed with item 7 that stated "When reading English, I get nervous and confused when I don't understand every word." This indicated that a large number of students got

worried when they encountered unfamiliar words while reading English texts in academic contexts.

*Pronunciation problems:* The interviewed learners also claimed that inability to pronounce words correctly was another source for their reading anxiety. Similarly, 66.2% of the respondents in the FLRAS agreed or strongly agreed to item 8 that stated “It bothers me to encounter words I can’t pronounce while reading English” which is in line with the response in the interview. Thus, it can be argued that inability to pronounce words while reading academic English academic texts was the other source for reading anxiety. Additionally, *fear of laugh* by classmates, *fear of making mistakes*, *fear of negative evaluation* by the teacher (e.g. By saying ‘poor’, ‘lazy’...) in front of their friends when they score low in reading, *unfamiliar texts*, not understanding the reading text because it contains *unfamiliar culture*, the *negative attitude* the students have towards English because it is not their native language, *low ability of English*, *lack of confidence*, *poor background*, and *strange contexts* were also the other things identified as the major sources for students’ English academic materials reading anxiety.

The students’ responses to the FLRAS questionnaire went parallel to the students’ responses to the interview. For instance, the statements in the FLRAS questionnaire such as “You have to know so much about English history and culture in order to read English” with a mean score of (M=4.05), “I get upset whenever I encounter unknown grammar when reading English” with a mean score of (M=3.97), and “I get upset when I’m not sure whether I understand what I am reading in English” with a mean scores of (M=3.85) were found to be the major sources of reading anxiety.

#### **4.2.12 Analysis of the Sources for Reading Comprehension Problems**

The last question for this study was to find out the factors that affect the subjects’ reading comprehension. Data for this question were mainly collected qualitatively through open-ended interviews and supported by reading comprehension test results. It is obvious that learners’ reading comprehension performance in academic contexts can be hindered due to various reasons. There can be factors which could create problems that negatively affect

learners' reading comprehension performance when reading English academic materials. These factors are analyzed below based on the reading comprehension performance test results and classroom interview results of the respondents.

Accordingly, the students mentioned different factors that hinder their reading comprehension. The factors that they mentioned during the interview as having an impact on their reading comprehension were lack of prior preparation/readiness to read, lack of reading with purposes in mind in advance, lack of knowledge of adequate vocabulary- which is when the students get words they don't understand in the texts they read whereby they are forced to use dictionaries for excessive translation; lack of knowledge of the different types of reading strategies and problems on properly applying the strategies where and when needed in their readings beginning from the lower grade levels; reading materials not attractive (e.g. reading materials do not provide the right reading strategies to be used for particular activities); reading materials written in small fonts; lack of motivation of the students' themselves and absence of motivation by the teachers for reading; students' negative attitude towards reading- students consider reading as a difficult skill; and learners' reading practice limited to educational areas and to classrooms.

Moreover, the students mentioned other problems that hamper their reading comprehension performance such as reading materials not related to their prior knowledge/experience (i.e. unfamiliar English reading materials); reading materials that contain unfamiliar culture; students lack interest for taking responsibility for their own learning as teachers explain everything for them; reading materials contain ambiguous words, sentences, and idiomatic expressions; reading materials sometimes become beyond students' age or grade level; and fear of negative evaluation by teachers and peers.

Overall, the sources for students' English academic materials reading anxiety and the causes for their reading comprehension problems as explained above appeared to be similar. Hence, the researcher felt from the findings that all the possible sources of reading anxiety could also be the possible factors that hamper learners' reading comprehension performance. Similarly, the mechanisms the study participants reported they employ to overcome their reading anxiety and the ways by which they try to lessen the factors that negatively affect their English

academic materials reading comprehension performance were also found to be analogous. From this, it can be argued that similar actions could be taken in order to reduce both learners' academic materials reading anxiety and their reading comprehension problems.

#### **4.2.13 Discussions of the Findings**

As explained in the previous sections, this study aimed at investigating the relationship among EFL learners' status of reading strategy use, reading anxiety and their performance in reading the English language. With the aim of addressing the research objectives of the study, data were collected from 130 students of four universities in the Tigray regional state of Ethiopia who were majoring in English. The instruments used to collect data in this study were Strategy Inventory for Reading Strategy Use (SIRSU) to determine students' reading strategies use to minimize difficulties when reading English academic materials, Foreign Language Reading Anxiety Scale (FLRAS) to measure the anxiety that students experience in reading a foreign, Reading Performance test (RPT) to determine the students' reading comprehension performance level, and interview to check the consistency of the data obtained through questionnaires, and to identify the sources for foreign language reading anxiety and the causes for students' reading comprehension problems.

Thus, this section discusses the major findings of the study in relation to the objectives of the study. The findings of the students' reading anxiety levels, their reading strategies use, their reading comprehension performance, the relationship between students' reading anxiety and reading strategy use, the correlation between reading anxiety and reading comprehension performance, and the association between reading strategy use and reading comprehension performance are discussed. Also, the significance level of the predictor variables on the outcome variable, the sources of reading anxiety and the causes of reading comprehension problem are discussed under the following sub-sections:

##### ***4.2.13.1 Findings of the Questionnaires***

As discussed under 3.8.1.1 and 3.8.1.2, two types of questionnaires were distributed to 130 EFL learners from four universities in the Tigray regional state of Ethiopia. The participants were asked to fill out the two questionnaires namely, FLRAS and the SIRSU (See Appendices

A&C). The number of items for the FLRAS questionnaire was 20; that of SIRSU questionnaire contained 50 items. The purposes of the questionnaires were to gather information about the learners' reading anxiety levels and their reading strategies use when reading English materials in academic contexts.

The researcher utilized the Statistical Package for Social Science (SPSS) version 20.0 to process the data analysis in quantitative methods to determine the possible effects of each independent variables-reading anxiety and reading strategy use, on the dependent variable-reading comprehension performance. After the administration of the instruments, descriptive statistics, such as frequency, percentage, means and standard deviations; and inferential statistics such as Pearson product- moment correlation, crosstabulations, and linear regression analysis were applied for data analyses and interpretations. The findings of the analyses of data obtained from the FLRAS and SIRSU questionnaires are discussed below:

#### 4.2.13.1.1 Students' Reading Anxiety Levels

The participants in this study were classified into three groups; namely, High-Anxiety-Readers (HAR), Medium-Anxiety-Readers (MAR), and Low-Anxiety-Readers (LAR) on the basis of their FLRAS scores. Thus, the participants whose anxiety scores were below 56% (i.e. 20% to 55%) were considered as low anxiety readers (LAR), above 84% (i.e. 85% to 100%) were considered as high anxiety readers (HAR), and the rest (i.e. 56% to 84%) were considered as medium anxiety readers (MAR). The descriptive statistical analysis of the mean of the 20-items FLRAS scores for the participants in this study was 70.81 with a standard deviation of 14.70. The students' total mean score of their reading anxiety was found medium (M= 70.81, SD= 14.70). This result indicated that reading English as a foreign language caused to Ethiopian EFL learners to experience anxiety. This was supported by the interview responses in that out of a total of 8 interviewees, 6 (75%) of the interviewees reported they get anxious whenever they read English written texts in academic contexts, which still showed that the students Medium-Anxiety-Readers (MAR).

The results also indicated that 32(24.6%) of the participants were found to be high anxiety. However, 79(60.8%) of the participants demonstrated to be medium anxiety readers (MAR);

and 19(14.6%) of the participants appeared to be low anxiety readers (LAR). Thus, as can be noted from the results of the FLRAS, the majority 79(60.8%) of the respondents' English language academic materials reading anxiety level was found medium (See Appendix B).

The participants' mean scores for all FLRAS items was found medium except for three items which were found to be the least causes of reading anxiety. These were "I enjoy reading English" that obtained a Mean score of 2.14 which is described as low; and "I feel confident when I am reading in English" that obtained a Mean score of 2.40 which are described as low; and "Once you get used to it, reading English is not so difficult" which obtained a mean score of 2.78 which is described as low.

The result further indicated that though the participants enjoyed reading English, felt confident when reading in English, and considered reading English so simple, there were also still things about reading that caused anxiety to the participants when reading in English. The three most sources of anxiety noted in this study were item 20 which stated "You have to know so much about English history and culture in order to read English", item 6 which stated "I get upset whenever I encounter unknown grammar when reading English", and item 1 which stated "I get upset when I'm not sure whether I understand what I am reading in English" with their means scores of (M=4.05), (M=3.97), and (M=3.85) respectively.

The interview responses also demonstrated similar results on the sources of learners' reading anxiety. Interviewed 1 and Interviewed 3, for example, said the following:

Interviewed 1: ... *the sources of fear or anxiety according to my perception is others will laugh at me if I made a mistake and others may evaluate me as I am not good in English. New reading passages and difficult grammar are also problems to me. These things made most of the people or most of the students not to speak or not to read English as well.*

Interviewed 3: *The English language is not my native language. That is the major problems. The culture of the language is new to me, vocabularies that are strange to me to understand the context easily, that may frustrate my understanding*

Thus, it can be noted that the FLRAS and interview responses on the sources for students' reading anxiety indicated similar results. Laugh (humiliation) by teachers and by peers, negative evaluation, new topics, difficult grammar, and strange vocabulary (words) were identified by the participants as the major sources of anxiety for them when reading English academic materials.

Therefore, in the present study, though individually 32(24.6%) of the participants were found to be high anxiety readers (HAR), 79(60.8%) of them demonstrated to be medium anxiety readers (MAR), and 19(14.6%) of them appeared to be low anxiety readers, their overall mean score of the FLRAS was at medium level ( $M=70.81$ ;  $SD =14.70$ ). The students in the present study were found medium anxiety readers ( $M=70.81$ ;  $SD =14.70$ ). The result indicated that reading English as a fore

Similar to the findings of the present study, with the measurement of the FLRAS, Chen (2007) found that 14.62% of the participants appeared to be high-anxiety readers while 69.9% of the participants were found to be medium-anxiety readers, and 16.29% of the participants tended to be low-anxiety readers. The finding of this study ( $M=70.81$ ) also parallels to Chen's (2007) in that she used FLRAS to measure learners' reading anxiety level and found that the foreign language reading anxiety level of Taiwanese university students was moderate (61.17).

When compared with the results of other studies using the FLRAS as an instrument measuring EFL reading anxiety levels in Taiwan, the results of the present study which was medium ( $M=70.81$ ;  $SD =14.70$ ) was similar to that of Huang's(2001) study, where the mean score was moderate ( $M=60.8$ ;  $SD =10.7$ ), to that of HSU's (2004) study, in that the participants' reading anxiety level was medium ( $M=65.12$ ) with a standard deviation of ( $SD= 11.83$ ), and to that of Saito et al. (1999) with a mean score of ( $M=52.56$ ;  $SD=9.4$ ) among American foreign language learners. More, Shi and Liu (2006) employed the FLRAS to investigate the foreign language reading anxiety among Chinese universities students learning English as a foreign language, and found similar result in that the Chinese college students were found to have a medium level ( $M=57.02$ ).

Moreover, the finding of the present study ( $M = 70.81$ ;  $SD = 14.70$ ) goes in line with that of Zhao's (2008) in that she explored the foreign language reading anxiety among learners of Chinese in colleges at Florida State University in the United States and found a medium mean FLRAS score ( $M = 53.25$ ). Besides, it was similar to that of the learners of Japanese ( $M = 56.01$ ), and to that of the learners of French ( $M = 53.14$ ). However, the finding of the present study ( $M = 70.81$ ) contradicted to that of Loghmani's and Ghonsooly's (2012) because in their study of EFL learners, the reading anxiety level was found to be low ( $M = 46.08$ ), and to that of the learners of Russian ( $M = 46.64$ ) in Saito et al. (1999).

Saito et al. (1999) stated two reasons why reading can be anxiety-provoking to foreign language learners: the unfamiliar writing scripts and unfamiliar cultural background. Saito et al. proposed that levels of foreign language reading anxiety seemed to be related to the specific writing systems. Similarly, Zhao (2008) noted that reading Chinese as a foreign language was anxiety-provoking to some students. Unfamiliar scripts, unfamiliar topics and worry about the reading effect were what she identified as the main sources of foreign language reading anxiety.

In the present study, too, unfamiliar history and unfamiliar culture of English, unknown grammar, new topics, and worry about the reading effect in English were discovered as the primary sources of anxiety for the students when reading English academic materials. These findings partly matched to what Saito et al. (1999) and Zhao (2008) identified as the main sources of foreign language reading anxiety.

Thus, comparing the mean score of ( $M = 52.9$ ;  $SD = 9.4$ ) the American students in the Saito et al. (1999) study, the mean score of ( $M = 60.57$ ;  $SD = 7.49$ ) the Chinese EFL learners in Lien (2011), mean score of ( $M = 61.17$ ) of Taiwanese university students in Chen (2007), score of ( $M = 60.8$ ;  $SD = 10.7$ ) in Huang's (2001), ( $M = 65.12$ ;  $SD = 11.83$ ) in HSU's (2004) study, a mean score of ( $M = 52.56$ ;  $SD = 9.4$ ) among American foreign language learners Saito et al.'s (1999), mean score of ( $M = 57.02$ ) among Chinese universities students learning English as a foreign language in Shi's and Liu's (2006), mean score of ( $M = 53.25$ ) among learners of Chinese in colleges at Florida State University in the United States in Zhao's (2008), mean score of ( $M = 56.01$ ) of the learners of Japanese, and the learners of French ( $M = 53.14$ ) in

Saito et al.'s (1999), score of (M =46.08) in Loghmani's and Ghonsooly's (2012), and mean score of (M =46.64) of the learners of Russian in Saito et al. (1999), to the mean score of the present study (M =70.81; SD =14.71), the English as foreign language learners in this study seemed to experience more and higher reading anxiety than all reviewed above.

#### 4.2.13.1.2 Students' Reading Strategies Use

The SIRSU questionnaire which contained 50 items which were sub-divided into six categories; namely: memory, cognitive, compensation, meta-cognitive, affective and social strategies were used to determine students' frequency of reading strategies use when reading English academic materials. To answer this research question, the researcher obtained descriptive statistics from SIRSU, such as percentage, mean and standard deviation to determine the overall reading strategy use, their reading strategy use in the six categories, and the most and least used reading strategy items so as to examine the characteristics of the participants' reading strategies use. Oxford's (1990) criteria for the frequency of language learning strategy use such that the means of responses for each strategy statement and of the overall strategy use between 3.5 and 5.0 regarded as high frequency use, the means between 2.5 and 3.4 considered as a medium frequency use, and the means between 1.0 and 2.4 viewed as low frequency use were used in this study.

In this study, the means of the responses for the reading strategy items in the SIRSU fall into three levels. Here, 29(22.3%) of the participants were found to be high reading strategy users (HRSU), 78(60%) of the participants demonstrated they were medium reading strategy users (MRSU); however, 23(17.7%) of the participants appeared to be low reading strategy users. As can be noted from the results of the SIRSU, the majority of the respondents' 78(60.0%) English language academic materials reading strategy use frequency was found medium. The majority of the participants in this study were found to be medium-reading strategy users (MRSU) (See Appendix E). All the results to the items in the Strategy Inventory for Reading Strategy Use fall into high, medium, and low level of students' reading strategy use. The high category comprised 4 reading strategy items; the medium reading strategy contained 43 reading strategy items, and the low category comprised 3 items. While the mean of responses to the item used most frequently was 3.80, the mean of responses to the reading strategy item

used least frequently was 2.36. On the whole, the descriptive statistics for the overall reading strategy use of the subjects in this study was medium ( $M=3.03$ ;  $SD=0.57$ ).

The interview results on the English language reading strategy use were also in agreement with the results through the SIRSU questionnaire. All 8(100%) of the interviewees said they use different types of reading strategy. However, though the students reported they use various types of reading strategies, they could not list as many as possible; they commonly mentioned very few reading strategies: scanning, skimming, and note-taking, which are all under the cognitive reading strategy (See Appendix-N). Similarly, though the students claimed they employ different types of reading strategies, the strategies did not help them to score better in reading. The students in this study scored low in the reading test (See Appendix-F).

Thus, the results of this study revealed that the participants' overall use of reading strategies was at medium level ( $M =3.03$ ;  $SD =0.57$ ). The finding of this study is consistent with the study by Zare (2013). In her study, Zare investigated on reading strategy use and reading comprehension success among Iranian EFL Learners and found that the participants of the study were medium strategy users ( $M=3.38$ ;  $SD =0.83$ ).

This finding also coincides with the study by Lee (2007) who investigated reading strategy use in reading general English texts among 72 Korean EFL college students and reported moderate usage of reading strategies ( $M=3.01$ ); and Wu (2005) who investigated the use of reading strategies among 204 Taiwanese EFL college students and reported moderate usage of the reading strategies ( $M=3.08$ ). However, Park (2010) studied Korean EFL college students' reading strategy use to comprehend authentic expository/technical texts in English and the results indicated that the Korean EFL college students' reading strategies were found to be high ( $M = 3.62$ ;  $SD = 0.42$ ) which contradicts the result of the present finding. Similarly, the result of the present study opposed the finding by Al-Nujaidi (2003) in that he examined the use of reading strategies among 225 EFL first-year university students in Saudi Arabia and found high usage of reading strategies ( $M=3.80$ );

The results obtained from this study also revealed that cognitive reading strategies were found to be the most used ones by the participants of all the other five types of reading strategies ( $M=3.53;SD=0.58$ ) which were at high level, followed by metacognitive reading strategies ( $M=3.10;SD=0.85$ ) which were at medium level; memory reading strategies ( $M=2.89;SD=0.70$ ) which were at medium level, social reading strategies ( $M=2.88;SD=0.85$ ) which were at medium level, affective reading strategies ( $M=2.82;SD=0.78$ ) which were at medium level, and compensation reading strategies ( $M=2.56;SD=0.74$ ) which were at medium level respectively.

The findings in the current study are congruent with Naseri's (2012) in that Naseri studied on students' use of reading strategies and found that the most frequent use of reading strategy by the learners was cognitive reading strategies ( $M = 3.64, SD = 0.40$ ), followed by metacognitive reading strategies ( $M = 3.20, SD = .48$ ), and then followed by compensation reading strategies ( $M = 2.93, SD = .23$ ). Naseri's findings indicated that the students in his study had clear awareness to use the cognitive, and metacognitive reading strategies to have high reading performance. However, the result of the present study does not agree with Wang's (2011). Wang found that memory reading strategies were the most frequently used strategies by Taiwanese junior high school students while metacognitive reading strategies were the least frequently used ones by the students. On the other hand, the overall mean score of students' reading strategy use was medium ( $M =2.81, SD =0.82$ ) which generally parallels the result in the present study ( $M =3.03; SD =0.57$ ) which is in the category of the medium level.

Thus, the results showed that cognitive reading strategies were found to be the most frequently used reading strategies, while compensation reading strategies were the least frequently used reading strategies by the subjects in this study. There was no reading strategy in any of the six sub-categories at low range strategy use in the present study; participants' use of cognitive reading strategies was found at high level; but their use of social, affective, memory, and compensation reading strategies all fall at medium levels. In the current study, the participants' overall all use of the six categories of reading strategies was at medium level ( $M=3.03; SD= 0.57$ ).

Also, the result for the affective reading strategy showed that the majority of the students do not frequently try to relax themselves to reduce anxiety and to relax themselves by listening to music, etc. A larger portion of the students (67.7%) also do not encourage themselves to continue reading English texts even when they get afraid of failing to understand what they read in English. Similarly, the larger mass of the students do not encourage themselves to control their emotions to enhance their success in reading academic English texts; they do not reward themselves for their good performance in reading to tell themselves that it is ok even if they make mistakes or fail to understand adequately and that they fear failure or making mistakes to encourage themselves to continue reading as well.

From the researcher's experience, too, students get worried about their learning and do not make positive statement about them to encourage themselves. From my observation as an English teacher, students do not take risks for their own learning. The students in this study also confirmed that they do not relax themselves when they get worried, do not reward themselves for their achievement, do not tolerate mistakes to encourage themselves and do not discuss their problems with peers frequently. This finding matches to that of Girma's (1994). Girma found that students read their study materials or tried to read them regardless of whether they felt relaxed or frustrated and tense at the same time. Most of the students do not know how to lessen the emotional problems they encounter when reading. Similarly, students' use of the social reading strategies was found medium ( $M = 2.79$ ). Moreover, the students' tendency of trying to learn the new culture reflected in English texts they read seemed great though this contradicted with their responses to the interview questions.

More, the results of this study also disclosed that the first most frequently used reading strategy in this study was cognitive reading strategy item (23) which was stated as "I make summaries of information that I read in English for better understanding of the text" ( $M = 3.80$ ;  $SD = 1.088$ ), while the least frequently used reading strategy in this study was compensation reading strategy (item 27) which was stated as "I read English texts without looking up every new word from dictionary, reference sources, note-books, etc.." ( $M = 2.36$ ;  $SD = 1.245$ ). The findings of this study contradicts with Shang's (2012) findings in that she studied EFL learners' reading strategy use showed that the most frequent use of reading strategy was found to be metacognitive strategy with a mean score of ( $M = 3.49$ ;  $SD = 0.62$ ),

and with Shang's in that the least frequently used reading strategy in her study was cognitive reading strategy with a mean score of ( $M=3.56$ ;  $SD=0.62$ ).

Altogether, in the present study, the results showed that most of the participants were medium reading strategy users. This may also mean that the students always or usually use the various reading strategies such as memory, cognitive, compensation, metacognitive, affective and social reading strategies. The results also showed that the participants seemed they were aware of the importance of using the reading strategies in enhancing their reading comprehension performance when reading English academic reading texts though whether the students really know how to use them, when to use them and whether they consciously use them or not is still a doubt.

However, this finding contradicts with that of Girma's (1994) and Negusie's (2006). They both found that the majority of the students' use of cognitive reading strategies was likely to be low. They found that the majority of the students never summarize to have better understanding of reading texts. They reported the majority of the students do not seem to employ a number of cognitive reading strategies. Girma (1994) also found that the awareness and use of metacognitive reading strategies by individual students for managing their own learning was likely to be very low which is opposite to the result in the present study which medium for metaconive reading strategies..

Therefore, the results obtained from this study revealed that the cognitive reading strategies were found to be the most used ones by the participants of all the other five types of reading strategies ( $M=3.53$ ;  $SD=0.58$ ) which were at high level, followed by metacognitive reading strategies ( $M=3.10$ ;  $SD=0.85$ ) which were at medium level; memory reading strategies ( $M=2.89$ ;  $SD=0.70$ ) which were at medium level, social reading strategies ( $M=2.88$ ;  $SD=0.85$ ) which were at medium level, affective reading strategies ( $M=2.82$ ;  $SD=0.78$ ) which were at medium level, and compensation reading strategies ( $M=2.56$ ;  $SD=0.74$ ) which were at medium level respectively.

The findings in the current study are similar with Naseri's (2012) in that Naseri studied on students' use of reading strategies and found that the most frequent use of reading strategy by

the learners was cognitive reading strategies ( $M = 3.64$ ,  $SD = 0.40$ ), followed by meta-cognitive reading strategies ( $M = 3.20$ ,  $SD = .48$ ), and then followed by compensation reading strategies ( $M = 2.93$ ,  $SD = .23$ ). Naseri's findings indicated that the students in his study had clear awareness to use the cognitive, and metacognitive reading strategies to have high reading performance. However, the result of the present study does not agree with Wang's (2011). Wang found that memory reading strategies were the most frequently used strategies by Taiwanese junior high school students while metacognitive reading strategies were the least frequently used ones by the students. On the other hand, the overall mean score of students' reading strategy use was medium ( $M = 2.81$ ,  $SD = 0.82$ ) which generally parallels the result in the present study ( $M = 3.03$ ;  $SD = 0.57$ ) which is in the category of the medium level.

All in all, the finding of this study is consistent with the study by Zare (2013) as she found that Iranian EFL Learners were medium strategy users ( $M = 3.38$ ;  $SD = 0.83$ ); by Lee (2007) who found that Korean EFL college students had moderate usage of reading strategies ( $M = 3.01$ ); and Wu (2005) who found Taiwanese EFL college students had moderate use of reading strategies ( $M = 3.08$ ). Likewise, the findings of the current study were in agreement with Wu's (2010) and Tercanlioglu (2004) in that Wu (2010) indicated that Taiwanese college students' strategy use was moderate, while Tercanlioglu (2004) pointed out that Turkish university students' language learning strategy was at medium level. However, the finding by Park (2010) was that Korean EFL college students' reading strategy use was high ( $M = 3.62$ ;  $SD = 0.42$ ) which contradicts the result of the present finding. Similarly, the result of the present study opposed the finding by Al-Nujaidi (2003) in that he examined the use of reading strategies among 225 EFL first-year university students in Saudi Arabia and found high usage of reading strategies ( $M = 3.80$ ).

In this study, the highest mean of all the subcategories was for cognitive reading strategies ( $M = 3.53$ ;  $SD = 0.58$ ), showing that these reading strategies were the most frequently used ones by the subjects of this study. On the other hand, the lowest mean of all the subcategories was for compensation reading strategies ( $M = 2.56$ ;  $SD = 0.74$ ), implying that the compensation reading strategies were the least frequently used by the participants of this study. The students' use of the different types of reading in the current study were not consistent with the

studies done by Tercanlioglu (2004), Lee (2008), and Wu (2010) in which they reached similar findings that the compensation reading strategies were the most frequently used by the students under study, while the social reading strategies were the least frequently used strategies by the participants in their studies.

Besides, in the present finding, though the subjects reported they use the cognitive reading strategies most frequently, though they reported they always or usually summarize when they read to have better understanding of what they read in English as a foreign language in academic contexts, the researcher's doubt is they may not be consciously using them through tangible practices. The students' reading performance test score in the present study confirmed my doubt in that the majority of the students scored low in the reading test. Over all, the subjects in this study had low reading performance (M=44. 57). Hence, Training the students on what types of reading strategies to use, why to use them, how to use them and when to use the different types of reading strategies with practical activities that relate to each of the different types of reading strategies seemed very crucial so that the students can be helped to have sufficient knowledge of the reading strategy types and thereby use them appropriately for better reading performance.

#### ***4.2.13.2 Students' Reading Performance***

Reading comprehension test was used to assess students' English academic materials reading comprehension performance levels. To do this, two reading passages, each containing fourteen questions were adapted from the International English Language Testing System (IELTS). The question types in the reading passages involve "multiple-choice", "matching", "yes" or "no", items and providing "short answers". Frequency counts, percentage, means and standard deviations of the reading test scores were used to examine the participants' overall reading comprehension performance level and to categorize them into high, medium and low reading performers. According to the internationally standardized Grading Scale for university students at B.A level, Students who scored below 50% were considered as low, 50% to 74% as medium, and 75% to 100% as high reading performers.

The results of individual student in this study indicated that 8(6.20%) of the participants were found to be high reading performers (HRP) with the mean of (M=84.13); 47(36.10%) of the subjects were medium English language reading performers (MRP) with the mean score of (M =59.53); while 75(57.70) of the participants were low reading performers (LRP) with mean of (M =30.99) (See Appendix-F) for more information. Moreover, the finding of the present study revealed that the overall calculated mean of the scores of the subjects in the reading comprehension tests was low (M=44.57; SD =19.33). Thus, it can be noted from the results that the learners in this study were found to be low reading performers (LRP). They had low level of English language academic materials reading comprehension performance.

Thus, the finding of this study disagrees with the findings of previous studies such as Hsieh's (2006) in that Hsieh carried out a study on Taiwanese junior high school students' level of English reading proficiency and found that the students in his study had a medium level of English reading proficiency (M=67.40; SD =27.46). Similarly, Cheng (2009) studied learners' English reading proficiency level, in Taiwan and found their English reading proficiency level was at a medium level (M=70.06; SD =2.43).

However, the finding of current study seemed to match with the finding by Alsamadani (2009). He studied on Saudi EFL college-level students' use of reading strategies and found that the mean score of the students' reading comprehension test was low (M=47.46).

Hence, it can be argued from the results that the participants in the present study had a mean score of (M=44.57; SD=19.331) in the English language academic materials reading comprehension performance test. They had low level of English language reading comprehension performance. To this effect, the students can be grouped under the low reading comprehension performers. This might be due to the students' inadequate knowledge to appropriately and effectively use the different types of reading strategies when reading English written academic materials. Anxiety may be the other cause for the students' reading performance to be low. More reasons are also listed by the participants under section 4.2.3.

In addition, during the interview, all 8(100%) of the interview participants confirmed they face difficulties when reading English academic materials for comprehension. The

interviewees mentioned various reasons for their reading comprehension problems. With regard to this, interviewed 1, for instance, stated the following causes for his reading comprehension problems:

*Yeah! Most of the time, these materials can be written out of the students' understanding level and out of the students' background knowledge. Because, as you know, we are Ethiopians, we have not that much access to be familiar with the English materials and the English reading strategies. When we come to read the material, specially, written in English, we may face most of the unknown words, and the setting by itself is not familiar, the culture by itself is far different from that we know. Because most of the English materials have been written according to the setting of the foreign people of the British or the American people. But we are here in Ethiopia. We have our setting. The setting by itself is contrasting each other. And those things make the material not be understanding easily.*

The above extract from the study participants' interview responses indicated that reading materials beyond students' grade level, reading materials far from students' background knowledge, unfamiliar English reading texts, unfamiliar English culture, lack of knowledge of the English language reading strategies, unknown words, and unfamiliar contexts were identified by the students as the major causes for their reading comprehension problems.

#### **4.2.13.3 Findings of Students' Interview Results**

The result of the interview responses showed that the students get anxious when reading English academic reading texts for understanding. What the subjects self-reported to the FLRAS questionnaire and what they said during the face-to-face interview were in agreement. Nevertheless, there were few responses to the interview which contradicted with that of the questionnaire. In the questionnaire, the students reported that 'they enjoyed reading English texts', 'they feel confident when reading English', and 'they find reading the English language simple once they get used to it'. However, during the interview, the students asserted they get anxious because of different reasons when reading English texts for comprehension. Some responses of the students to the FLRAS and SIRSU questionnaires were not in harmony with their responses to the interview. These results seemed to indicate that either the students did not respond to the questionnaires genuinely or they answered the questionnaire carelessly and reflected the reality during the face to face interview; one of the

advantages of interview is substantiating information obtained through questionnaires, tests, etc.

Another, the students were found to be high users of cognitive reading strategies ( $M=3.53$ ). However, though the subjects seemed that they make summaries of important points from English academic texts they read for better understanding of what they read, their reading comprehension performance was found to be of low level ( $M=44.57$ ). Their high use of cognitive reading strategies did not help them to be high scorers in academic reading materials. The finding of this study also contradicts with the study by Neusie's (2006). He found that the majority of the students under study did not make summaries of main points from English academic texts they read.

The interview results also indicated that guessing from contextual clues, predicting questions to be asked from reading, connecting new things with prior knowledge, reading whole texts, using synonyms and antonyms, sitting in comfortable and silent places, using dictionaries to solve difficult words though are not always recommended as they may waste their time and not allowed during exams as well, asking teachers and friends, asking other people around them during difficulties for cooperation, writing down main points, evaluating their overall understanding of what they read, highlighting main points of what they read, inferring the meaning of figurative language and interpreting the meaning of what they read, reading critically, revising the texts they read and taking hot drinks were the reading strategies types that the subjects claimed they use when reading English academic materials so that they can get ready to discuss what they read to others.

However, as to the results of SIRSU questionnaire, the students' use of the compensation reading strategy was medium ( $M=2.56$ ). The students seemed they do not usually guess from contextual clues; they do not predict what the next is about when reading English texts. Using this reading strategy would help students to compensate what they lack and to understand what they read in English better. The compensation reading strategy, therefore, seemed infrequently employed by the students. Oxford (1990) states that the compensation reading strategies help learners to overcome knowledge gaps and to compensate the part which is not clear from the texts they read. However, this opportunity was not effectively used by the

participants. It can, therefore, be said that they missed a lot of the advantages for greater understanding of what they read in English. So the students' interview responses and their SIRSU questionnaire responses contradicted each other.

In conclusion, all the subjects said that they were aware of the reading strategy types they used when reading English academic texts. However, though the students said they know the types of reading strategies they have to use when reading English academic texts for different purposes, it seemed this did not help them much to score high in the reading comprehension tests. Their reading comprehension performance of the reading tests in this study was found at low level ( $M=44.57$ ). They did not score high in reading comprehension performance test of this study. Hence, the students seemed they do not appropriately use the various types of reading techniques they theoretically think that help them to understand better what they read in English. From this, it can be said that the students neither know what the appropriate types of reading strategies for a specific purpose are, nor know how to use the reading strategy types.

#### ***4.2.13.4 Findings of Relationship between Students' Reading Anxiety and their Reading Strategies Use***

To find the relationship between students' reading anxiety and their reading comprehension performance, the Pearson product-moment correlation coefficient was calculated to determine whether or not significant relationship exists between students' reading anxiety level and their overall reading strategy use. Besides, Muijs's (2004) rules of thumb were used to judge the strength of the relationships between the variables of the study ( $< \pm 0.1$ : weak;  $< \pm 0.3$ : modest;  $< \pm 0.5$ : moderate;  $< \pm 0.8$ : strong;  $\geq \pm 0.8$ : very strong).

As a result, the results from the person product-moment correlation coefficients between the FLRAS scores and the SIRSU scores showed that the students' reading anxiety and their overall reading strategies use were found to have a significant negative correlation ( $r = -.602$ ,  $p=0.000$  ( $p < 0.01$ )). In this study, students' reading anxiety and their overall reading strategies use had strong correlation as the correlation coefficient was found to be greater than  $\pm .50$  and less than  $\pm .80$  on the basis of the cut-off points mentioned above. In the current study,

participants with more reading anxiety tended to use less reading strategies, and those with less reading anxiety tended to use more reading strategies to enhance their understanding of English academic reading materials. Students who use different levels of reading strategies had different levels of anxiety. Students with high reading strategy use had lower level of reading anxiety. Students' more use of reading strategy lowers their reading anxiety, while students' less use of reading strategy heightens their reading anxiety. It can be concluded from the results that reading strategies were found to be the serious causes for students' reading anxiety either to be heightened or to be lowered. Reading strategies were found to be key factors for learners' reading anxiety.

Similarly, the correlation between learners' reading anxiety in relation to their use of the six reading strategies types; namely, memory, cognitive, compensation, metacognitive, affective, and social were also computed using Person Product-Moment Correlation Coefficients. As a result, students' reading anxiety and their reading strategy use of the six types were found to have a significant negative correlation ( $r = -.530$ ,  $r = -.561$ ,  $r = -.615$ ,  $r = -.607$ ,  $r = -.478$ ,  $p < 0.01$  for memory, compensation, metacognitive, affective, and social reading strategies respectively.) The relationships were strong for memory, compensation, metacognitive, and affective, but moderate for social reading strategy. However, the result also showed that though the students' reading anxiety and their cognitive reading strategies use were found to have negative correlation ( $r = -.143$ ,  $p = 0.105$ ), their correlation is weak; not significant.

In addition, the participants in this study were also classified into three levels, namely, High-Anxiety-Readers (HAR), Medium-Anxiety-Readers (MAR), and Low-Anxiety-Readers (LAR) on the basis of their FLRAS scores. The relationship between these three levels of reading anxiety (RA) and the three levels of the students' reading strategies use (RSU) were calculated using SPSS software version 20.0 and showed that 32(24.60%) of the participants were high anxiety readers (HAR). All the HAR were found to be medium and low reading strategy users (RSU); none of the high anxiety readers (HAR) was high reading strategy users (HRSU). Besides, the majority 47(36.16%) out of the 79(60.80%) of the MAR were MRSU. On the contrary, out of the 19 (14.60%) of the low anxiety readers (LAR), the larger number 12 (9.22%) of the subjects were high reading strategy users (HRSU).

Thus, it can be noted from the results that high anxiety readers (HAR) appeared to be medium and low reading strategies users (MRSU & LRSU); the medium anxiety readers (MAR) seemed medium reading strategies users (MRSU); while the low anxiety readers (LAR) tended to be high reading strategies users (HRSU). In general, the higher reading anxiety the students have, the lower their reading strategies use becomes. The more reading strategies the students use, the less reading anxiety they have, but the less reading strategies they use, the more reading anxiety they experience.

Likewise, the high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy. However, the low anxiety readers (LAR) were users of all types of reading strategies. And helping the HAR and the MAR to use these different types of reading strategies would assist them improve their reading performance.

In sum, the results of this study indicated the students have problems on using the different types reading strategies to reduce their reading anxiety and thereby perform well in reading. This implies much has to be done to alleviate these problems. Students' awareness on what types, why, how and when to use the different types of reading strategies to reduce their anxiety must be raised to help them become successful learners. This can be done by training the learners the different types of reading strategies so that the students can have sufficient knowledge on the strategies. By doing so, the students can be made to deliberately use the reading strategies to manage their own reading and to do well in their reading. Concerned bodies such as English language teachers have to train learners the different types of reading strategies to enable them to consciously manage their own learning so that this, in turn, can help them to reduce their reading anxiety.

This finding is similar with Lien's (2011). Lein (2011) studied on the relationship between students reading anxiety and their reading strategies use and found that the reading anxiety scores were significantly and negatively correlated with the reading strategy use scores ( $r = -.268, p < .01$ ). Similarly, Chen (2007) studied on the relationship between students' reading anxiety and their reading strategy use and found that the overall reading strategy scores had a significantly negative correlation ( $r=-0.290; p<0.01$ ) with the total FLRAS scores. Also, Lee

(1999) studied the association between learners' reading anxiety and their reading strategy use. As a result, she obtained a similar result in that she found that low-anxiety readers use more reading strategies, while high-anxiety readers tend to use fewer reading strategies.

In the same way, the result in the current study is consistent with studies conducted by Lee's (1999), Chen (2007), and Lien (2011) because they all studied about the relationship between learners' reading anxiety and reading strategies use and their study results revealed negative correlations between reading anxiety and reading strategies use. They all reached a conclusion that the relationship between reading anxiety and reading strategy use was significant. The participants with higher levels of reading anxiety were less likely to use reading strategies when reading English in academic contexts.

However, the finding of this study mismatches with Oh's (1990) finding. Oh found that reading anxiety led readers to use different reading strategies. That is, high-anxiety readers used more reading strategies for better understanding of what they read.

#### ***4.2.13.5 Findings of Relationship between Students' Reading Anxiety and their Reading Comprehension Performance***

The Pearson Product-Moment correlation coefficient was calculated in the SPSS version 20 was used to find the relationship the subjects' reading anxiety and their reading comprehension performance.

As a result, the result of this study indicated that the participants' English language reading anxiety had a significant negative correlation with their reading comprehension performance score ( $r = -.423$ ,  $p < 0.01$ ) with the p-value of (0.000). A moderate correlation was found between students' foreign language reading anxiety and their foreign language reading comprehension performance. Learners with lower English language reading anxiety appeared to have high English language reading comprehension performance, while the learners with higher English language reading anxiety tended to have lower reading comprehension performance.

In addition, the relationship between students' reading anxiety levels (high, medium, low) and their reading performance levels (high, medium, low) were examined in this study. As a result, 32(24.60%) of the participants were found to be high anxiety readers (HAR). The majority of the HAR 24(18.420%) revealed low reading performance (LRP). Besides, out of the 79(60.80%) of the MAR, the greater portion of them 45(34.40%) were low reading performers (LRP). Similarly, out of 19 (14.60%) of the low anxiety readers (LAR), the greater number 11(8.42%) of them were medium reading performers (MRP).

Thus, it can be noted from the results that the majority of the high anxiety readers (HAR) score low in reading though very few students with high anxiety are found to be high reading performers. Anxiety might have facilitated to score high to these few students. However, the larger numbers of the medium anxiety readers (MAR) seem to perform low in reading though they were expected to be medium reading performers. Similarly, the majority of the low anxiety readers (LAR) were medium reading performers (MAR). As the result indicated, though the majority of the students were medium anxiety readers (MAR), the majority of them were found low reading performers (LRP).

Therefore, the results in this study demonstrated that higher reading anxiety levels appeared to be correlated with low reading performance. Learners with higher English language reading anxiety seemed to score lower in the English language reading comprehension performance tests. That is, the more anxious the students were when reading English in academic contexts, the lesser their reading comprehension performance became, and the vice versa. The results also showed that while high anxiety readers seemed to perform low in reading, low anxiety readers seemed to perform medium though low anxiety readers were expected to score high. This might be due to the students' inadequate knowledge and their inappropriate use of the different types of the reading strategies. The students seem to have the problem of what reading strategies to use, how to use them, and when to use specific reading strategies for specific purposes.

The finding is similar with the result obtained by Shi and Liu (2006), in which they found that the foreign language reading anxiety was negatively correlated to the reading performance scores among the college EFL students in China. Likewise, the finding of the present study

appeared to be consistent with earlier findings that such a negative correlation existed between foreign language reading anxiety and foreign language reading performance (Aida, 1994; Horwitz et al., 1986; Saito & Samimy, 1996; Shi and Liu, 2006; Brozo, 1982; Sellers, 2000; Zbornik, 1988; Zbornik and Wallbrown, 1991; Dodge, 2013; Oxford, 1999; Hsu, 2004; Zhao, 2009; Saito, Horwitz, & Garza, 1999; Saito et al., 1999),

However, this study result contradicts with Brantmeier's (2005), in that he found no significant correlation between the subjects' language reading anxiety and their reading performance score. In the same way, the finding of this research contradicted with the findings of some other studies in that they discovered that anxiety could serve as alertness to promote foreign language learning. For example, Alpert and Haber (1960) determined that anxiety could have a beneficial or facilitative effect on student performance. Chastain (1975) conducted a study in Spanish, German, and French classes, found a positive relationship between anxiety and students' reading performance. Likewise, some Bailey (1983) suggested that anxiety has either a negative or a fostering effect, and found that the two-sided effects of anxiety can occur alternately and interchangeably. Bailey (1983) argued that anxiety has motivated herself to study harder, even though sometimes too much anxiety hindered her language learning. Steinberg (1982) also found that some anxiety may actually enhance foreign language performance.

Furthermore, the finding of the present study is in conflict with the results obtained by earlier studies. To mention some, Brantmeier (2005) found no significant correlation between the subjects' language reading anxiety and their reading performance score. Chen (2007) also made an investigation on the relationship between students' reading anxiety and reading performance, in Taiwan. His finding revealed that the relationship between reading anxiety and reading performance was not significant. Young (2000) measured the relationships among second language reading anxiety and second language reading comprehension and his findings showed that reading anxiety was not a significant predictor of reading comprehension in second language.

More, some researchers carried out studies on the relationship between the foreign language reading anxiety and foreign language reading performance and found no significant

relationship between reading anxiety and reading comprehension. Some others examined the effect of reading anxiety on reading comprehension and investigated the causes of reading anxiety among EFL Taiwanese junior college students and found that reading anxiety did not affect reading comprehension significantly (Brantemier, 2005; Hsu, 2004; Young, 1990; Wu, 2005).

#### ***4.2.13.6 Findings of Relationship between Students' Reading Strategy Use and their Reading Comprehension Performance***

Under this section, the relationship between students' English language reading strategy use and their reading comprehension performance was examined. To do this, the Pearson product-moment correlation coefficient was calculated using SPSS software.

Consequently, the correlation coefficient for the overall reading strategy use and reading comprehension performance was significant ( $r = 0.311$ ;  $p < 0.01$ ) with p-value of (0.000). The result indicated that there was a moderate positive relationship between the students' reading strategies and their comprehension performance. That is, the more the students use reading strategies, the better their comprehension performance becomes. Students' reading strategy use and their reading comprehension performance were found to have direct association. The association being positive indicates that the use of more reading strategies which are appropriate for a specific purpose when reading English academic texts seemed to be very indispensable to boost up reading comprehension performance. As the frequency of their reading strategy use increases, their reading comprehension performance increases as well. Students with more use of reading strategies tended to score better in reading comprehension tests.

In addition, in this study, the association between students' overall reading performance and the six reading strategy types was investigated. As a result, the correlation coefficient for students' memory, metacognitive, and affective reading strategies and their reading performance were (0.318), (0.307), (0.326) respectively with significance value of (0.00) ( $p < 0.01$ ). The results indicated that there is a significant moderate positive relationship between the students' use of the memory, metacognitive, and affective reading strategies and

their performance level. Likewise, the correlation coefficient for compensation and social reading strategies were found to be modest positive and significant (0.269) and (0.278) with significance value of (0.002) and (0.001) for compensation and social correspondingly.

However, the result also revealed that the correlation coefficient for students' cognitive reading strategies and their reading comprehension performance was not significant ( $r = 0.034$ ;  $p = 0.703$ ) which is greater than (0.01). Thus, cognitive reading strategies were found to have weak positive relationship with the students' reading performance. In fact, in this study, cognitive reading strategies were reported by the subjects to be the most frequently used ones. But its relationship with the students' reading comprehension performance was very weak though positive. So, this implied though the students reported they use the cognitive reading strategies most frequently, the strategies did not really help them to score better in the reading performance test. This might be due the students' inappropriate use of the cognitive reading strategies and because of their insufficient knowledge on how and when to use these reading strategies.

Furthermore, the high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy. However, the Medium reading Performers (MRP) were found to be good users of all types of reading strategies though the cognitive reading strategy seemed to be the most used one. The results indicated that helping the students to use the different types of reading strategies would help them to enhance their reading performance.

But overall, the relationships between students' use of all the six reading strategy types and their reading comprehension performance showed positive. The students' use of the different reading strategy types and their reading performance had direct association. That is, the more the students use the memory, cognitive, compensation, metacognitive, affective and social reading strategies, the better their comprehension performance becomes. As the students' use of the different types of the reading strategies increases, their reading performance increases.

Most of the students' responses to the interview questions were not consistent with their response to the strategy questionnaire. In addition, after the students had taken the test, they

were made to tell if they were aware of the reading strategy types that helped them to answer the reading test during the interview session. They confirmed they were not conscious of the specific reading strategy types that could have helped them in answering the questions in the reading test. Many of them said they simply answered the questions for the sake of answering them.

On top of that, through cross tabulation, the relationship between the students' reading strategy use levels and their reading performance levels were looked at. The results proved that 8(6.22%) of the participants were found to be high reading performers (HRP). The majority of the HRP 5(3.89%) showed medium reading strategies use (MRSU), while 2(1.56%) of the HRP indicated high reading strategies use (HRSU). Besides, out of the 47(36.20%) of the MRP, the greater portion of them 26(20%) were medium reading strategy users (MRSU). Nonetheless, another 17(13.10%) of the MRP were found to be high reading strategy users (HRSU). In the same way, out of 75(57.58%) of the low reading performers (LRP), the greater number 47(35.34%) of them were medium reading strategy users (MRSU) while another significant number 18(14.58%) of them low reading strategy users (LRSU). Moreover, a large number of the LRP were found high reading strategy users (HRSU).

Consequently, the result revealed that the majority of the high reading performers (HRP), medium reading performers (MRP), and low reading performers (LRP) showed medium reading strategies use to a greater extent. Furthermore, substantial number of medium reading performers (MRP) and low reading performers (LRP) were high reading strategy users (HRSU). However, the reason why these high reading strategy users (HRSU) did not perform well in the reading test might be because they do not know what reading strategies to use, how to use them, and when to use specific reading strategies for specific purposes when in need. Overall, though the majority of the students were found to be medium reading strategy users (MRSU), the larger portion of them were found to be low reading performers (LRP). Their inadequate knowledge and their improper use of the different types of the reading strategies might have caused them to perform low in the reading test.

Based on the results, it can be said that the English language students who use more reading strategies tended to score better in reading comprehension tests (i.e. the more reading

strategies students use, the better their reading comprehension performance becomes). Though the correlation between the participants' reading strategy use and their reading comprehension performance was moderate significant, the overall mean score of students' reading performance was found low ( $M = 44.47$ ;  $SD = 19.331$ ). Though the students reported they use more reading strategies when they read English texts in academic contexts, their performance in reading was low. Their more use of reading strategies did not help them to perform well in the reading test. This might imply that the students might have been using the different types of reading strategies inappropriately because of their lack of sufficient knowledge on how to properly utilize the reading strategies..

Oxford (1990) says that low reported strategy use is not always a sign of ineffective learning. Also high frequency use of strategies does not guarantee that the learning is successful. In a casual class observation, one might see some learners working eagerly and using many strategies, but do not employ those strategies effectively. This is because frequency results alone do not explain everything about strategy use, it is necessary to include other factors that affect learners' comprehension such as proper utilization of the different types of the reading strategies. Having adequate knowledge on how to use them is indispensable. Alsamadani (2009) supports this statement by saying, "the more the better" is not always the case in strategy use.

The finding of this research goes along with Rafael's (2007). In his study, Rufael found that there was a moderate positive relationship between learners' reading strategy use and their reading comprehension. Similarly, external scholars such as Anderson (1991) conducted research on reading strategy use of Spanish speaking adult ESL students and found that students who used more strategies comprehend better in reading tests. Skogen (2013) also conducted a study on students' reading proficiency and reading strategy use, in Oslo, and indicated that the more the students' use of reading strategies, the higher they scored on the reading test. Zara (2013) on her part explored the Iranian EFL learners' reading strategy use and reading comprehension. Her finding revealed that Iranian EFL learners' use of reading strategies was found to have strong positive correlation with students' reading comprehension achievement.

Moreover, the relationship between reading strategy use and reading comprehension has been of interest of other external researchers. Their findings indicated that reading strategies are important influences on reading comprehension. Successful reading comprehension depends on using reading strategies appropriately. These scholars also stated that the use of the appropriate reading strategies enhance FL/SL reading comprehension. The results of their studies showed significant correlation between reading comprehension ability and reading strategies use. Others conducted researches on the relationship between reading comprehension and reading strategy use of EFL learners and concluded that there is a significant but weak correlation between them (Al-Nujaidi, 2003; Brantmeier, 2000; Lee, 2007; Wu, 2005; Casanave, 1988; Widdowson, 1978; Goodman, 1998; Park, 2010; Al-Nujaidi, 2003; Song, 1999).

However, the finding of this study is not in agreement with some findings of some previous studies. For instance, Alsamadani (2009) studied on the relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension and he found that their use of reading strategies did not help Saudi students improve their EFL reading comprehension. The results of his study showed no significant relationship between Saudi EFL learners' comprehension level and their use of reading strategies. Similarly, Brantmeier (2000) examined the relationship between reading strategy use and reading comprehension of American college students learning Spanish as a second language, and she found that there was no relationship between the types of strategies that second language learners' use and their level of reading comprehension. Brantmeier also studied on the effect of reading strategy training on learners' reading comprehension and found that training Saudi students on the use of reading strategies did not significantly improve their reading comprehension.

To sum up, all these findings indicate that the use of reading strategies do not always result in successful reading comprehension. One thing that should be taken in to consideration here is that more use of reading strategies is not only a matter of knowing what strategy to use, but the reader must also know how and when to use the strategies successfully and harmonize them use with other strategies.

#### ***4.2.13.7 Significance of the Predictor Variables on the Outcome Variable***

As shown under 4.2.10, the researcher checked up the strongest predictor variable on students' reading performance. To do so, the relationship between students' reading anxiety, reading strategies use and their reading performance were computed using linear regression analysis.

Hence, the result showed that the coefficient of prediction for the combined predictor variables, namely, reading anxiety and reading strategies use on students' reading performance was found to be moderate and significant ( $R = 0.429$ ;  $p = 0.000$ ), while the explained variance which comes due to the influence of the predictor variables on the effect variable was ( $R \text{ Square} = 0.184 = 18.4\%$ ). The F-test of regression was utilized to check the significance of the coefficient of prediction of the combined predictor variables ( $R$ ) on the outcome variable and the explained variance ( $R \text{ Square}$ ) and indicated that the coefficients of predictions of the predictor variables together on the outcome variable and the explained variance ( $R \text{ Square}$ ) were significant ( $F = 14.317$ ,  $p = 0.000$  ( $P < 0.001$ )).

Likewise, the standardized coefficients of predictions (Beta) for reading anxiety and reading strategies use respectively were ( $\beta = -0.370$ ) and ( $\beta = 0.089$ ). Here, the significance levels of the predictions of the individual predictor variables were checked through t-test regression analysis. The results were found to be ( $t = -3.683$ ,  $p = 0.000$ ) and ( $t = 0.883$ ,  $p = 0.379$ ) for reading anxiety and reading strategy use respectively. Therefore, the linear regression analysis indicated that the prediction of reading anxiety on students' reading performance was moderate negative and statistically significant ( $\beta = -0.370$ ,  $p = 0.000$  ( $< 0.001$ )). Therefore, reading anxiety was found to be a good predictor of students' reading performance.

However, reading strategy use was not a significant predictor of students' reading performance ( $\beta = 0.089$ ,  $p = 0.379$  ( $> 0.01$ )). As it is shown, the coefficient of prediction of reading strategy use was positive ( $\beta = 0.089$ ). They had direct relationship. This indicated that though the strength of prediction was not significant, the fact is that its coefficient of prediction being positive shows as students' reading strategies use increases, their reading performance increases to some extent. This might have resulted from the students' insufficient

knowledge and improper use of the different types of reading strategies when reading English academic written materials in academic contexts. Furthermore, the result of the explained variance revealed that reading anxiety and reading strategy use together accounted for 18.4% of the variance in reading performance. They had 18.4% influences on students' reading performance.

The result of this study was analogous with the result by Dodge (2013). Dodge assessed the existence and strength of predictive relationships of reading anxiety (independent variable) with students' reading comprehension (dependent variable) using linear regression in the SPSS version.20.0. Thus, Dodge found reading anxiety was a significant predictor of students' reading comprehension ( $\beta = -.186$ ,  $t = -4.172$ ,  $p = .000$ ) with about 17% of the variability in reading comprehension being accounted for by reading anxiety ( $R^2 = .173$ ). Here, the negative coefficient of prediction of reading anxiety with reading comprehension implies an inverse relationship between reading anxiety scores and reading comprehension scores (i.e., lower reading anxiety scores predict higher reading comprehension scores; and higher reading anxiety scores predict lower reading comprehension scores).

Moreover, the result of the present study was alike with Alsamadani's (2009). Alsamadani conducted a standard regression analysis to determine the relationship of reading strategy use with students' reading comprehension scores and showed that the prediction coefficient of reading strategy use was not statistically significant ( $B = 0.05$ ,  $p = 0.506$  ( $p > 0.05$ )) with ( $R^2 = 0.005$ ). The predictor variable in his study accounted for 0.5% of the variance in the dependent variable, reading comprehension score. This indicted the reading strategy use created insignificant influence on the students' reading comprehension, but in my case, the reason for reading strategy use to have an insignificant influence might had been due the students' improper use of the reading strategies for reading comprehension

#### ***4.2.13.8 Findings of Sources of Students' Reading Anxiety***

The sources of learners' reading anxiety which were identified though the interview questions and the FLRAS questionnaire of the present study were unfamiliar words- a large number of students reported that they got worried when they encountered unfamiliar words while

reading English texts in academic contexts, pronunciation problems-the interviewed learners stated that their inability to pronounce words correctly was another source for their reading anxiety, fear of laugh by classmates, fear of negative evaluation because of mistakes, unfamiliar texts, and unfamiliar culture. In addition, unfamiliar topics, unfamiliar grammar, the negative attitude the students have towards English because it is not their native language, low ability of English, poor background, and strange contexts were the other things that the study participants identified as the major sources for their English academic materials reading anxiety. .

These findings match to that of Saito et al.'s (1999) in which they found that reading in a foreign language could bring out anxiety due to two reasons: one is the unfamiliar writing systems and scripts, and the other is the unfamiliar cultural background. It can be imagined that learners will feel immediately anxious when they try to decode the meaning from the words written in a very unfamiliar writing system in a reading passage. Learners might find at some point of reading that they can understand the words and make meaning out of sentences but still cannot make sense of the whole reading passage due to their unfamiliarity with culture of the target language. Likewise, the findings in the present study matched to the findings by Huang (2001), Oh (1992), Shi & Liu (2006), and Zhang (2002) because they found that unfamiliar culture, unfamiliar topics, unfamiliar scripts, grammar, new words, assessment tasks and worry about the reading effect were identified as the major sources of foreign language reading anxiety.

#### ***4.2.13.9 Findings of Causes of Students' Reading Comprehension Problems***

Further, the causes for students' reading comprehension problems were investigated in this study. To this effect, students responded that the problems with the reading texts, students' problems with various aspects of the language used in the reading texts and teachers' little knowledge on how to teach students reading are the problems that impede their reading comprehension performance. The students' responses during the interview confirmed what scholars like Nuttall (1996) say with regard to the problems that students face while reading English texts for comprehension as already explicated above.

This study also sought the causes for the students' reading comprehension problems through open-ended interviews and found various reasons that hinder their reading comprehension performance. The factors that they mentioned during the interview as having an impact on their reading comprehension were lack of prior preparation/readiness to read, lack of reading with purposes in mind in advance, lack of knowledge of adequate vocabulary; lack of knowledge of the different types of reading strategies and problems on properly applying the strategies where and when needed in their readings beginning from the lower grade levels; unattractive reading materials (e.g. reading materials do not provide the right reading strategies to be used for particular activities); reading materials written in small fonts; lack of motivation of the students themselves and by the teachers for reading; students' negative attitude towards reading- students consider reading as a difficult skill; and learners' reading practice limited to educational areas and to classrooms only were mentioned as causes for students' reading performance deficiencies.

Moreover, the students mentioned other problems that hamper their reading comprehension performance such as reading materials not related to their prior knowledge/experience (i.e. unfamiliar English reading materials); reading materials that contain unfamiliar culture; students lack interest for taking responsibility for their own learning as teachers explain everything for them; reading materials contain ambiguous words, sentences, and idiomatic expressions; reading materials sometimes become beyond their age or grade level; and fear of negative evaluation by teachers and peers were identified by study participants as the major causes of reading comprehension performance problems.

The findings in the present study matched to that of Alsamadani's (2009) in that he found that enthusiasm for reading and prior knowledge (schemata) were mentioned as affecting factors to students' reading comprehension problems. Similar to the present finding, (Nuttall, 1996; Ellis and Tomlinson, 1880; Harmer, 2001) found that texts that lack exercises on inferences, if the texts do not demand students to practice the different types of reading strategies, texts with abstract information, unfamiliar topics, long words, idioms, jargons, metaphors, irony, long sentences, complex sentences and words with several meanings can make reading comprehension difficult. Besides, student related factors such that students with inadequate knowledge of vocabularies, inability to apply appropriate reading strategies, friends the

students work with, their habit of spending their leisure time, the relationship between them and their teachers, the very little enthusiasm they have to take responsibility for their own learning were the other causes for reading comprehension difficulties (Alderson, 1999; Nuttall, 1982; Ur, 1996; Hedge, 2000).

Furthermore, as (Williams, 1984; Nuttall, 1982) stated, teachers' failure to activate learners' prior knowledge, teachers' uncertainty about helping students with language preparation, and their lack knowledge of selecting or devising appropriate reading comprehension tasks hamper students' reading interests. In addition, teachers' little idea about how to teach reading and their excess help yields students' reading comprehension difficulties and withhold students from developing the necessary reading strategy types. Oversimplification also increases students' dependency on teachers rather than independency.

In short, the problems related with the reading texts, students' problems with various aspects of the language used in the reading texts, and teachers' little knowledge on how to teach students reading are believed to be the problems that impede students' reading comprehension performance.

Overall, the sources for students' English academic materials reading anxiety and the causes for their reading comprehension problems as explained above appeared to be similar. Hence, the researcher felt from the findings that all the possible sources of reading anxiety could be also the possible factors that hamper learners' reading comprehension performance. Similarly, the mechanisms the study participants reported they employ to overcome their reading anxiety and the ways by which they try to lessen the factors that negatively affect their English academic materials reading comprehension performance were also found to be analogous. From this, it can be argued that similar actions could be taken in order to reduce both learners' academic materials reading anxiety and their reading comprehension problems.

## **Chapter Five: Summary, Conclusions, Limitations, and Implications**

Chapter five begins with the summary of the major findings which emerged in the study, followed by conclusions of the study results. Besides, the chapter provides some limitations of the study, implications for the teaching of reading to EFL students in universities, and implications for further research.

### **5.1 Summary of the the Study**

The major objective of the present study was to investigate the relationship among EFL university learners' status of reading strategy use, reading anxiety, and their performance in reading the English language. As stated in section 3.1, descriptive-correlational research designs which contained both quantitative and qualitative data were employed in this study. To gather data for the purpose of the study, 130 students who were majoring in English in four universities which are located in the Tigrai regional state of Ethiopia were taken as subjects of the study.

Thus, in order to determine the relationship among the EFL learners' status of reading strategy use, reading anxiety, and their performance in reading the English language, quantitative and qualitative data were collected. The quantitative data were collected from the students through questionnaires on reading strategy use and reading anxiety; and through reading test on students' performance level in reading. The qualitative data; on the other hand, were collected using interview questions to check the consistency of the responses through the questionnaires and the reading test. The data though the interview were also used to figure out the sources of students' reading anxiety and the causes for their reading comprehension problems.

Before the main study was conducted, a pilot study was carried out using both the quantitative and the qualitative instruments to pretest the appropriateness of the data gathering instruments, the procedures followed, and the data analysis methods, and; consequently, few amendments were made in the instruments, procedures, and data analysis methods. In addition, the lessons learned for the main study are included in chapter three (See section section 3.9.6).

In the main study, the data obtained from the strategy inventory for reading strategies use (SIRSU) questionnaires, the foreign language reading anxiety scale (FLRAS) and reading comprehension performance test (RCPT) were quantitative and analyzed quantitatively. In addition, the data obtained from interviews were qualitative and analyzed qualitatively. In order to analyze and interpret the data obtained through questionnaires and reading test, descriptive statistics, such as frequency, percentage, means, standard deviations to describe the present status of students' reading anxiety, reading strategy use, reading performance; and inferential statistics, such as Pearson Product-Moment correlation, cross-tabulation, and linear regression to examine the correlations among the variables were applied for data analysis.

To this effect, the major findings of this study that emerged from the different analyses in relation to the research questions are summarized as follows:

1. The overall mean score of the FLRAS indicated that the students in this study had a medium level of English language reading anxiety. Both the FLRAS scores and the interview responses confirmed this finding.
2. The students' overall use of reading strategies was found at medium level. In addition, in this study, cognitive reading strategies were found to be the most frequently used ones by the participants, followed by metacognitive reading strategies; memory reading strategies, social reading strategies, affective reading strategies, and compensation reading strategies respectively. The most frequently used reading strategy was item 23 in the cognitive reading strategy, which stated 'I make summaries of information on what they read in English for better understanding of the text', while the least frequently used reading strategies item by the participants was compensation reading strategy item 27 which stated "I read English texts without looking up every new word from dictionary, reference sources, note-books, etc..".
3. In this study, the learners' English language reading comprehension performance was found at low level.
4. A strong negative significant correlation was found between the students' reading anxiety and their overall reading strategy use.
5. The correlation between learners' reading anxiety in relation to their use of the six reading strategies types; namely, memory, cognitive, compensation, metacognitive,

affective, and social were also computed using person product-moment correlation coefficients and the result revealed students' reading anxiety had a significant negative correlation with memory, compensation, metacognitive, affective, and social reading strategies respectively. The relationships were strong for memory, compensation, metacognitive, and affective, but moderate for social reading strategy. However, the result showed that the students' reading anxiety and their cognitive reading strategies use were found to have weak negative correlation.

6. On top of that, the high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy. However, the low anxiety readers (LAR) were users of all types of reading strategies. Using a variety of reading strategies might have helped the LAR to score better in the reading test. And helping the HAR and the MAR to use these different types of reading strategies would assist them improve their reading performance. Similarly, the high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy though their high use of cognitive reading strategy still did not help them to score high. On the other hand, the Medium reading Performers (MRP) were found to be good users of all types of reading strategies though the cognitive reading strategy seemed to be the most used one. The results indicated that helping the students to use the different types of reading strategies would help them to enhance their reading performance.
7. The high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy, while the low anxiety readers (LAR) were found to be good users of all types of reading strategies.
8. The students' English language reading anxiety had a significant and moderate negative correlation with their reading comprehension performance.
9. The relationship between students' overall reading strategy use and their reading comprehension performance was moderate positive and significant.
10. The correlation between students' reading performance and their use of memory, metacognitive, and affective reading strategies were moderate positive and significant. Likewise, the correlation coefficient for compensation and social reading strategies were found to be modest positive and significant for compensation and social

correspondingly. However, the result also revealed that the correlation coefficient for students' use cognitive reading strategies and their reading comprehension performance was not significant. But overall, the students' use of all the six reading strategy types and their reading comprehension performance had direct associations.

11. The linear regression analysis indicated that the prediction of reading anxiety on students' reading performance was moderate negative and statistically significant, while the prediction of reading strategy use on students' reading performance was weak. It was also found that both reading anxiety and reading strategy use together had 18.4% influences on students' reading performance though it seemed the reading anxiety takes the greater share.
12. The high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy, while the Medium reading Performers (MRP) were found to be good users of all types of reading strategies.
13. Unfamiliar history and unfamiliar culture, unfamiliar topics, unfamiliar grammar, unfamiliar words, pronunciation problems, fear of laugh by classmates, fear of negative evaluation by teachers, negative attitude of students towards English because it is not their native language, low ability of English, poor background, and new contexts were identified by the students as major sources of their English language reading anxiety.
14. Lack of prior knowledge; lack of prior preparation; unfamiliar reading materials which contain unfamiliar culture; lack of purposes for reading in mind in advance; reading materials containing ambiguous words, sentences, and idiomatic expressions; reading materials beyond age or grade level; lack of knowledge of adequate vocabulary; lack of interest; lack of knowledge of the different types of reading strategies, unattractive reading materials; small fonts of reading materials; lack of motivation of the students themselves and by teachers; students' negative attitude towards reading; fear of negative evaluation by teachers; and learners' reading practice limited to educational areas and to classrooms only were mentioned by the students as the major causes of English language students' reading comprehension problems.

15. The results also indicated that the sources for students' English academic materials reading anxiety and the causes for their reading comprehension problems appeared to be similar.

## **5.2 Conclusions**

To mention once again, the current study investigated the effect of reading anxiety and reading strategy use on reading performance of university EFL students in the Tigray Regional state of Ethiopia. Based on the statistical analysis and the findings of the study, the following conclusions were drawn in response to the research question of the study:

Therefore, it is possible to conclude from the result that the students in this study had a medium level of English language reading anxiety ( $M= 70.81$ ,  $SD= 14.70$ ). Besides, the students in this study were classified into three groups; namely, High-Anxiety-Readers (HAR), Medium-Anxiety-Readers (MAR), and Low-Anxiety-Readers (LAR) on the basis of their FLRAS scores. On this basis, the results of the study revealed that the majority 79(60.8%) of the respondents' reading anxiety level was found medium.

This result asserted that the reading of English as foreign language caused to the students in the present study to experience a medium level of reading anxiety. But then, as can be seen observed from the mean scores of reading anxiety levels of different students in different countries of the world (See 4.2.13.1.1), it can be concluded that the English as foreign language learners in this study seemed to have higher reading anxiety than all assessed above because of reading English as a foreign language. Both the FLRAS scores and the interview responses confirmed this finding.

Unfamiliar history and unfamiliar culture of English, unfamiliar grammar, new topics, unfamiliar words, worry about the reading effect in English, negative attitude of students towards English because it is not their native language, and poor background were identified by the students as major sources of their English language reading anxiety.

The study result also revealed that the students' overall use of reading strategies was found at medium level ( $M=3.03$ ;  $SD=0.57$ ). This result indicated that the students appeared to be

aware almost all of the reading strategy types though how effectively they use them is still a question. In this study, it seemed the students did not appropriately use the reading strategies; they scored low in the reading test. In addition, in this study, cognitive reading strategies were found to be the most frequently used ones by the participants, followed by metacognitive reading strategies; memory reading strategies, social reading strategies, affective reading strategies, and compensation reading strategies respectively.

Thus, the results showed that cognitive and metacognitive reading strategies were found to be the most frequently used reading strategies, while compensation reading strategies were the least frequently used reading strategies by the subjects in this study. However, though the students were found to be high users of cognitive and metacognitive reading strategies, their reading comprehension performance was found at low level. So this indicated that though the students said they frequently make summaries of information on what they read and make prior plans and preparations for better understanding of the texts they read, their high use of these reading strategies seemed they did not help them to score high in reading comprehension test. This might have been due to the students' insufficient knowledge of how and when to use these reading strategies. It seemed the students did not consciously and appropriately use these strategies.

On the contrary, the result indicated that students' use of the compensation reading strategies were the least. These reading strategies would help the students to compensate what they lack and to understand what they read in English better. The compensation reading strategy, therefore, seemed nearly unexploited by the students. Oxford (1990) states that the compensation reading strategies help learners to overcome knowledge gaps and to compensate the part which is not clear from the texts they read. However, this opportunity was not effectively used by the participants. It can, therefore, be said they missed a lot of the advantages for greater understanding of what they read in English.

This study result showed also indicated the majority of the respondents' 78(60.0%) English language academic materials reading strategy use frequency was found medium. This confirmed that the students in this study had a medium level of reading strategies use.

Moreover, the learners' English language reading comprehension performance was found at low level ( $M=44.57$ ;  $SD =19.33$ ). Though the students in this study reported their reading anxiety and their use of reading strategy were at medium levels, their performance in the reading test was below average. The interview responses and the SIRSU questionnaire results indicated that the students seemed they know the reading strategy types they use when reading English academic texts. However, it also seemed that their awareness of the different types of the reading strategies did not help them much to score high in the reading comprehension tests; they scored low in the reading test. Hence, it can be argued the students neither know what the appropriate types of reading strategies for a specific purpose are, nor know how to use the reading strategy types. The results of individual student in this study also depicted that the majority 75(57.70%) of the students were at low level of reading performance.

In the current study, the overall correlation showed there was a strong negative significant correlation between the students' reading anxiety and their overall reading strategy use ( $r = -.602$ ,  $p=0.000$  ( $p<0.01$ )). The finding demonstrated that the participants with higher levels of reading anxiety were less likely to use reading strategies when trying to understand English academic reading materials, while the participants with less reading anxiety were likely to use more reading strategies to enhance their understanding of English reading texts.

Likewise, the correlation between learners' reading anxiety in relation to their use of the six reading strategies types; namely, memory, cognitive, compensation, metacognitive, affective, and social were also computed using person product-moment correlation coefficients and the result revealed students' reading anxiety had a significant negative correlation ( $r = -.530$ ,  $r = -.561$ ,  $r = -.615$ ,  $r = -.607$ ,  $r = -.478$ ,  $p<0.01$ ) with memory, compensation, metacognitive, affective, and social reading strategies respectively. The relationships were strong for memory, compensation, metacognitive, and affective, but moderate for social reading strategy. However, the result also showed that though the students' reading anxiety and their cognitive reading strategies use were found to have weak negative correlation ( $r = -.143$ ,  $p=0.105$ ).

In fact, the result in the current study demonstrated cognitive reading strategies were the most frequently used ones by the subjects. But then, it was also found that the students' more use cognitive reading strategies did not help them to reduce their reading anxiety may be due to their insufficient knowledge of the reading strategies and their inappropriate use of these reading strategies. Nevertheless, the overall results demonstrated that the participants with more reading anxiety tended to use fewer reading strategies, and those with less reading anxiety seemed to use more reading strategies to enhance their understanding of English academic reading materials. The present study result showed that all the high anxiety readers (HAR) appeared to be medium and low reading strategies users (MRSU & LRSU); the medium anxiety readers (MAR) seemed medium reading strategies users (MRSU); while the low anxiety readers (LAR) tended to be high reading strategies users (HRSU). The higher reading anxiety the students have, the lower their reading strategies use becomes.

On top of that, the high anxiety readers (HAR) and the medium anxiety readers (MAR) in this study were found to be high users of the cognitive reading strategy. However, the low anxiety readers (LAR) were users of all types of reading strategies. Using a variety of reading strategies might have helped the LAR to score better in the reading test. And helping the HAR and the MAR to use these different types of reading strategies would assist them improve their reading performance.

The students' English language reading anxiety had a significant moderate negative correlation with their reading comprehension performance score ( $r = -.423$ ,  $p < 0.01$ ) with the  $p$ -value of (0.000). A moderate correlation was found between students' foreign language reading anxiety and their foreign language reading comprehension performance. Learners with lower English language reading anxiety appeared to have high English language reading comprehension performance, while the learners with higher English language reading anxiety tended to have lower reading comprehension performance.

In addition, the relationship between students' overall reading strategy use and their reading comprehension performance was moderate positive and significant ( $r = 0.311$ ;  $p < 0.01$ ). This finding indicated that the English language students who use more reading strategies seemed to score better in reading comprehension tests. The correlation between students' reading

performance and their use of memory, metacognitive, and affective reading strategies were also moderate positive and significant. Likewise, the correlation coefficient for compensation and social reading strategies were found to be modest positive and significant. However, the result also revealed that the correlation coefficient for students' use cognitive reading strategies and their reading comprehension performance was not significant. But overall, the relationships between students' use of all the six reading strategy types and their reading comprehension performance were direct.

Similarly, the high reading performers (HRP) and the low reading performers (LRP) in this study were found to be high users of the cognitive reading strategy though their high use of cognitive reading strategy still did not help them to score high. On the other hand, the Medium reading Performers (MRP) were found to be good users of all types of reading strategies though the cognitive reading strategy seemed to be the most used one. The results indicated that helping the students to use the different types of reading strategies would help them to enhance their reading performance.

The linear regression analysis indicated that the prediction of reading anxiety on students' reading performance was moderate negative and statistically significant ( $\beta = -0.370$ ,  $p = 0.000$  ( $<0.001$ )), while the prediction of reading strategy use on students' reading performance was weak ( $\beta = 0.089$ ,  $p = 0.379$  ( $>0.01$ )). It was also found that both reading anxiety and reading strategy use together had 18.4% influences on students' reading performance though it seemed the reading anxiety takes the greater share. Therefore, it can be concluded that reading anxiety was found to be a good predictor of students' reading performance, while reading strategy use was not.

In addition, lack of prior knowledge; lack of prior preparation; unfamiliar reading materials which contain unfamiliar culture; lack of purposes for reading in mind in advance; reading materials containing ambiguous words and sentences, reading materials beyond age or grade level; lack of knowledge of adequate vocabulary; lack of interest; lack of knowledge of the different types of reading strategies, unattractive reading materials; small fonts of reading materials; lack of motivation of the students themselves and by teachers; students' negative attitude towards reading; fear of negative evaluation by teachers; and learners' reading

practice limited to educational areas and to classrooms only were mentioned by the students as the major causes of their English language reading comprehension problems.

To this end, the researcher noticed from the results of this study that the sources for students' English academic materials reading anxiety and the causes for their reading comprehension problems appeared similar. Hence, the researcher felt from the findings that all the possible sources of reading anxiety could also be the possible causes for learners' reading comprehension problems. The results indicated that the sources for students' reading anxiety and the causes for their reading comprehension problems seemed similar. Hence, similar actions could be taken to alleviate both learners' reading anxiety and their reading comprehension problems.

### **5.3 Implications of the Study**

#### **5.3.1 Pedagogical Implications**

To start with, in this study, the students' overall use of reading strategies was found at medium level. The students appeared to be aware of almost all of the different types of reading strategies. However, though the students reported they usually use the different types of reading strategies, their reading comprehension performance was found at low level. Thus, this result indicated the students have problems in using the different types reading strategies appropriately. Their awareness and frequent use of these reading strategies did not help them to score high in the reading comprehension test. It seemed that the students do not consciously and appropriately use the reading strategies when reading English texts for comprehension may be due to their insufficient knowledge of how and when to use these reading strategies. It can be argued, therefore, that the students neither know what the appropriate types of reading strategies for a specific purpose are, nor know how and when to use the reading strategy types.

Therefore, to alleviate these problems, EFL university instructors should train EFL learners to enable them use the different types of reading strategies when doing specific tasks to improve their reading performance. This can be done by making explicit discussions of what reading strategies are, by showing the students where, when, why and how to use them and by

designing practical examples and more reading activities which demand the students to employ a variety of reading strategies. Instructors can also do this by incorporating the English language reading strategies into their teaching methods, by training the students to apply the strategies for different purposes and by encouraging them to use the strategies as frequently as possible. Then, if students receive such trainings and have a better understanding of the various English reading strategies, they can apply them in different situations appropriately to their own reading and, by so doing, their reading performance can be enhanced greatly; they become independent and responsible for their own learning through reading. After all, as O'Malley and Chamot (1995) say, familiarizing learners with learning strategies and incorporating strategy trainings into their teaching programs is the duty of language teachers.

Two, as the findings of this study indicated, the students in this study were moderately anxious and low reading performers because of unfamiliar history and unfamiliar culture of English, unfamiliar grammar, new topics, unfamiliar words, worry about the reading effect in English, negative attitude towards English because it is not their native language, educational background, laugh and humiliation by teachers and by their classmates when attempting to answer reading tasks from reading texts in EFL classes. This result asserted that the reading of English as foreign language caused the students in the present study to experience a medium level of reading anxiety and to score low in the reading test. Reading anxiety negatively affected the students' reading performance.

Therefore, avoiding these causes of reading anxiety for EFL learners is of paramount importance so as to help them become free of fear when reading English academic texts and become successful readers. The pedagogical implication of this study is that instructors should be aware of the existence of reading anxiety among EFL learners, in the first place, so that they can use appropriate methods in class to reduce their reading anxiety. Besides, with explicit instructions of the history, culture, grammar rules, and unfamiliar words, teachers can expose students to a variety of opportunities which help them to know much about the history, culture, grammar rules, and unfamiliar words of English, which eventually would help them lower the degree of their reading anxiety.

Furthermore, teachers should introduce reading materials to students with a variety of topics to arouse their interest on reading and to help them become familiar with a variety of topics. Strategies which help the learners to tackle the possible sources of reading anxiety should be clearly taught to the students in EFL classes. Undertaking an open discussion with students on the possible sources of their reading anxiety is one good strategy which helps them arrive at creative solutions for their reading problems. In addition, teachers should work to their level best to create a relaxing, comfortable, stress-free and safe learning classroom where students feel secure, interested and motivated; this mechanism can help the students to face the reading difficulties rather than avoid them, and this, in turn, can help the learners to reduce their reading anxiety. Teachers should also appreciate and encourage for what the students are able to do rather than humiliating and discouraging them whenever they try doing tasks from reading.

Three, EFL teachers appear to have inadequate understanding of what reading strategies really are due to the insufficient training they might receive. Hence, the students' problems of using reading strategies appropriately when reading English texts, the reasons for experiencing reading anxiety, and the reasons for performing low in the reading test might have resulted from teachers' insufficient knowledge of helping students to alleviate their reading anxiety and from the problems of helping the learners to employ the different reading strategies properly when reading English academic texts for better comprehension.

For this reason, the pedagogical implication of this is that in-service trainings of teachers for using reading strategies to the required level and, in turn, teaching them to their students in EFL class is essential to engage the students in the learning process. Teachers should be provided repetitive trainings to encourage and to enable them use the basic types of reading strategies appropriately in classes when teaching reading. Opportunities should be created for teachers to get access to trainings on the different types of reading strategies. Thus, I would like to recommend that it is necessary to familiarize teachers with using the different types of reading strategies when teaching reading in EFL classes. Teachers should know how and when to use the reading strategy types when teaching reading. Moreover, teaching reading through a variety of reading strategies should be included in the English language curriculum. Reading needs to be taught through appropriate strategies for better reading performance; this

eventually helps teachers to train the language learners to use different appropriate reading strategy when doing specific tasks in reading.

Four, the results of this study indicated that the sources for students' reading anxiety and the causes for their reading comprehension problems were similar. All the possible sources of reading anxiety were also the possible factors that hamper learners' reading performance. In this study, unfamiliar history and unfamiliar culture of English, unfamiliar grammar, new topics, unfamiliar words, lack of prior preparation, reading without purpose in mind in advance, lack of knowledge and practice of the different types of reading strategies, worry about the reading effect of English, lack of motivation of the students themselves and by teachers, humiliation by students and by classmates, negative attitude of students towards English, and poor background were identified by the students as major sources of students' English language reading anxiety, and the causes for their reading comprehension problems.

So, this implies that the reading strategies the study participants employ to overcome their reading anxiety can also be used, in the same manner, to lower the factors that negatively affect their English reading comprehension performance. It was found that similar actions could be taken in order to reduce both learners' academic materials reading anxiety and their reading comprehension problems. Reducing learners' reading anxiety means increasing their reading performance. And this would be possible by helping students to employ appropriate reading strategies when reading.

Finally, the linear regression analysis in this study indicated that reading anxiety was found to be a good predictor of students' reading performance, while reading strategy use was found to be a weak predictor of their reading performance. Reading anxiety was found to have the most negative effect on learners' reading performance.

Consequently, the pedagogical implication of this result is that much has to be done to manage the causes for students' reading anxiety when reading English texts in academic contexts; but still, alleviating EFL learners' reading anxiety seems possible by helping them to employ the different types of reading strategies properly in different situations and for different purposes. Proper utilization of reading strategies not only lower learners' reading

anxiety when reading, but also maximize their reading comprehension performance; reading strategies were found to be the intermediary for reading anxiety and reading comprehension performance in reducing the problems in both.

### **5.3.2 Research Implications**

Researchers should suggest areas for further study to instigate future researchers fill the research gaps. By so doing, they can motivate other researchers to carry out further researches on the areas suggested. Thus, based on the results of this study, the following are suggested for further research:

1. As indicated under 5.4, this study obtained data from only 130 second year EFL students in four universities in the Tigray regional state of Ethiopia. EFL learners' status of reading anxiety, their reading strategy use and their reading performance in the universities of Ethiopia, other than Tigray, were not included in this study. So, it was difficult to generalize the findings of this study to all second year EFL university students at B.A level across Ethiopia. The findings of this study were generalizable to second year EFL students only in the Tigray regional state of Ethiopia. Therefore, further research on the same topic needs to be carried out on learners who represent second year EFL learners across all Ethiopian universities to examine if the findings of this study still remain the same for all EFL second year students in Ethiopia.

2. The present non-experimental study found that EFL university students employ English reading strategies to a moderate level. Their reading anxiety was also found at medium level, while their reading comprehension performance was at low level. Therefore, in the future studies, to obtain the real existing picture of the effect of reading strategy instructions on Ethiopian EFL university students' reading anxiety and reading performance, experimental research involving two groups: one a control group without reading strategy instructions, and the other treatment group with reading strategy instructions and by administering pre and post reading comprehension tests should be undertaken. This can help researchers to see if reading strategy instructions bring any difference in EFL learners' reading anxiety and their reading performance before and after the instructions.

3. In this study, it was found that both reading anxiety and reading strategy use together accounted for 18.4% of the variance in reading performance. Only reading anxiety and reading strategies use were found to have 18.4% influences on students' reading performance. Therefore, further research which investigates the factors, other than reading anxiety and reading strategy use such as learning styles, attitude, motivation, background, gender, interest, etc, which could affect EFL learners' reading performance should be conducted so that EFL teachers can help learners to reduce their problems and become successful readers in English academic contexts.

4. The participants of the study were second year EFL university learners in Tigray, Ethiopia. However, learners' status of reading anxiety, reading strategy use, and reading comprehension performance may vary according to the different grade levels and according to the different areas of specializations (disciplines). Therefore, to find out the real existing picture of the effect of reading anxiety and reading strategy use on learners' reading performance in different schools grade levels and different disciplines in the universities, further research needs to be conducted including representative students from Ethiopian primary schools, secondary schools, and from all Ethiopian universities in order to compare the effect of reading anxiety and reading strategies use on learners' reading comprehension among various grade levels and on various areas of specializations in universities so as to find out effective and efficient strategy instructions for each school level and for each university in Ethiopia.

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## **Appendices**

### **Appendix-A: The FLRAS Questionnaire**

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Languages and Literature**

**(Graduate studies)**

**Dear student,**

Currently, I am a doctoral student at Addis Ababa University studying in the program of Teaching English as a Foreign Language (TEFL). In partial fulfillment of the requirements for the degree of doctor of philosophy, I am conducting a study on 'the effect of reading anxiety and reading strategy use on learners' reading comprehension performance in English as a Foreign Language.

Thus, the aim of this study is to collect information about the various strategies you use when you read academic materials in English (e.g. reading text books for homework, assignments or examinations, any English written texts for examinations, etc). Moreover, this study will try to see foreign language learners' level of reading anxiety and their reading comprehension performance. In order to obtain data, therefore, you are requested to genuinely fill in two questionnaires on reading anxiety and reading strategies use, and answer two reading comprehension passages questions followed by interview questions.

Your responses are highly appreciated.

The information you provide will be used only for the purpose of this study and the data obtained will be kept strictly confidential.

Thank you very much for your contribution

Berhe Tafere: AAU, Department of Foreign Languages and Literature, PhD student

## Background Information

You do not have to write your name.

- University: \_\_\_\_\_
- Sex: \_\_\_\_\_
- Age: \_\_\_\_\_
- ID. No: \_\_\_\_\_
- Program: \_\_\_\_\_

### Dear student,

This questionnaire aims at identifying the language reading anxiety you experience when reading English texts. In this questionnaire, there are statements that describe your feelings about reading English as foreign Language. It consists of 20 questions to refer to how you feel about reading English. 5 numbers follow each statement (1, 2, 3, 4, and 5) and each number means the following:

5= Strongly Agree

4= Agree

3= Neither Agree nor Disagree

2= Disagree

1= Strongly Disagree

**Direction:** Having read each statement, please indicate how you feel about reading English by **circling** the appropriate number on the line following each statement under the number (1, 2, 3, 4, 5) using the scale provided. You **circle only one number** for each statement.

**Time Alloted: 20 Minutes**

Thank you for your cooperation!

Important Note: There are no right or wrong answers. Please answer what you do and not what you believe is right to do.

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

The FLRAS Questionnaire

<b>N<sub>o</sub></b>	<b>Items on Foreign Language Reading Anxiety</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	I get upset (disturbed) when I'm not sure whether I understand what I am reading in English. (-)	5	4	3	2	1
2	When reading English, I often understand the words but still can't quite understand what the author is saying. (-)	5	4	3	2	1
3	When I'm reading English, I get so confused I can't remember what I'm reading. (-)	5	4	3	2	1
4	I feel intimidated (frightened) whenever I see a whole page of English in front of me. (-)	5	4	3	2	1
5	I am nervous (worried) when I am reading a passage in English when I am not familiar with the topic. (-)	5	4	3	2	1
6	I get upset whenever I encounter unknown grammar when reading English. (-)	5	4	3	2	1
7	When reading English, I get nervous and confused when I don't understand every word. (-)	5	4	3	2	1
8	It bothers (worries) me to encounter words I can't pronounce while reading English. (-)	5	4	3	2	1
9	I usually end up translating word by word when I'm reading English. (-)	5	4	3	2	1
10	By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about. (-)	5	4	3	2	1
11	I am worried about all the new symbols I have to learn in order to read English. (-)	5	4	3	2	1
12	I enjoy reading English. (+)	1	2	3	4	5
13	I feel confident when I am reading in English. (+)	1	2	3	4	5
14	Once you get used to it, reading English is not so difficult. (+)	1	2	3	4	5

15	The hardest part of learning English is learning to read. (-)					
16	I would be happy to learn to speak English rather than having to learn to read as well. (-)	5	4	3	2	1
17	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud. (-)	5	4	3	2	1
18	I am satisfied with the level of reading ability in English that I have achieved so far. (+)	1	2	3	4	5
19	English culture and ideas seem very foreign to me. (-)	5	4	3	2	1
20	You have to know so much about English history and culture in order to read English. (-)	5	4	3	2	1

(Adopted from Saito et al, 1999): Foreign Language Reading Anxiety

## Appendix B: Percentage of Reading Anxiety Levels

No	Student Code	Sex	Score out of 100	RA Level	Frequency	Percent
1	41	F	26	LAR	<b>19</b>	<b>14.60%</b>
2	50	F	36	LAR		
3	22	F	39	LAR		
4	45	F	42	LAR		
5	12	M	43	LAR		
6	32	F	44	LAR		
7	28	M	45	LAR		
8	11	F	46	LAR		
9	34	F	48	LAR		
10	10	F	49	LAR		
11	56	F	49	LAR		
12	14	F	50	LAR		
13	30	F	50	LAR		
14	42	M	51	LAR		
15	48	M	51	LAR		
16	36	M	53	LAR		
17	40	F	53	LAR		
18	17	F	54	LAR		
19	24	F	55	LAR		
20	53	M	56	MAR		
21	2	F	57	MAR		
22	51	F	57	MAR		
23	55	F	57	MAR		
24	4	M	58	MAR		
25	13	M	58	MAR		
26	25	F	58	MAR		
27	38	F	58	MAR		

28	59	M	58	MAR	<b>79</b>	<b>60.08%</b>
29	9	F	59	MAR		
30	60	F	59	MAR		
31	19	F	60	MAR		
32	44	M	60	MAR		
33	6	M	61	MAR		
34	7	M	61	MAR		
35	26	F	61	MAR		
36	43	F	61	MAR		
37	47	F	61	MAR		
38	54	M	61	MAR		
39	63	F	61	MAR		
40	15	M	62	MAR		
41	21	M	62	MAR		
42	64	F	62	MAR		
43	3	F	63	MAR		
44	16	F	63	MAR		
45	31	M	63	MAR		
46	52	F	63	MAR		
47	49	F	64	MAR		
48	62	M	64	MAR		
49	8	F	65	MAR		
50	20	M	65	MAR		
51	130	F	66	MAR		
52	29	M	67	MAR		
53	39	M	67	MAR		
54	33	M	68	MAR		
55	46	M	68	MAR		
56	108	M	68	MAR		
57	122	F	68	MAR		
58	1	F	69	MAR		
59	27	F	69	MAR		

60	61	F	69	MAR		
61	93	M	69	MAR		
62	18	M	70	MAR		
63	23	M	70	MAR		
64	88	F	70	MAR		
65	37	F	72	MAR		
66	125	F	72	MAR		
67	35	M	73	MAR		
68	57	M	73	MAR		
69	100	M	73	MAR		
70	99	F	74	MAR		
71	58	F	75	MAR		
72	105	M	75	MAR		
73	106	F	75	MAR		
74	127	F	75	MAR		
75	5	F	76	MAR		
76	103	M	76	MAR		
77	118	F	76	MAR		
78	89	M	77	MAR		
79	119	F	77	MAR		
80	101	M	78	MAR		
81	104	F	78	MAR		
82	110	F	78	MAR		
83	66	M	79	MAR		
84	128	F	79	MAR		
85	95	M	80	MAR		
86	112	M	80	MAR		
87	65	M	81	MAR		
88	102	F	81	MAR		
89	76	M	82	MAR		
90	83	F	82	MAR		
91	91	M	83	MAR		

92	111	F	83	MAR		
93	117	F	83	MAR		
94	126	F	83	MAR		
95	67	M	84	MAR		
96	96	F	84	MAR		
97	116	M	84	MAR		
98	129	F	84	MAR		
99	68	M	85	HAR		
100	85	F	85	HAR	<b>19</b>	<b>24.60%</b>
101	92	F	85	HAR		
102	97	M	85	HAR		
103	107	M	85	HAR		
104	120	F	85	HAR		
105	123	F	85	HAR		
106	73	M	86	HAR		
107	75	M	87	HAR		
108	86	F	87	HAR		
109	94	F	87	HAR		
110	114	F	87	HAR		
111	121	F	87	HAR		
112	124	F	87	HAR		
113	74	M	88	HAR		
114	77	M	88	HAR		
115	70	M	89	HAR		
116	72	M	89	HAR		
117	78	F	89	HAR		
118	80	M	89	HAR		
119	84	M	89	HAR		
120	98	M	89	HAR		
121	109	F	89	HAR		
122	71	M	90	HAR		
123	81	F	90	HAR		

124	82	M	90	HAR		
125	87	F	90	HAR		
126	69	M	91	HAR		
127	90	M	91	HAR		
128	79	M	92	HAR		
129	113	F	92	HAR		
130	115	F	92	HAR		
Total	130	M	F			
		<b>58</b>	<b>72</b>			

Note: HAR=High Anxiety Readers; MAR=Medium Anxiety Readers; LAR=Low Anxiety Readers

## Appendix-C: The SIRSU Questionnaire

### Background Information

**You do not have to write your name.**

- University: \_\_\_\_\_
- Sex: \_\_\_\_\_
- Age: \_\_\_\_\_
- ID. No: \_\_\_\_\_
- Program: \_\_\_\_\_

**Dear student,**

This questionnaire aims at identifying the language reading strategies you use and how often you use these strategies. In this questionnaire there are statements that describe possible language reading strategies. It consists of 50 questions about reading strategies that people could do when they read. 5 numbers follow each statement (1, 2, 3, 4, and 5) and each number means the following:

1= Never true of me

2= Usually not true of me

3= Somewhat true of me

4= Usually true of me

5= Always true of me

**Direction:** Having read each statement, please indicate your answers by **circling** the number of your choice in the appropriate column that best describes how frequently you use the strategy under the number (1, 2, 3, 4, 5) using the scale provided. You **circle only one number** for each statement.

**Time Alloted: 50 Minutes,** Thank you for your cooperation!

**Important Note:** There are no right or wrong answers. Please answer what you do and not what you believe is right to do.

N= Never, R= Rarely, S= Sometimes, U= Usually, A= Always

### The SIRSU Questionnaire

No	Reading Strategies	Frequencies of Strategies Used				
		N	R	S	U	A
	<b>A. Memory Reading Strategies</b>					
1	I think of relationships between what I already know and new things I learn in the English text I read.	1	2	3	4	5
2	I use new English words in a sentence so I can remember them when I read English texts.	1	2	3	4	5
3	I connect the sound of a new English word and an image or picture of the word I encounter in a text I read to help me easily remember the word.	1	2	3	4	5
4	I remember a new English word by making a mental picture of a situation in which the word might be used in a reading text.	1	2	3	4	5
5	I use rhymes or sounds to remember new English words I encounter in English reading texts.	1	2	3	4	5
6	I write new English words I get from English texts I read on flash cards to remember them easily.	1	2	3	4	5
7	I physically act out new English words I get in reading texts to remember them easily.	1	2	3	4	5
8	I review (i.e. examine again) what I read to recall important ideas of it	1	2	3	4	5
9	I remember new English words or phrases by remembering their location on the page when reading English texts.	1	2	3	4	5
	<b>B. Cognitive Reading Strategies</b>					
10	I practice reading the same English texts several times to understand new	1	2	3	4	5

	English words.					
11	I try to read like native English speakers.	1	2	3	4	5
12	I practice the sounds of English when I read English texts.	1	2	3	4	5
13	I use the English words I know in different ways when I read English texts (e.g. In constructing meaningful sentence by putting known words in new ways).	1	2	3	4	5
14	I start conversations in English with people who know English while reading English texts.	1	2	3	4	5
15	I read texts written in English and tend to read stories and other authentic materials like news papers and magazines written in English.	1	2	3	4	5
16	I read English texts for pleasure.	1	2	3	4	5
17	I read notes, messages, letters, or reports in English to improve my reading skills.	1	2	3	4	5
18	I first skim an English passage (read over the passage quickly) to get the general idea and then go back and read carefully for specific or detailed information.	1	2	3	4	5
19	I translate new words in English to words of my own language that are similar in meaning when reading English texts.	1	2	3	4	5
20	I try to get the meaning of the English text I read by applying the rules or patterns in the English.	1	2	3	4	5
21	I find the meaning of new English word I encounter while reading by dividing it into its parts that I understand.	1	2	3	4	5
22	I do not translate word- for- word when I read English texts for understanding.	1	2	3	4	5
23	I make summaries of information that I read in English for better understanding of the text.	1	2	3	4	5
	<b>C. Compensation Reading Strategies</b>					
24	I make guesses to understand unfamiliar English words of a reading text from context clues.	1	2	3	4	5
25	I use physical motion such as mime or gesture to indicate the meaning of new word while reading English texts.	1	2	3	4	5

26	I make up new words if I do not know the right ones (vocabulary) in the English text I read.	1	2	3	4	5
27	I read English texts without looking up every new word from dictionary, reference sources, note-books, etc.	1	2	3	4	5
28	I try to guess what the next is about when I read English texts.	1	2	3	4	5
29	I use a word or a phrase that means the same thing when I read if I cannot think of an English word.	1	2	3	4	5
	<b>D. Metacognitive Reading Strategies</b>					
30	I try to find as many ways as I can to understand English reading texts.	1	2	3	4	5
31	I notice my English mistakes when I read and use that information to help me do better in my reading.	1	2	3	4	5
32	I pay attention to the English text I read (i.e. I read with concentration).	1	2	3	4	5
33	I try to find out how to be a better reader of English.	1	2	3	4	5
34	I make plan on what and how to read before dealing with the reading task so I will have enough time to read English texts.	1	2	3	4	5
35	I look for English written materials I can read to improve my reading skills.	1	2	3	4	5
36	I look for additional opportunities to read as much as possible in English. (E.g. Reading newspapers, reading magazines, proficient users of English).	1	2	3	4	5
37	I have clear goals for improving my reading skill in English in advance.	1	2	3	4	5
38	I evaluate my progress in reading English texts.	1	2	3	4	5
	<b>E. Affective Reading Strategies</b>					
39	I try to relax myself (e.g. by seeking opportunities to joke; listening to music; etc) whenever I feel afraid of reading English texts.	1	2	3	4	5
40	I encourage myself to read English texts even when I am afraid of failing to understand the texts.	1	2	3	4	5
41	I reward myself for my good performance in my reading to tell myself that it is ok even if I make mistakes or fail to understand adequately and that I should not fear failure or making mistakes to encourage myself.	1	2	3	4	5
42	I pay attention to my body to control my emotions during or before reading	1	2	3	4	5

	English texts.					
43	I write down my feelings of reading English texts in a language learning dairy to learn from them.	1	2	3	4	5
44	I talk to my friends, teachers, or other people about how I feel when I am reading English texts.	1	2	3	4	5
	<b>F. Social Reading Strategies</b>					
45	I ask peers, teachers or other people for clarification when I face difficulties in reading an English text.	1	2	3	4	5
46	I ask my friends, teachers or other people to correct me when I make mistakes while reading English texts.	1	2	3	4	5
47	I practice reading English texts with my classmates or friends to check my understanding.	1	2	3	4	5
48	I ask for help from my friends, teachers, or other people when I read English texts to improve my reading ability.	1	2	3	4	5
49	I ask questions in English to my friends, teachers, or other people for information when I fail to understand an English reading text.	1	2	3	4	5
50	I try to learn the new culture reflected in English texts whenever I read.	1	2	3	4	5

(Adapted from oxford, 1990): Language Learning Strategy

## Appendix D: Students' Reading Strategy Use Mean Levels

<b>No</b>	<b>Item Statement</b>	<b>M</b>	<b>SD</b>	<b>Level of RSU</b>	<b>Rank</b>
<b>1</b>	I think of relationships between what I already know and new things I learn in the English text I read.	3.31	1.041	<b>MRSU</b>	<b>11</b>
<b>2</b>	I use new English words in a sentence so I can remember them when I read English texts.	2.89	1.143	<b>MRSU</b>	<b>30</b>
<b>3</b>	I connect the sound of a new English word and an image or picture of the word I encounter in a text I read to help me easily remember the word.	2.85	1.100	<b>MRSU</b>	<b>34</b>
<b>4</b>	I remember a new English word by making a mental picture of a situation in which the word might be used in a reading text.	2.88	1.141	<b>MRSU</b>	<b>31</b>
<b>5</b>	I use rhymes or sounds to remember new English words I encounter in English reading texts.	<b>2.49</b>	1.163	<b>LRSU</b>	<b>48</b>
<b>6</b>	I write new English words I get from English texts I read on flash cards to remember them easily.	2.68	1.294	<b>MRSU</b>	<b>43</b>
<b>7</b>	I physically act out new English words I get in reading texts to remember them easily.	2.82	1.197	<b>MRSU</b>	<b>36</b>
<b>8</b>	I review (i.e. examine again) what I read to recall important ideas of it	3.35	1.199	<b>MRSU</b>	<b>8</b>
<b>9</b>	I remember new English words or phrases by remembering their location on the page when reading English texts.	2.75	1.264	<b>MRSU</b>	<b>42</b>
<b>10</b>	I practice reading the same English texts several times to understand new English words.	3.31	1.213	<b>MRSU</b>	<b>11</b>
<b>11</b>	I try to read like native English speakers.	3.25	1.121	<b>MRSU</b>	<b>14</b>
<b>12</b>	I practice the sounds of English when I read English texts.	3.42	1.160	<b>MRSU</b>	<b>7</b>
<b>13</b>	I use the English words I know in different ways when I read English texts (e.g. In constructing meaningful sentence by putting known words in new ways).	<b>3.43</b>	1.141	<b>MRSU</b>	<b>6</b>
<b>14</b>	I start conversations in English with people who know	3.19	1.175	<b>MRSU</b>	<b>18</b>

	English while reading English texts.				
<b>15</b>	I read texts written in English and tend to read stories and other authentic materials like news papers and magazines written in English.	3.32	1.168	<b>MRSU</b>	<b>10</b>
<b>16</b>	I read English texts for pleasure.	3.35	1.187	<b>MRSU</b>	<b>8</b>
<b>17</b>	I read notes, messages, letters, or reports in English to improve my reading skills.	<b>3.75</b>	1.195	<b>HRSU</b>	<b>2</b>
<b>18</b>	I first skim an English passage (read over the passage quickly) to get the general idea and then go back and read carefully for specific or detailed information.	<b>3.75</b>	1.123	<b>HRSU</b>	<b>2</b>
<b>19</b>	I translate new words in English to words of my own language that are similar in meaning when reading English texts.	<b>3.59</b>	1.009	<b>HRSU</b>	<b>4</b>
<b>20</b>	I try to get the meaning of the English text I read by applying the rules or patterns in the English.	<b>3.46</b>	1.028	<b>MRSU</b>	<b>5</b>
<b>21</b>	I find the meaning of new English word I encounter while reading by dividing it into its parts that I understand.	3.22	1.116	<b>MRSU</b>	<b>17</b>
<b>22</b>	I do not translate word- for- word when I read English texts for understanding.	3.12	1.324	<b>MRSU</b>	<b>19</b>
<b>23</b>	I make summaries of information that I read in English for better understanding of the text.	<b>3.80</b>	1.088	<b>HRSU</b>	<b>1</b>
<b>24</b>	I make guesses to understand unfamiliar English words of a reading text from context clues.	2.86	1.274	<b>MRSU</b>	<b>33</b>
<b>25</b>	I use physical motion such as mime or gesture to indicate the meaning of new word while reading English texts.	<b>2.62</b>	1.156	<b>MRSU</b>	<b>46</b>
<b>26</b>	I make up (coin) new words if I do not know the right ones (vocabulary) in the English text I read.	<b>2.42</b>	1.070	<b>LRSU</b>	<b>49</b>
<b>27</b>	I read English texts without (by) looking up every new word from dictionary, reference sources, note-books, etc.	<b>2.36</b>	1.245	<b>LRSU</b>	<b>50</b>
<b>28</b>	I try to guess (predict) what the next is about when I read English texts.	<b>2.64</b>	1.071	<b>MRSU</b>	<b>45</b>
<b>29</b>	I use a word or a phrase that means the same thing	<b>2.50</b>	1.136	<b>MRSU</b>	<b>47</b>

	(synonyms) when I read if I cannot think of an English word.				
<b>30</b>	I try to find as many ways as I can to understand English reading texts.	3.10	1.269	<b>MRSU</b>	<b>21</b>
<b>31</b>	I notice my English mistakes when I read and use that information to help me do better in my reading.	3.10	1.219	<b>MRSU</b>	<b>21</b>
<b>32</b>	I pay attention to the English text I read (i.e. I read with concentration).	3.25	1.190	<b>MRSU</b>	<b>14</b>
<b>33</b>	I try to find out how to be a better reader of English.	3.24	1.244	<b>MRSU</b>	<b>16</b>
<b>34</b>	I make plan on what and how to read before dealing with the reading task so I will have enough time to read English texts.	2.81	1.270	<b>MRSU</b>	<b>37</b>
<b>35</b>	I look for English written materials I can read to improve my reading skills.	3.11	1.222	<b>MRSU</b>	<b>20</b>
<b>36</b>	I look for additional opportunities to read as much as possible in English. (E.g. Reading newspapers, reading magazines, proficient users of English).	3.08	1.379	<b>MRSU</b>	<b>23</b>
<b>37</b>	I have clear goals for improving my reading skill in English in advance.	3.28	1.170	<b>MRSU</b>	<b>13</b>
<b>38</b>	I evaluate my progress in reading English texts.	2.93	1.129	<b>MRSU</b>	<b>26</b>
<b>39</b>	I try to relax myself (e.g. by seeking opportunities to joke; listening to music; etc) whenever I feel afraid of reading English texts.	2.78	1.170	<b>MRSU</b>	<b>41</b>
<b>40</b>	I encourage myself to read English texts even when I am afraid of failing to understand the texts.	2.93	1.182	<b>MRSU</b>	<b>26</b>
<b>41</b>	I reward myself for my good performance in my reading to tell myself that it is ok even if I make mistakes or fail to understand adequately and that I should not fear failure or making mistakes to encourage myself.	2.85	1.254	<b>MRSU</b>	<b>34</b>
<b>42</b>	I pay attention to my body to control my emotions during or before reading English texts.	2.92	1.175	<b>MRSU</b>	<b>29</b>
<b>43</b>	I write down my feelings of reading English texts in a	2.65	1.166	<b>MRSU</b>	<b>44</b>

	language learning dairy to learn from them.				
<b>44</b>	I talk to my friends, teachers, or other people about how I feel when I am reading English texts.	2.81	1.149	<b>MRSU</b>	<b>37</b>
<b>45</b>	I ask peers, teachers or other people for clarification when I face difficulties in reading an English text.	2.95	1.253	<b>MRSU</b>	<b>24</b>
<b>46</b>	I ask my friends, teachers or other people to correct me when I make mistakes while reading English texts.	2.81	1.227	<b>MRSU</b>	<b>37</b>
<b>47</b>	I practice reading English texts with my classmates or friends to check my understanding.	2.94	1.126	<b>MRSU</b>	<b>25</b>
<b>48</b>	I ask for help from my friends, teachers, or other people when I read English texts to improve my reading ability.	2.93	1.202	<b>MRSU</b>	<b>26</b>
<b>48</b>	I ask questions in English to my friends, teachers, or other people for information when I fail to understand an English reading text.	2.88	1.218	<b>MRSU</b>	<b>31</b>
<b>50</b>	I try to learn the new culture reflected in English texts whenever I read.	2.79	1.243	<b>MRSU</b>	<b>40</b>

**Note:** HRSU=High Reading Strategy Users; MRSU=Medium Reading Strategy Users; LRSU=Low Reading Strategy Users

### **Appendix-E: Percentage of Reading Strategies Use Levels**

<b>No</b>	<b>Student Code</b>	<b>Sex</b>	<b>Score out of 5</b>	<b>RSU Level</b>	<b>Frequency</b>	<b>Percent</b>
1	10	F	4.26	HRSU	<b>29</b>	<b>23.3</b>
2	54	M	4.24	HRSU		
3	39	M	4.18	HRSU		
4	8	F	4.08	HRSU		
5	15	M	4.08	HRSU		
6	21	M	4.06	HRSU		
7	50	F	4.06	HRSU		
8	41	F	4	HRSU		

9	22	F	3.92	HRSU				
10	55	F	3.92	HRSU				
11	60	F	3.9	HRSU				
12	57	M	3.88	HRSU				
13	28	M	3.86	HRSU				
14	44	M	3.86	HRSU				
15	32	F	3.84	HRSU				
16	42	M	3.84	HRSU				
17	16	F	3.78	HRSU				
18	45	F	3.74	HRSU				
19	59	M	3.7	HRSU				
20	64	F	3.7	HRSU				
21	34	F	3.68	HRSU				
22	6	M	3.66	HRSU				
23	30	F	3.66	HRSU				
24	35	M	3.66	HRSU				
25	12	M	3.64	HRSU				
26	43	F	3.62	HRSU				
27	37	F	3.6	HRSU				
28	5	F	3.58	HRSU				
29	17	F	3.54	HRSU				
30	53	M	3.48	MRSU			<b>78</b>	<b>60.0%</b>
31	61	F	3.48	MRSU				
32	40	F	3.46	MRSU				
33	109	F	3.44	MRSU				
34	26	F	3.42	MRSU				
35	27	F	3.42	MRSU				
36	56	F	3.42	MRSU				
37	19	F	3.4	MRSU				
38	38	F	3.4	MRSU				

39	51	F	3.4	MRSU		
40	23	M	3.38	MRSU		
41	47	F	3.38	MRSU		
42	84	M	3.36	MRSU		
43	86	F	3.34	MRSU		
44	48	M	3.32	MRSU		
45	52	F	3.32	MRSU		
46	9	F	3.26	MRSU		
47	3	F	3.24	MRSU		
48	33	M	3.24	MRSU		
49	46	M	3.22	MRSU		
50	7	M	3.2	MRSU		
51	63	F	3.16	MRSU		
52	66	M	3.16	MRSU		
53	18	M	3.14	MRSU		
54	114	F	3.14	MRSU		
55	29	M	3.12	MRSU		
56	14	F	3.06	MRSU		
57	49	F	3.06	MRSU		
58	89	M	3.06	MRSU		
59	80	M	3.02	MRSU		
60	94	F	3.02	MRSU		
61	98	M	3	MRSU		
62	11	F	2.98	MRSU		
63	68	M	2.98	MRSU		
64	36	M	2.96	MRSU		
65	69	M	2.96	MRSU		
66	75	M	2.96	MRSU		
67	91	M	2.96	MRSU		
68	25	F	2.92	MRSU		

69	87	F	2.9	MRSU		
70	58	F	2.88	MRSU		
71	72	M	2.86	MRSU		
72	102	F	2.86	MRSU		
73	105	M	2.86	MRSU		
74	106	F	2.86	MRSU		
75	2	F	2.82	MRSU		
76	115	F	2.82	MRSU		
77	130	F	2.8	MRSU		
78	107	M	2.78	MRSU		
79	1	F	2.76	MRSU		
80	62	M	2.76	MRSU		
81	88	F	2.76	MRSU		
82	108	M	2.76	MRSU		
83	116	M	2.76	MRSU		
84	125	F	2.76	MRSU		
85	74	M	2.74	MRSU		
86	31	M	2.72	MRSU		
87	78	F	2.72	MRSU		
88	90	M	2.7	MRSU		
89	111	F	2.7	MRSU		
90	124	F	2.7	MRSU		
91	82	M	2.68	MRSU		
92	81	F	2.66	MRSU		
93	110	F	2.64	MRSU		
94	97	M	2.62	MRSU		
95	83	F	2.6	MRSU		
96	95	M	2.6	MRSU		
97	127	F	2.6	MRSU		
98	4	M	2.58	MRSU		

99	77	M	2.58	MRSU		
100	117	F	2.58	MRSU		
101	113	F	2.56	MRSU		
102	126	F	2.56	MRSU		
103	76	F	2.54	MRSU		
104	129	F	2.54	MRSU		
105	123	F	2.52	MRSU		
106	128	F	2.52	MRSU		
107	70	M	2.5	MRSU		
108	93	M	2.46	LRSU		
109	99	F	2.46	LRSU		
110	71	M	2.42	LRSU		
111	79	M	2.42	LRSU		
112	120	F	2.42	LRSU		
113	100	M	2.4	LRSU		
114	121	F	2.38	LRSU		
115	101	M	2.36	LRSU		
116	104	F	2.36	LRSU		
117	24	F	2.32	LRSU		
118	65	M	2.3	LRSU		
119	103	M	2.3	LRSU		
120	122	F	2.3	LRSU		
121	119	F	2.28	LRSU		
122	73	M	2.26	LRSU		
123	67	M	2.22	LRSU		
124	13	M	2.18	LRSU		
125	96	F	2.14	LRSU		
126	92	F	2.12	LRSU		
127	85	F	2.1	LRSU		
128	112	M	2.1	LRSU		
					<b>23</b>	<b>17.7%</b>

129	118	F		1.92	LRSU		
130	20	M		1.88	LRSU		
<b>Total</b>	<b>130</b>	<b>M</b>	<b>F</b>				
		<b>58</b>	<b>72</b>				

## Appendix-F: Reading Comprehension Performance Test

### Background Information

**You do not have to write your name.**

- University: \_\_\_\_\_
- Sex: \_\_\_\_\_
- Age: \_\_\_\_\_
- ID. No: \_\_\_\_\_
- Program: \_\_\_\_\_

Dear student,

The purpose of this reading comprehension test is to get information on your reading comprehension ability. The information you provide here is very essential for the success of the study. Thus, I request you to genuinely do the test.

Your cooperation is greatly appreciated!

**Dear student,**

In this section, you will read two passages. Each passage is followed by a number of questions about it. Give the correct answer depending on the instructions under each section. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

**Time Alloted for both passages: 1hr**

## The Reading Comprehension performance Test

### Passage 1

#### Changing our Understanding of Health

A. The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B. For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C. In the late 1940s the World Health Organization challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D. The 1970s was a time of focusing on the prevention of disease and illness by emphasizing the importance of the lifestyle and behavior of the individual. Specific behaviors which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviors and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E. During 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in

terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that: The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986). It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviors and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanization, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F. At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that: Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioral and biological factors can all favor health or be harmful to it. (WHO, 1986) The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of 'enabling people to increase control over and to improve their health' (WHO, 1986).

**A. Now, choose the most suitable headings for paragraphs (A-F) from the list of headings and write the appropriate numbers (i-ix) in the spaces provided.**

**NB: There are more headings than paragraphs, so you will not use them all.**

**Paragraphs**

**List of Headings**

- |                     |  |
|---------------------|--|
| _____1. Paragraph A | i. Holistic approach to health                       |
| _____2. Paragraph B | ii. The primary importance of environmental factors  |
| _____3. Paragraph C | iii. Healthy lifestyles approach to health           |
| _____4. Paragraph D | iv. Changes in concepts of health in Western society |
| _____5. Paragraph E | v. Ottawa Charter for Health Promotion               |
| _____6. Paragraph F | vi. Definition of health in medical terms            |
|                     | vii. Socio-ecological view of health                 |

**B. Answer the following questions using NO MORE THAN THREE WORDS from the passage.**

7. In which year did the World Health Organization define health in terms of mental, physical and social well-being?\_\_\_\_\_.
8. Name the three broad areas which relate to people's health, according to socio ecological view of health.\_\_\_\_\_.
9. During which decade were lifestyle risks seen as the major contributors to poor health?\_\_\_\_\_.

**C. Write 'YES' if the statement agrees with the information, 'NO' if the statement contradicts the information, and 'NOT GIVEN' if there is no information on this in the passage and put your answers on spaces provided.**

- \_\_\_\_\_10. Doctors have been instrumental in improving living standards in Western society.
- \_\_\_\_\_11.The approach to health during the 1970s included the introduction of health awareness programs.
- \_\_\_\_\_12. The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.

\_\_\_\_\_13. The principles of the Ottawa Charter are considered to be out of date in the 1990s.

\_\_\_\_\_14. In recent years a number of additional countries have subscribed to the Ottawa Charter.

**(Adopted from IELTS: Accessed on (<http://www.ielts.org>) with a written permission from the British Council, Addis Ababa)**

## **Passage 2**

### **The Risks of Cigarette Smoke**

**A.** Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

**B.** In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

**C.** Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

**D.** As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung

cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

**E.** A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

**F.** The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

**G.** This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

**H.** The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

**I.** The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

**A. Choose the letter that contains the appropriate answer and put the letter of your choice on the space provided.**

\_\_\_\_\_1. According to information in the text, leukemia and pneumonia.....

- A. are responsible for 84,000 deaths each year.
- B. are strongly linked to cigarette smoking.
- C. are strongly linked to lung cancer.
- D. result in 30 per cent of deaths per year.

\_\_\_\_\_2. According to information in the text, intake of carbon monoxide.....

- A. inhibits the flow of oxygen to the heart.
- B. increases absorption of other smoke particles.
- C. inhibits red blood cell formation.
- D. promotes nicotine absorption.

\_\_\_\_\_3. According to information in the text, intake of nicotine encourages.....

- A. blood circulation through the body.
- B. activity of other toxins in the blood.
- C. formation of blood clots.
- D. an increase of platelets in the blood.

**B. Write 'YES' if the statement reflects the claims of the writer, 'NO' if the statement contradicts the claims of the writer, and 'NOT GIVEN' if it is impossible to say what the writer thinks about this based on the reading passage.**

\_\_\_\_\_4. Thirty per cent of deaths in the United States are caused by smoking-related diseases.

\_\_\_\_\_5. If one partner in a marriage smokes, the other is likely to take up smoking.

\_\_\_\_\_6. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

\_\_\_\_\_7. Opponents of smoking financed the UCSF study.

**C. Choose ONE phrase from the list of phrases (A—J) below to complete each of the following sentences (Questions 8-10) and put the letter that contains the appropriate answer on space provided.**

**Sentences**

**Phrases**

\_\_\_\_\_8. Passive smoking ...

A. includes reviews of studies in its reports.

\_\_\_\_\_9. Compared with a non-smoker, a smoker ...

B. argues for stronger action against smoking in public places.

\_\_\_\_\_10. The American Medical Association ...

C. is one of the two most preventable causes of death.

D. is more likely to be at risk from passive smoking diseases.

E. is more harmful to non-smokers than to smokers.

F. is less likely to be at risk of contracting lung cancer.

G. is more likely to be at risk of contracting various cancers.

H. opposes smoking and publishes research on the subject.

I. is just as harmful to smokers as it is to non-smokers.

J. reduces the quantity of blood flowing around the body.

**D. Classify the following statements (11-14) as being:**

a. a finding of the UCSF study,

b. an opinion of the UCSF study

c. a finding of the EPA report

d. an assumption of consultants to the tobacco industry **and put the letter that contains the appropriate answer on the space provided.**

**NB: You may use any letter more than once.**

**Statements**

**Classifiers**

\_\_\_\_\_ 11. Smokers' cardiovascular systems adapt  
to the intake of environmental smoke.

a. a finding of the UCSF study  
b. an opinion of the UCSF study

\_\_\_\_\_ 12. There is a philosophical question as to whether  
people should have to inhale others' smoke.

c. a finding of the EPA report  
d. an assumption of consultants

\_\_\_\_\_ 13. Smoke-free public places offer the best solution.

to the tobacco industry

\_\_\_\_\_ 14. The intake of side-stream smoke is more  
harmful than smoke exhaled by a smoker.

**(Adopted from IELTS: Accessed on (<http://www.ielts.org>) with a written permission from the British Council, Addis Ababa)**

## Appendix-G: Answer Key for Reading Comprehension Performance Test

### Reading Passage 1

#### Changing our Understanding of Health

##### Answer Key

1. i v

4. iii

2. vi

5.vii

3. i

6. v

7. 1946

8. social, economic, environmental

9. (the) 1970s

10. NOT GIVEN

13. NO

11. YES

14. NOT GIVEN

12. NO

#### Reading Passage 2

#### The Risks of Cigarette Smoke

##### Answer Key

1 B // are strongly linked to cigarette smoking

2 A // inhibits the flow of oxygen to the heart

3 C // formation of blood clots

4 NO // N

5 NOT GIVEN // NG

6 YES // Y

7 NOT GIVEN // NG

8 E // is more harmful to non-smokers than to smokers

9 G // is more likely to be at risk of contracting various cancers

10 H // opposes smoking and publishes research on the subject

11 a // a finding of the UCSF study

12 b // an opinion of the UCSF study

13 b // an opinion of the UCSF study

14 c // a finding of the EPA report

**Appendix-H: Ethiopian Universities' Grading Scales at B.A Level**

Aksum University  
College of Social Sciences and Languages  
Department of English Language and Literature



አክሱም ዩኒቨርሲቲ  
የኮሪተሰብ ሳይንስና ትምህርት ቤቅ  
የእንግሊዝኛ ቋንቋና ስነ-ምግባር ት/ት ክፍል  
ቁጥር/Ref. No /DEL/2420/11

☎ 251-34-875-01-12

ቀን/Date 25/08/11 E.C

✉ 1010

አክሱም ዩኒቨርሲቲ  
Aksum, Ethiopia

To: Mr. Berhe Tafere

Subject: Giving information

As per your request, the following is the harmonized grading system (scale) that Aksum University, Department of English language currently uses

**Assessments and Evaluation Mechanisms**

Students will be assessed both on continuous and final examination basis. The continuous assessment will be through portfolio writing, classroom presentation, quiz, written assignments, speech delivery, etc. Generally, continuous assessment covers 50% to 60% of the evaluation, whereas final exam covers 40% to 50%.

**Grading**

The grading system for all the prescribed courses will be as per the University's grading rules and regulations. (Fixed scale)

Raw Mark Interval-[100 %]	Corresponding Grade	Letter	Corresponding Fixed Number	Remark
[90,100]	A+		4.00	
[85,90)	A		4.00	
[80,85)	A-		3.75	
[75,80)	B+		3.50	
[70,75)	B		3.00	
[65,70)	B-		2.75	
[60,65)	C+		2.50	
[50,60)	C		2.00	
[45,50)	C-		1.75	
[40,45)	D		1.00	
[30,40)	Fx		0.00	
<30	F		0.00	

Head, Department of English Language and Literature

With regards  
Mekonen Welay  
Department of English Language and Literature

A.E

መልስ ሲጸጉልን እባክዎ የእኛን ቁጥር ይጥቀሱ

Website [www.aksumuniversity.or](http://www.aksumuniversity.or)

4-hd / fax: 251-34-775-193

P.O.Box 1010

**Appendix-I: Percentage of Students' RCP Test Score Levels**

<b>No</b>	<b>Student Code</b>	<b>Sex</b>	<b>Score out of 100</b>	<b>RA Level</b>	<b>Frequency</b>	<b>Percent</b>
1	91	M	8	LRP		
2	107	M	8	LRP		
3	130	F	8	LRP		
4	70	M	11	LRP		
5	92	F	11	LRP		
6	71	M	15	LRP		
7	93	M	15	LRP		
8	114	F	15	LRP		
9	115	F	15	LRP		
10	86	M	18	LRP		
11	117	F	18	LRP		
12	125	F	18	LRP		
13	129	F	18	LRP		
14	67	M	22	LRP		
15	72	M	22	LRP		
16	87	F	22	LRP		
17	112	M	22	LRP		
18	126	F	22	LRP		
19	46	M	25	LRP		
20	48	M	25	LRP		
21	49	F	25	LRP		
22	65	M	25	LRP		
23	73	M	25	LRP		
24	88	F	25	LRP		
25	118	F	25	LRP		
26	14	F	29	LRP		

27	27	F	29	LRP	<b>75</b>	<b>57.7%</b>
28	29	M	29	LRP		
29	51	F	29	LRP		
30	55	F	29	LRP		
31	57	M	29	LRP		
32	66	M	29	LRP		
33	74	M	29	LRP		
34	85	F	29	LRP		
35	89	M	29	LRP		
36	94	F	29	LRP		
37	109	F	29	LRP		
38	121	F	29	LRP		
39	75	M	33	LRP		
40	100	M	33	LRP		
41	111	F	33	LRP		
42	116	M	33	LRP		
43	119	F	33	LRP		
44	120	F	33	LRP		
45	21	M	36	LRP		
46	36	M	36	LRP		
47	77	M	36	LRP		
48	105	M	36	LRP		
49	106	F	36	LRP		
50	128	F	36	LRP		
51	23	M	38	LRP		
52	15	M	39	LRP		
53	45	F	39	LRP		
54	59	M	39	LRP		
55	68	M	40	LRP		
56	103	M	40	LRP		

57	113	F	40	LRP		
58	20	M	43	LRP		
59	34	F	43	LRP		
60	40	F	43	LRP		
61	58	F	43	LRP		
62	60	F	43	LRP		
63	64	F	43	LRP		
64	69	M	43	LRP		
65	76	F	43	LRP		
66	79	M	43	LRP		
67	83	F	43	LRP		
68	99	F	43	LRP		
69	104	F	43	LRP		
70	6	M	46	LRP		
71	7	M	46	LRP		
72	18	M	46	LRP		
73	80	M	47	LRP		
74	90	M	47	LRP		
75	102	F	47	LRP		
76	3	F	50	MRP		
77	16	F	50	MRP		
78	31	M	50	MRP		
79	33	M	50	MRP		
80	38	F	50	MRP		
81	44	M	50	MRP		
82	62	M	50	MRP		
83	81	F	50	MRP		
84	123	F	50	MRP		
85	124	F	50	MRP		
86	5	F	54	MRP		

87	26	F	54	MRP	<b>47</b>	<b>36.1%</b>
88	78	F	54	MRP		
89	108	M	54	MRP		
90	110	F	54	MRP		
91	35	M	57	MRP		
92	43	F	57	MRP		
93	52	F	57	MRP		
94	53	M	57	MRP		
95	54	M	57	MRP		
96	63	F	57	MRP		
97	2	F	61	MRP		
98	8	F	61	MRP		
99	11	F	61	MRP		
100	12	M	61	MRP		
101	17	F	61	MRP		
102	37	F	61	MRP		
103	42	M	61	MRP		
104	82	M	61	MRP		
105	127	F	61	MRP		
106	1	F	64	MRP		
107	13	M	64	MRP		
108	47	F	64	MRP		
109	56	F	64	MRP		
110	95	M	65	MRP		
111	96	F	65	MRP		
112	122	F	65	MRP		
113	9	F	68	MRP		
114	10	F	68	MRP		
115	19	F	68	MRP		
116	24	F	68	MRP		

117	30	F	68	MRP		
118	39	M	68	MRP		
119	50	F	68	MRP		
120	97	M	68	MRP		
121	22	F	71	MRP		
122	41	F	71	MRP		
123	25	F	75	HRP	<b>8</b>	<b>6.2%</b>
124	28	M	75	HRP		
125	61	F	75	HRP		
126	4	M	82	HRP		
127	84	M	86	HRP		
128	98	M	90	HRP		
129	32	F	93	HRP		
130	101	M	97	HRP		
<b>Total</b>	<b>130</b>	<b>M</b>	<b>F</b>			
		<b>58</b>	<b>72</b>			

**Appendix-J: Summary of Descriptive Statistics for Students' RA, RSU, and their RCP Test Levels**

<b>Student Code</b>	<b>Sex</b>	<b>Student's RA</b>	<b>Student's RA Level</b>	<b>Student's RSU</b>	<b>Student's RSU Level</b>	<b>Student's RCP</b>	<b>Student's RCP Level</b>
1	F	69	MAR	138	MRSU	64	MRP
2	F	57	MAR	141	MRSU	61	MRP
3	F	63	MAR	162	MRSU	50	MRP
4	M	58	MAR	129	MRSU	82	HRP
5	F	76	MAR	179	HRSU	54	MRP
6	M	61	MAR	183	HRSU	46	LRP
7	M	61	MAR	160	MRSU	46	LRP

8	F	65	MAR	204	HRSU	61	MRP
9	F	59	MAR	163	MRSU	68	MRP
10	F	49	LAR	213	HRSU	68	MRP
11	F	46	LAR	149	MRSU	61	MRP
12	M	43	LAR	182	HRSU	61	MRP
13	M	58	MAR	109	LRSU	64	MRP
14	F	50	MAR	153	MRSU	29	LRP
15	M	62	MAR	204	HRSU	39	LRP
16	F	63	MAR	189	HRSU	50	MRP
17	F	54	MAR	177	HRSU	61	MRP
18	M	70	MAR	157	MRSU	46	LRP
19	F	60	MAR	170	MRSU	68	MRP
20	M	65	MAR	94	LRSU	43	LRP
21	M	62	MAR	203	HRSU	36	LRP
22	F	39	LAR	196	HRSU	71	MRP
23	M	70	MAR	169	MRSU	38	LRP
24	F	55	MAR	116	LRSU	68	MRP
25	F	58	MAR	146	MRSU	75	HRP
26	F	61	MAR	171	MRSU	54	MRP
27	F	69	MAR	171	MRSU	29	LRP
28	M	45	LAR	193	HRSU	75	HRP
29	M	67	MAR	156	MRSU	29	LRP
30	F	50	MAR	183	HRSU	68	MRP
31	M	63	MAR	136	MRSU	50	MRP
32	F	44	LAR	192	HRSU	93	HRP
33	M	68	MAR	162	MRSU	50	MRP
34	F	48	LAR	184	HRSU	43	LRP
35	M	73	MAR	183	HRSU	57	MRP
36	M	53	MAR	148	MRSU	36	LRP
37	F	72	MAR	180	HRSU	61	MRP

38	F	58	MAR	170	MRSU	50	MRP
39	M	67	MAR	209	HRSU	68	MRP
40	F	53	MAR	173	MRSU	43	LRP
41	F	26	LAR	200	HRSU	71	MRP
42	M	51	MAR	192	HRSU	61	MRP
43	F	61	MAR	181	HRSU	57	MRP
44	M	60	MAR	193	HRSU	50	MRP
45	F	42	LAR	187	HRSU	39	LRP
46	M	68	MAR	161	MRSU	25	LRP
47	F	61	MAR	169	MRSU	64	MRP
48	M	51	MAR	166	MRSU	25	LRP
49	F	64	MAR	153	MRSU	25	LRP
50	F	36	LAR	203	HRSU	68	MRP
51	F	57	MAR	170	MRSU	29	LRP
52	F	63	MAR	166	MRSU	57	MRP
53	M	56	MAR	174	MRSU	57	MRP
54	M	61	MAR	212	HRSU	57	MRP
55	F	57	MAR	196	HRSU	29	LRP
56	F	49	LAR	171	MRSU	64	MRP
57	M	73	MAR	194	HRSU	29	LRP
58	F	75	MAR	144	MRSU	43	LRP
59	M	58	MAR	185	HRSU	39	LRP
60	F	59	MAR	195	HRSU	43	LRP
61	F	69	MAR	174	MRSU	75	HRP
62	M	64	MAR	138	MRSU	50	MRP
63	F	61	MAR	158	MRSU	57	MRP
64	F	62	MAR	185	HRSU	43	LRP
65	M	81	MAR	115	LRSU	25	LRP
66	M	79	MAR	158	MRSU	29	LRP
67	M	84	MAR	111	LRSU	22	LRP

68	M	85	HAR	149	MRSU	40	LRP
69	M	91	HAR	148	MRSU	43	LRP
70	M	89	HAR	125	MRSU	11	LRP
71	M	90	HAR	121	LRSU	15	LRP
72	M	89	HAR	143	MRSU	22	LRP
73	M	86	HAR	113	LRSU	25	LRP
74	M	88	HAR	137	MRSU	29	LRP
75	M	87	HAR	148	MRSU	33	LRP
76	F	82	MAR	127	MRSU	43	LRP
77	M	88	HAR	129	MRSU	36	LRP
78	F	89	HAR	136	MRSU	54	MRP
79	M	92	HAR	121	LRSU	43	LRP
80	M	89	HAR	151	MRSU	47	LRP
81	F	90	HAR	133	MRSU	50	LRP
82	M	90	HAR	134	MRSU	61	MRP
83	F	82	MAR	130	MRSU	43	LRP
84	M	89	HAR	168	MRSU	86	HRP
85	F	85	HAR	105	LRSU	29	LRP
86	F	87	HAR	167	MRSU	18	LRP
87	F	90	HAR	145	MRSU	22	LRP
88	F	70	MAR	138	MRSU	25	LRP
89	M	77	MAR	153	MRSU	29	LRP
90	M	91	HAR	135	MRSU	47	LRP
91	M	83	MAR	146	MRSU	8	LRP
92	F	85	HAR	106	LRSU	11	LRP
93	M	69	MAR	123	LRSU	15	LRP
94	F	87	HAR	151	MRSU	29	LRP
95	M	80	MAR	130	MRSU	65	MRP
96	F	84	MAR	107	LRSU	65	MRP
97	M	85	HAR	131	MRSU	68	MRP

98	M	89	HAR	150	MRSU	90	HRP
99	F	74	MAR	123	LRSU	43	LRP
100	M	73	MAR	120	LRSU	33	LRP
101	M	78	MAR	118	LRSU	97	MRP
102	F	81	MAR	143	MRSU	47	LRP
103	M	76	MAR	115	LRSU	40	LRP
104	F	78	MAR	118	LRSU	43	LRP
105	M	75	MAR	143	MRSU	36	LRP
106	F	75	MAR	143	MRSU	36	LRP
107	M	85	HAR	139	MRSU	8	LRP
108	M	68	MAR	138	MRSU	54	MRP
109	F	89	HAR	172	MRSU	29	LRP
110	F	78	MAR	132	MRSU	54	MRP
111	F	83	MAR	135	MRSU	33	LRP
112	M	80	MAR	105	LRSU	22	LRP
113	F	92	HAR	128	MRSU	40	LRP
114	F	87	HAR	157	MRSU	15	LRP
115	F	92	HAR	141	MRSU	15	LRP
116	M	84	MAR	138	MRSU	33	LRP
117	F	83	MAR	129	MRSU	18	LRP
118	F	76	MAR	95	LRSU	25	LRP
119	F	77	MAR	114	LRSU	33	LRP
120	F	85	HAR	121	LRSU	33	LRP
121	F	87	HAR	119	LRSU	29	LRP
122	F	68	MAR	115	LRSU	65	MRP
123	F	85	HAR	126	MRSU	50	MRP
124	F	87	HAR	135	MRSU	50	MRP
125	F	72	MAR	138	MRSU	18	LRP
126	F	83	MAR	128	MRSU	22	LRP
127	F	75	MAR	130	MRSU	61	MRP

128	F		79	MAR	126	MRSU	36	LRP
129	F		84	MAR	127	MRSU	18	LRP
130	F		66	MAR	140	MRSU	8	LRP
<b>Total</b>	<b>130</b>	<b>M</b>	<b>F</b>					
		<b>58</b>	<b>72</b>					

## **Appendix-K: The Interview Questions (English)**

### **Background Information**

**You do not have to write your name.**

- University: \_\_\_\_\_
- Sex: \_\_\_\_\_
- Age: \_\_\_\_\_
- ID. No: \_\_\_\_\_
- Program: \_\_\_\_\_

**Dear student,**

I am going to ask you some questions and you will answer my questions orally. The purpose of these interview questions is to gather data from you about what you feel when you read English written texts. Besides, these interview questions will be used to obtain data about the kinds of reading strategies you use when reading texts and about your reading comprehension ability. Your genuine responses are valuable for the success of the study. Thus, feel free and try to express your views on the issues freely. The information you provide will be kept confidential.

Thank you for your contribution!

### **The interview questions:**

1. Do you feel anxious when you read English written texts? (e.g. Is there anything that frustrates you when you read English written texts)? What do you think are the major sources for your English language reading anxiety/frustration? How do you try to overcome/reduce your reading anxiety/frustration?
2. Do you make any kinds of preparations before you begin to read a given text? What kinds of preparations do you make?
3. Suppose that you have a reading task (e.g. a book, a passage/text, etc) after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.

4. Do you read texts with purpose in mind? What purposes could readers have in mind when they read?
5. When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?
6. While you read a given English text, which reading techniques do you use most? Which reading techniques do help you to comprehend better? Were you aware of the reading techniques you used while answering the reading comprehension tests?
7. Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader? Which ones are they?
8. If you want to remember new information in the text you read, what techniques/ strategies do you use?
9. How do you monitor your own reading for comprehension?
10. How do you know you are making progress in your English reading?
11. What do you do when you need help while reading?
12. If you feel bored on the text you read, what do you do to have a good sense of reading?
13. Where do you think is a good place for you to understand what you read better? Why?
14. Do you face problems when you read texts for comprehension? What do you think are the major reasons for reading comprehension problems? How do you try to overcome them?
15. Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?

Thank You Very Much

*(Developed from own reading)*

Appendix -L: Interview Questions (Amharic Version)

**የቃለ መጠይቅ ጥያቄዎች**

ወደ ተማሪ፣

ቀጥሎ በቃል የሚመለሱ ጥያቄዎች እጠይቅሃለሁ/ሻለሁ። የጥያቄዎቹ ዓላማ የእንግሊዘኛ ፅሁፎች ስታነብ/ቢ የሚሰማህ/ሽን ስሜት በተመለከተ መረጃ ለመስጠት ነው። በተጨማሪም ቃለመጠይቆቹ የእንግሊዘኛ ፅሁፍ ስታነብ/ቢ የምትጠቀማቸው/ሚያቸው የንባብ ዘዴዎች /መንገዶችና አንብቦ የመረዳት ብቃትህ/ሽ አስመልክቶም መረጃ ለመስጠት ነው። በመሆኑም ያንተ/ቺ ቀና ተሳትፎ ለጥናቱ መሳካት ስልቅ ጠቀሜታ አለው። ስለዚህ ሀሳብህ/ሽን ነፃ ሆነሽ ያለምንም መሸማቀቅ እንድትገልፅ/ጩ እጠይቀሃለሁ/ቅሻለሁ።

የምትሰጠው/ጩው መረጃ በሚስጥር የያዘል።

ለምታደርገው/ገደው አስተዋፅኦ በቅድሚያ አመሰግናለሁ።

**ጥያቄዎች**

1. የእንግሊዘኛ ፅሁፎች ስታነብ/ቢ ትጨነቃለህ/ቂያለሽወይ? (ማለትም፡ የእንግሊዘኛ ፅሁፎች ስታነብ የሚ ያስፈራሽ/የሚያስጨንቅሽ

ነገር

አለ

ወይ?) የእንግሊዘኛ ፅሁፎች ስታነብ/ቢ የምትጨነቀው/ቂው ለምንድነው?

ለማለት የፈለግኩት ፣ ለጭንቀትህ/ሽ ምክንያት/ምንጭ ምንድነው ትላለህ/ያለሽ?

የንባብ ጭንቀትህ/ሽ እንዴት ነው የምትቆጣጠረው/ሪው ወይም የምትቀንሰው/ሺው?

2. የእንግሊዘኛ ፅሁፎች ለማንበብ ቅድመ ዝግጅት ታደርጋለህ/ገያለሽ? ምን ምን ዝግጅቶች ታደርገያለሽ?

3. ከእንግሊዘኛ ፅሁፍ አንብቦህ/ሽ የምትመልሳቸው/ሺያቸው ጥያቄዎች አሉ እንበል። ለምሳሌ፡- መፅሐፍ፣ ምንባብ፣ ወዘተ...። አንብቦህ/ሽ ከጨረስክ/ሽ በኋላ ፅሁፉ ምን ያህል እንደተረዳህ/ሺው ለማወቅ ፈተና ትፈተናለህ/ገያለሽ። ስለዚህ ምንባቡ ጀምረህ/ሽ እስክትጨርስ/ሺና ለፈተናው ዝግጁ እስክትሆን/ገኚ ድረስ ምን ምን እንደምታደርግ/ገ ወይም ደግሞ እንዴት እንደምታነብ/ቢ ግለፅ/ጩልኝ።

4. የእንግሊዘኛ ፅሁፎች ስታነብ/ቢ በዓላማ ታነባለህ/ቢያለሽ? ሰዎች የእንግሊዘኛ ፅሁፎች ለማንበብ ምን ምን ዓላማዎች ሊኖሯቸው ይችላሉ?

5. የእንግሊዘኛ ፅሁፎች በምታነብ/ቢበት ጊዜ በፅሁፉ ያሉ ቃላት፣ ሐረጎች፣ የፅሁፉ አካል፣ ወዘተ... ካልገባህ/ሽ ፅሁፉ ለመረዳት ምንድነው የምታደርገው/ገው?

6. ማንኛውም የእንግሊዘኛ ፅሁፎች ስታነብ/ቢ ምን ምን የንባብ ዘዴዎች በበለጠ ትጠቀማለህ/ሚያለሽ?

ከምትጠቀማቸው/ሚያቸው የንባብ ዘዴዎች ዕሉፉን በበለጠ ለመረዳት የትኛው የንባብ ዘዴ በበለጠ ትጠቀማለህ/ሚያለሽ? ለምን?

የባለፈው ሁለቱም ምንባቦች ጥያቄዎች ስትመልስ/ሺ የተጠቀምካቸው/ሺያቸው የንባብ ዘዴዎች ለይተህ/ሽ የማወቁ ሁኔታ ነበረህ/ሽ?

7. ባለፈው በመለስከው/ሺው የዕሉፍ መጠይቅ ውስጥ በበለጠ ብቁ/ነበዝ የእንግሊዘኛ አንባቢ እንድትሆን/ሂ የሚያግዙ የንባብ ዘዴዎች ነበሩ ወይ? የትኞቹ ናቸው?

8. የእንግሊዘኛ ዕሉፍ ስታነብ/ቢ አዲስ መረጃ ለማስታወስ ስትፈልግ/ሂ ምን ምን የንባብ ዘዴዎች ትጠቀማለህ/ሚያለሽ?

9. ለዕውቀት ብለህ/ሽ የእንግሊዘኛ ዕሉፎች ስታነብ/ቢ ራስህን/ሽን እንዴት ትቆጣጠራለህ/ርያለሽ?

10. የእንግሊዘኛ ዕሉፍ የማንበብ ችሎታህ/ሽ እየተሻሻለ መሆኑን እንዴት ነው የምታውቀው/ቂው?

11. የእንግሊዘኛ ዕሉፍ በምታነብበት/ቢበት ጊዜ ድጋፍ ስትፈልግ/ሂ ምን ታደርጋለህ/ሂያለሽ?

12. የእንግሊዘኛ ዕሉፍ በምታነብበት/ቢበት ጊዜ ሲሰለጥን/ሽ ወደ ጥሩ የንባብ ስሜት ለመግባት ምን ጥረት ታደርጋለህ/ሂያለሽ? (ማለትም፣ ጥሩ የንባብ ፍላጎት እንዲኖርህ/ሽ ምን ጥረት ነው የምታደርገው/ሂው?)

13. የምታነበው/ቢው የእንግሊዘኛ ዕሉፍ በበለጠ አንብቦ ለመረዳት የተሻለ ቦታ የት ነው ትላለህ/ያለሽ? (የት ሆነህ/ሽ ብታነብ/ቢ ደስ ይለህል/ልሻል?) ላየብረሪ ፀጥታ ያለበት ቦታ አይደለም ትላለህ/ያለሽ?

14. የእንግሊዘኛ ዕሉፎች ለመረዳት ብለህ/ሽ በምታነብበት/ቢበት ጊዜ ችግር ገጥሞህ/ሽ ያቃል? ምክንያቶቹ ምንድን ናቸው ትላለህ/ያለሽ? ችግሮቹ ለማቃለል ምን ሙከራ ታደርጋለህ/ሂያለሽ? የምታነቢው ዕሉፍ ምን ሲሆን ነው የማታውቁያቸው ቃላት ሊኖሩት የሚችሉው?

15. በመጨረሻ፣ የንብብ ፍርሀት፣ የንብብ ዘዴዎችና የንብብ ብቃትን አስመልክቶ መጨመር የምትፈልገው/ሂው ነገር ካለ? ( እስከአሁን በተነጋገርንባቸው፣ ማለትም በንብብ ፍርሀት፣ በንባብ ዘዴና በንባብ ብቃት ዙርያ ላይ ያልጠቀስኩው/ሺው የምትጨምረው/ረው ነገር ካለ ዕድሉ ልስጥህ/ሽ?

እጅግ በጣም አመሰግናለሁ!

## **Appendix-M: Interview Responses Transcribed**

**Q1. Interviewer:** Ok, thanks for coming. Do you feel anxious (afraid) when you read English written texts? I mean, is there anything that frustrates you when you read English written texts?

**Interviewee 1:** I don't feel afraid whenever I read English because reading English for me is improving myself in all aspects. Therefore, to improve for myself, I don't feel any kind of shame and I never feel afraid.

**Interviewer:** Alright. Have you ever encountered difficult reading tasks in your life as a student?

**Interviewee 1:** Of course, they are some words which face me difficulties according to the pronunciation. But with the help of other people and the teachers, I have tried to correct myself rather than being afraid.

**Interviewer:** Ok, What do you think are the major sources for your English language reading anxiety/frustration?

**Interviewee 1:** Ok, first of all, the sources of fear or anxiety according to my perception is some people think that others will laugh at them if they made a mistake and others may evaluate them as they are not good in English. These things made most of the people or most of the students not to speak or not to read English as well.

**Interviewer:** Good. How do you try to overcome/reduce your reading anxiety/frustration?

**Interviewee 1:** Ok, first of all, I know myself as I am a student. And I know that I am learning in order to know what I didn't know. Therefore, if I made a mistake on which I didn't know before, I don't feel afraid because it is not new for me, because it is not familiar with me, I am going to know that. Therefore, when I am on the way of knowing, I can make a mistake, without a mistake, I cannot be good, or I cannot correct myself. Therefore, any mistakes, any difficulties of texts that I face through reading or learning is what you call it a good thing that enable me to stand upright and to find out my corrections and improvements.

**Interviewer:** Ok. How do you try to overcome/reduce your reading anxiety/frustration?

**Interviewee 1:** One mechanism is I convince myself to make mistakes. The other mechanism is if some words which is impossible to be read by me, I will ask the teachers and I will ask the peoples who are better than me. I ask them correction. Then, with that correction, I will improve or I will correct what I made a mistake before.

**Q2. Interviewer:** Thank you very much. Do you make any kinds of preparations before you begin to read a given text?

**Interviewee 1:** Yeah, of course.

**Interviewer:** What kinds of preparations do you make?

**Interviewee 1:** First of all, I propose that what kind of text is unable to read and for what purpose I am reading that text or that material. So according to the reason or the purpose, why I am reading that just I will prepare the mechanism or the technique in which criteria in which technique should I read this material or text. For example, if it is for the sake of refreshment, I have my own reading style and if it is for the sake of getting information or understanding the whole text of the material, I will design my own technique which make me to be good.

**Q3. Interviewer:** Suppose that you have a reading task (e.g. a book, a passage/text, etc) after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.

**Interviewee 1:** Emm.. First of all, as I have told you before, I have my own reading style according to my task. Therefore, the question that you ask me now is that if you have a presentation on what you read, what do you do? During this time, first of all, I will try to understand what I am reading or what I read from the text well and I think that I am going to present what have read and from the presentation, I expect questions from the audience or from the examiner. By taking those questions which let me urged by the examiner, I try to put forward the appropriate answers for those questions which I expect. Then, after the presentation, the examiner will ask me either the questions I designed or his own questions. Then, I will try to response his questions. I will try to give feedback towards his questions on which I read.

**Q4. Interviewer:** Very good. Do you read texts with purpose in mind?

**Interviewee 1:** Yeah, of course.

**Interviewer:** What purposes could readers have in mind when they read?

**Interviewee 1:** Oh! What I can tell you according to the perception here is that, I have my own purpose while reading every material. Without a purpose or without a reason, I don't read materials. For example, if I am reading my text book, just it should be in order to gain or grasp information related with knowledge. And when I read about the newspaper or magazines, I want to grasp information or I want to find information which is going all in the world or which is being done on the specific issue. And I can read also the magazines or the newspapers in order to refresh or enjoy myself. Therefore, before reading, just I will ask my mind or myself what I should know, what I should do now, for what purpose I am going to read this material.

**Q5. Interviewer:** When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?

**Interviewee 1:** Yeah. That is a good question. Actually, I have my own strategy when I face such problems. What is that, if I face a new word while I am reading a text, I try to find the meaning of the new word by using contextual clue. That means, I try to find the meaning of new words according to the related words around the new words are familiar with me, I will try to find the meaning of that new word according to the related words with the surrounding words and sentences as well. Unless, if it is impossible to find in such a way, I will try to find the meaning of new word by translating the general concept or the general thing of the text by itself. After all, if these methods are un able, are not able to find the meaning of the new word for me, I will use the dictionary or another person who is more knowledgeable according to this new task.

**Interviewer:** If it is a test, you don't use dictionary. What else do you use?

**Interviewer:** I use contextual clues.

**Q6. Interviewer:** Can you mention some types of reading techniques?

**Interviewee 1:** Reading techniques are skimming, scanning, translating, summarizing, paraphrasing, listing, etc.

**Interviewer:** While you read a given English text, which reading techniques do you use?

**Interviewee 1:** Most of the time, I use two kinds of techniques most probably while I am reading a text which are scanning and paraphrasing techniques because when I use scanning, just I try to find the main point that make me to read that object of that material and after finding and reading that material according to my purpose, I try to convert the meaning which I found from the material to my understanding. That is what we call it paraphrasing. I change or I convert the meaning which is written or the material to my own understanding. Therefore, I say that most probably I use two types of or techniques of reading

**Interviewer:** Which reading techniques do you use most?

**Interviewee 1:** Paraphrasing and skimming, drawing about the topic, I pre-write something in my mind before introducing the topic. Then, when I come to the task, I relate that I suppose in my mind according to the topic and what I am getting in the task.

**Interviewer:** And, Which reading techniques do help you to comprehend better?

**Interviewee 1:** Metacognitive reading technique, paraphrasing.

**Interviewer:** Alright. Were you aware of the reading techniques you used while answering the reading comprehension tests?

**Interviewee 1:** Yeah!

**Interviewer:** Which reading techniques did you use?

**Interviewee 1:** First of all, according to our previous lessons of our course, they are around four techniques that we have learned. With those techniques, I used to answer the questions in the passage are scanning technique. You see, because while I am reading the text, I say that as there were questions behind the text. Then, I hope to read the task with a great care. I control myself and I check every word, every concept, every meaning of the material written. Then, when I proceed to the question, it cannot be a new because I have a concept or I have understanding.

**Q7. Interviewer:** Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader? Which ones are they?

**Interviewee 1:** Yeah, of course. I found good techniques which I haven't learned before. For example, the metacognitive strategy. I hope or I believe that technique enables all students to be good in their performance, in their understanding. Therefore, there is a technique which helps to be better.

**Q8. Interviewer:** If you want to remember new information in the text you read, what techniques/strategies do you use?

**Interviewee 1:** Yeah. In order to remember new information in the reading text, just first of all, I take a note while I am reading. You see, when I find a new information in the text, I will take a note. Then, I will give them special meaning in my mind by writing them with in separating manner or something. Then, whenever I move everywhere, I never forget those things. If there are things forgotten, I crosscheck over which written or take a note.

**Q9. Interviewer:** Alright. How do you monitor your own reading for comprehension?

**Interviewee 1:** I think I control myself well while I am reading because when I am going to read the material, just I know the my purpose or my objective first of all while I am reading this material. Then, in order to achieve my target or my purpose I designed, I control myself having the intended task or the intended thing which I designed first.

**Q10. Interviewer:** Ok. How do you know you are making progress in your English reading?

**Interviewee 1:** First all, what I measure is that I am not the only person to read the material. There may be another people who read the same material with me, other persons who have understanding or who have read that material before me. Then, after I read the material, I will tell what I have read to those people whom I expect have not understanding. Then, by comparing their response, their reflection towards my understanding, I check whether I have got my target, I achieved my goal or not.

**Q11. Interviewer:** Good. What do you do when you need help while reading?

**Interviewee 1:** If I need a help, I must ask somebody who might have a good understanding about the material.

**Q12. Interviewer:** If you feel bored on the text you read, what do you do to have a good sense of reading?

**Interviewee 1:** Yes. Most of the time, my habit is if I feel bored while I am reading, just I will stop reading and I try to enjoy myself by listening music. Then, if I listen music, I refresh myself, and I continue my reading.

**Q13. Interviewer:** Great. Where do you think is a good place for you to understand what you read better? Why?

**Interviewee 1:** Yeah. I would like to read a material around a forest. Because the atmosphere over there makes you to be in passion on what you are reading. And, yeah, according to my interest or my experience, I feel very happy when I listen the songs of birds and the wind blows by itself. Because it makes myself relaxed. And I can give my all intention to the material which I am reading.

**Q14. Interviewer:** And, Do you face problems when you read texts for comprehension?

**Interviewee 1:** Before taking the course of reading skill, I have been faced the problems while I am reading the materials. But after taking the course, I start to adjust the technique with which one can make me good or effective while I am reading.

**Interviewer:** What do you think are the major reasons for reading comprehension problems?

**Interviewee 1:** Yeah. First of all, the sources or causes of reading comprehension problems are students most probably don't prepare themselves while they are reading. Here what I mean is that when I read some material, we have to have my own specific objective which is not be for the sake of staring the material. You see, we should have a target to find out something from that material and we should put forward our technique which technique makes us effective. And why I am reading and how I can be good reader. These things should be considered before entering to the reading task. So the source of the problem is the student himself and the material itself.

**Interviewer:** What problems could the material have?

**Interviewee 1:** Yeah. Most of the time, these materials can be written out of the students' understanding level and out of the students' background knowledge. Because, as you know, we are Ethiopians, we have not that much access to be familiar with the English materials and the English reading strategies. When we come to read the material , specially, written in English, we may face most of the unknown words, and the setting by itself is not familiar, the culture by itself is far different

from that we know. Because most of the English materials have been written according to the setting of the foreign people of the British or the American people. But we are here in Ethiopia. We have our setting. The setting by itself is contrasting each other. And those things make the material not be understanding easily.

**Interviewer:** Ok. You mentioned many sources for reading problems. So how do you try to overcome such problems?

**Interviewee 1:** Yes. First of all, as have discussed earlier, designing our techniques and putting forward our purpose, putting forward our objective and in which mechanism or in which manner reading style can we be effective is the best one which should be selected. Then, Preparation by itself and considering yourself as you are able to read and understand the material. You see, positive self esteem by itself. Treating myself as I am good or enough to read and understand the given material by itself is good and take me to be effective reader.

**Q15. Interviewer:** very good. Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?

**Interviewee 1:** Yeah. Actually, it is not that much more. When we students are reading, if it is for the sake of improving ourselves, we shouldn't fall for the third reading strategy. You see, when we are alone, we may read English materials. And if there is a new word, or the material, we read simply silently. But according to my understanding, reading unknown words or new words over the material loudly makes as to improve ourselves, to develop our confidence. You see, when you read, just it should be loud. If it is not to disturb others, reading loudly makes us to feel confident. You see, and it enables to be familiar with the material that we are reading.

**ጥ1. ጠያቂ:** የእንግሊዘኛ ፅሁፎች ስታነቢ ትፈርዳለሽ ወይ? (ማለትም: የእንግሊዘኛ ፅሁፎች ስታነቢ የሚያስፈራሽ/የሚያስጨንቅሽ ነገር አለ ወይ?)

**ተጠያቂ 2:** አዎ የመፍራት ስሜት ይለማኛል።

**ጠያቂ:** የእንግሊዘኛ ፅሁፎች ስታነቢ የምትፈረው/የምትጨነቁው ለምንድነው?

**ተጠያቂ 2:** እንግሊዘኛው በደንብ አንደርስታንድ ማድረግ ባለመቻሌ ምክንያት።

**ጠያቂ:** ለማለት የፈለግኩት ፣ ለፍርሀት/ሎጭንቀት/ሽምብን/ምንጭ ምንድነው ትያለሽ?

**ተጠያቂ 2:** በመጀመርያ ሲጀመር፣ ለእንግሊዘኛ ያለን አመለካከት ጥሩ አይደለም። ገና ብዙ የእንግሊዘኛ ንባብ ስናይ ያስጠላናል፤ ከድሮም ጀምሮ ማለት ነው፤ ከኢለመንትሪ ጀምሮ ያለን ኤክስፐርያንስ እሱ ነው የመጀመርያው። ጥሩ የሆነ አቲቱድ የለንም ለእንግሊዘኛ ላንጉጅ፤ የመጀመርያው አቲቱዳችን ነው። ሲቀጥል ደግሞ እኛ በራሳችን ኤቢሊትያችን ያለን ብቃታችን በራሱ ለእንግሊዘኛ ያለን ብቃት በራሱ የወረደ በመሆኑ አትሊስት ዩኒቨርስቲ እንከኳን ገብተን የተሻለ የሚባል ብቃት ያለን ሰዎች አይደለንም። በቃ እንደዛ ያልን ልጆች አለን። ስለዚህ፣ አቅም የለንም ብለን ስለምናስብ፣ ኮንፈደንስም ስለሌለን በእንግሊዘኛ ላይ እንድንጠላ፣ እንድንጨነቅ ያደርገናል።

**ጠያቂ:** የንባብ ፍርሃት/ሎጭንቀት/ሽ እንዴት ነው የምትቆጣጠረው ወይም የምትቀረጹው?

**ተጠያቂ 2:** የመጀመርያው፣ ችግር ይፈጥርብኛል። እንግሊዘኛ አነባቦችን ሳነብ ችግር ይፈጥርብኛል ብዬ የማስባቸው ነገሮች ቀድሜ ለማስወገድ እሞክራለሁ። ለምሳሌ፡- ፀጥ ያለ ቦታ ላይ ከሆንኩኝ፣ ቢያንስ ኮንሰንትሬት እንድሆን ያደርገኛል ብዬ ስለማስብ፣ መጀመርያ ፀጥ ያለ ቦታን እመርጣለሁ፤ በመቀጠል ደግሞ ሾካብለሪ ከከበደኝ፣ ሾካብለሪው ትራንስሌት ለማረጋገጥ ያግዡኛል ብዬ የማስባቸውን ሪፈራንስ ነገሮች፣ እንደዲክሺነሪ፣ ምናምን በአጠገቤ፣ በአቅራቢያ አድርጌ፣ አትሊስት በተቻለ መጠን ችግሮችን ሶልቭ ለማድረግ እሞክራለሁ።

**ጥ2. ጠያቂ:** የእንግሊዘኛ ፅሁፎች ለማንበብ ቅድመ ዝግጅት ታደርጊያለሽ?

**ተጠያቂ 2:** አዎ አደርጋለሁ በደንብ፤ ያው አሁን ያልኳቸው ነገሮች ነው የሚሆኑ።

**ጠያቂ:** ምን ምን ዝግጅቶች ታደርጊያለሽ?

**ተጠያቂ 2:** ኮንሰንትሬትድ ለመሆን ፀጥ ያለ ቦታ እሄዳለሁ፣ ሪፈራንስ ዲክሽነሪችን በአቅራቢያዬ አደርጋለሁ፣ ከቻልኩ ደግሞ ስለዛ ስለማንበው ነገር ቅድሚያ ለማድረግ የሆነ ለየት ያለ ነገር ከሌላ ቦታ ላይ ሪፈራ አድርጌ ለማንበብ እሞክራለሁ። የተወሰነ ፐርሰንት ኮንሴፕት እንዲኖረኝ፣ እንደዚህ እንደዚህ ነገሮች አደርጋለሁ።

**ጥ3. ጠያቂ:** ከእንግሊዘኛ ፅሁፍ አንብበሽ የምትመልሷቸው ጥያቄዎች አሉ እንበል። ለምሳሌ፡- መፅሐፍ፣ ምንባብ፣ ወዘተ...። አንብበሽ ከጨረስሽ በኋላ ፅሁፉ ምን ያህል እንደተረዳሽው ለማወቅ

ፈተና ትፈተኚያለሽ። ስለዚህ ምንጣቡ ጀምረሽ እስክትጨርሻና ለፈተናው ዝግጁ እስክትሆኒ ድረስ ምን ምን እንደምታደርገው ወይም ደግሞ እንዴት እንደምታነቢ ግለጫልኝ።

**ተጠያቂ 2:** ኦኬ። በመጀመርያ ቅድም እንዳልኩት ለኔ ለማንበብ የሚመቸኝ ቦታ እቀመጣለሁ ሲጀመር ገና። ከዛ ማንበብ ከጀመርኩ በኋላ ደግሞ የሚከብዱኝን ነገሮች ሾካብለሪም ከሆነ ሶልቭ እያረግኩኝ ወይም ደግሞ በአጠገቤ ካሉ ሰዎች እየጠየቅኩኝ ድጋሚ ደግሞ መይን መይን ፖይንቶችን ጀት ዳውን እያረግኩኝ፣ እየጻፍኩኝ ከዛ በተለይ ደግሞ ጀነራል አይዲያውን፣ ኮንሴፕቱን ለመያዝ ኢንዲተይል አሁን ሾካብለሪ እንኳን ቢከብደኝ ከኮንቴክስቱ አንጻር አትሊስት ትራንስሌሽን እንኳን ትራንስሌት ማረግ የማልችልበት ፕሮባብሊቲ ቢፈጠር ከኮንቴክስቱ አንደርስታንድ አርጌ ኮነብሴፕቱን ጀነራላይዝ አድርጌ ለመረዳት እሞክራለሁ። አንብቤ ከጨረስኩ በኋላ ደግሞ ምን ያህል ተረድቻለሁ የሚለውን ለራሴ እጠይቋለሁ። ከዛ በንፁህ ወረቀት ላይ አንደርስታንድ ያረግኩትን እፅፋለሁ ማለት ነው። እዛጋ መጻፍ ከቻልኩ ገብቶኛል ማለት ነው።

**ጥ4. ጠያቂ:-** ኦኬ፣ የእንግሊዘኛ ፅሁፎች ስታነቢ በዓላማ ታነቢያለሽ?

**ተጠያቂ 2:** አዎ በደንብ በዓላማ አነባለሁ።

**ጠያቂ:** ሰዎች የእንግሊዘኛ ፅሁፎች ለማንበብ ምን ምን ዓላማዎች ሊኖሯቸው ይችላሉ?

**ተጠያቂ 2:** የተለያዩ ዓላማ ሊኖረው ይችላል እንደ መፅሐፎቹ። አሁን የእንግሊዘኛ መፅሐፍት ከሆኑ ፣ የኢዲዮክሪም ከሆኑ ፣ ያው ዓላማቸው ምንድን ነው የሚሆነው ያው ዕውቀት ማግኘት ነው የሚሆነው ከዛ መፅሐፍ። ለምሳሌ፡- የእንግሊዘኛ ፊክሽኖች ከሆኑ ፣ ዓላማችን የሚሆነው ኢንጂይ ማድረግ ነው የሚሆነው። ሌላኛው ደግሞ ይኖራል ሌላ ዝም ብለን መፅሔቶችን፣ እንግሊዘኛ መፅሔቶችን፣ ጋዜጦችን ልናነብ እንችላለን፣ ፖይሞችን ልንነብ እንችላለን። እንደዚህ የምናደርገው ደግሞ ወይ አቢሊቲያችንን ዲቨሎፕ ማረግ ስለምንፈልግ ሊሆን ይችላል። እንደ ዓላማችን ሊለያይ ይችላል ማለት ነው።

**ጥ5. ጠያቂ:** ጥሩ፣ የእንግሊዘኛ ፅሁፎች በምታነቡበት ጊዜ በፅሁፉ ያሉ ቃላት፣ ሐረጎች፣ የፅሁፉ አካል፣ ወዘተ... ካልገባሽ ፅሁፉ ለመረዳት ምንድን የምታደርገው?

**ተጠያቂ 2:** በመጀመርያ፣ ራሴው አሁን ኮንሴፕቱ ቢከብደኝ ኮንሴፕቱን አሁን ሾካብለሪ ቢከብደኝ፣ ሾካብለሪውን ከኮንቴክስቱ አንጻር ለመረዳት እሞክራለሁ። ዎርድ ባይ ዎርድ ትራንስሌሽን ሳይሆን፣ ጀስት ጀነራል አይዲያውን ብቻ ከኮንቴክስቱ ለመረዳት እሞክራለሁ። እኔ ደግሞ ከከበደኝ በአቅራቢያየ

ካሉ ከኔ በላይ ከፍ ያሉ አስተማሪዎቹ ሊሆን ይችላል፤ ከኛ ክላስ የተሻለ ደረጃ ያሉ፤ የተሻለ ግራድ ያላቸው፤ የተሻለ ይመልሱልኛል ብዬ የማስባቸው ተማሪዎች ጓደኞቹ እጠይቃሉህ፤ አስተማሪዎቹ እጠይቃሉህ፤ አትሊስት ሀሳቡን ለመረዳት እሞክራሉህ።

**ጥ6. ጠያቂ:** ማንኛውም የእንግሊዘኛ ፅሁፎች ስታነቢ ምን ምን የንባብ ዘዴዎች በበለጠ ትጠቀሚያለሽ?

**ተጠያቂ 2:** አኬ፣ በመጀመርያ የንባብ ዘዴው የምጠቀመው ስኪሚንግ ነው፤ ጀነራል አይዲያው ለማግኘት ነው አብዛኛውን ጊዜ የምጠቀመው፤ በአንደኛነት የምጠቀመው ማለት ነው። ከዛ ደግሞ አሁን ሶሻል ስትራተጂ፣ አፌክቲቭ ስትራተጂ ሁለቱም በአብዛኛው እጠቀማለሁ። በተለይ ግን ስኪሚንግ እጠቀማለሁ። አብዛኛው እንኳን የማላቀው ወርድ ቢበዛብኝ፣ በቃ ጀነራል አይዲያውን ብቻ ቢያንስ ኮንሴፕቱን ለመያዝ እሞክራሉሁ። ኢንዲቴይል፣ ወርድ በይ ወርድ ያልገቡኝ ነገሮች ቢኖሩም ራስን ብዙ ላለመጨናነቅ የምችላትን ብቻ የማውቃትን ነገር ለመያዝ እሞክርላለሁ። ከዛ ሶሻል ስትራተጂ የሚባለውን ራዲንግ ሜትድ እጠቀማለሁ፤ ያው በመጠየቅ ማለት ነው። እኔም ራሴ ሀሳቡን ለመረዳት እሞክራሉሁ።

**ጠያቂ:** ከምትጠቀሟቸው የንባብ ዘዴዎች ፅሁፉን በበለጠ ለመረዳት የትኛው የንባብ ዘዴ በበለጠ ትጠቀሚያለሽ?

**ተጠያቂ 2:** ስኪሚንግ

**ጠያቂ:** ለምን?

**ተጠያቂ 2:** ምክንያቱም አሁን ቢያንስ ፈተና ላይ እንኳን ክላስ ወስጥም ሲሆን ልክ እንደዚህ በግሩፕ ዲስክስ አርጉ የምንባልበት ጊዜ አለ። እና አስተማሪ የሚጠይቀን አትሊስት የገባችሁን ጀነራላዊ አድርጋቹ ተናገሩ ነው የምንባለው፤ ብዙ ጊዜ ጀነራል አይዲያውን መረዳት ከቻልን፣ ኢንዲቴይል እንኳን ኢች ኤንድ ኢቭራቲንግ ዎርዶች መረዳት ባንችልም ዋናው ሐሳብ ከተረዳን አስተማሪዎቻችንም ብዙም እንትን አይሉንም፤ አያጨናንቁንም። ስለዚህ የሀኛው ጠቅሞኛል ብዬ አስባለሁ።

**ጠያቂ:** የባለፈው ሁለቱም ምንባቦች ጥያቄዎች ስትመልሱ የተጠቀሙላቸው የንባብ ዘዴዎች ለይተሽ የማወቁ ሁኔታ ነበረሽ?

**ተጠያቂ 2:** አዎ፣ በቃ፣ በወነኝነት የተጠቀምኩት አሁን ያልኳቸው፣ ከዚህ በፊት የገለፅኳቸው ሁለቱም ስትራቴጂዎች ነው። ያው ሌሎችንም አንደርስታንድ ያረግኩትን ነገር አለ፣ ከዛ ላይ ደግሞ ከአጠገቤ ያሉ ያነበብትን ጓደኞቼን ጀነራል አይዲያውን እኔ እንደዚህ ነው የተረዳሁት፣ እናንተ እንዴት ነው የተረዳችሁት፣ ያልገባኝን ደግሞ እኔ እንደዚህ ነው የገባኝ፣ እናንተ እንዴት ነው የገባቸው ብዬ ጠይቄ እንደዚህ አድርጌ ነው ለመመለስ የሞክርኩት።

**ጥ7. ጠያቂ:-** ባለፈው በመለስሽው የዕሉፍ መጠይቅ ውስጥ በበለጠ ብቁ/ነበዝ የእንግሊዘኛ አንባቢ እንድትሆኑ የሚያግዙ የንባብ ዘዴዎች ነበሩ ወይ? የትኞቹ ናቸው?

**ተጠያቂ 2:** አዎ፣ ከነሱ የተረዳሁት አለ። ለምሳሌ፡-አሁን ራሳችንን ኮንፊደንስ እንዲኖረን ያደርገናል፣ እሱ ስትራቴጂ አፊክቲቭ ስትራቴጂ አሪፍ ነው። በራሳችን እንድንተማመን ያደርገናል። እኔ ትንሽም ቢሆን አቅም አለኝ፣ መስራት እችላለሁ ብለን እንድናስብ ያደርገናል። ስለዚህ እሱኛው ስትራቴጂ አሪፍ ነው ተመችቶኛል።

**ጥ8. ጠያቂ:-** የእንግሊዘኛ ዕሉፍ ስታነቢ አዲስ መረጃ ለማስታወስ ስትፈልጊ ምን ምን የንባብ ዘዴዎች ትጠቀሚያለሽ?

**ተጠያቂ 2:** አኬ፣ ለመጀመርያ በማነብበት ወቅት ኖት ቴክ አረጋሎህ፣ ሐሳቡ ለመያዝ፣ ከዛም በኋላ ወይም ደግሞ ፓራፍሬዝ እጠቀማለሁ። ሞር አፍ ደግሞ ብዙ ጊዜ ፓራፍሬዝ እጠቀማለሁ፣ ምክንያቱም በራሴ ወርድ አንደርስታንድ ማረግ ከቻልኩኝ አልረሳዉም። ስለዚህ እነዚህን ሲስተሞች እጠቀማለሁ።

**ጥ9. ጠያቂ:-** ለዕውቀት ብለሽ የእንግሊዘኛ ዕሉፍ ስታነቢ ራስሽን እንዴት ትቆጣጠርያለሽ?

**ተጠያቂ 2:-** አንደርስታንድ እያረግኩኝ በስርዓቱ ማለት ነው፣ እ... በደንብ እየገባኝ እንዳልፍ፣ እያስዋልኩኝ ለማንበብ እሞክራለሁ። በማስተዋል፣ እና በዋስተዋል፣ እያስዋልኩኝ ድጋሚ ደግሞ ዝም ብዬ አንቢቤ ለማለፍ ሳይሆን በደንብ በቃ ፖይንቶችን እያንዳንዱን ፖይንቶችን እየተጫንኩኝ እያስታወስኩ ለማረፍ እሞክራለሁ፣ ለማንበብና ለመረዳት እሞክራለሁ።

**ጥ10. ጠያቂ:-** የእንግሊዘኛ ዕሉፍ የማንበብ ችሎታሽ እየተሻሻለ መሆኑን እንዴት ነው የምታውቁት?

**ተጠያቂ 2:-** የመጀመርያው፣ በእንግሊዘኛ ዲያሪ ለመጻፍ እሞክራለሁ፣ እና አስራ ሁለተኛ ክፍል እያለሁ የጻፍኩት ዲያሪና አሁን ዩንቨርስቲ የሦስተኛ ዓመት ተማሪ ሆኜ የጻፍኩት ዲያሪ፣ በግራመርም፣ በቮካብሌሪም፣ በሁሉም ነገር በጣም ይለያል። እስቲል ለኔም ይታወቀኛል፣ ፐርናውንሴቭን ለራሱ፣ የመናገር አቢሊቲ በራሱ፣ በጣም ለውጥ እንዳለ ከነዛ መረዳት እችላለሁ። አሁን አስራ ሁለተኛ የጻፍኩትና አሁን የጻፍኩት፣ ያኔም ስጠቀመው የነበረውን ግራመር፣ ቮካብሌሪውና አሁን የምጠቀማቸው በጣም ዲፍረንስ እንዳለው በግልፅ ማየት ይቻላል በነዚህ ነገሮች ላይ። ኢቭን ኢፍ ደብተራን እንኳን ደብተሮቹን እንኳን መመልከት እችላለሁ፣ አስራ ሁለተኛ የጻፍኳቸውንና የራሴን መልስ ማየት ይቻላል፣ ከአስተማሪ የገለበጥኩት ሳይሆን በራሴ የጻፍኳቸውንና ራሴ የጻፍኳቸውን ሳያቸው በደንብ የተወሰነ ፐርሰንት እንኳን ኢምፕሩቭመንት እንዳለ ማት ግልፅ ነው ማለት ነው።

**ጠያቂ:-** ስለዚህ፣ ድሮ የነበርኸበት ደረጃና አሁን ያለሽበት ደረጃ እያወዳደርሽ ራሶሽን ማሻሻልሽ ማየት ትወጃለሽ ማለት ነው። ሌላስ?

**ተጠያቂ2:-** ሌላ ሲጀመር ከጓደኞቻችን ጋራ ስንነጋገር በራሳችን፣ እኔ ቁጭ ብዬ እኔ አወራለሁ፣ ጓደኞቹ እኔ እንዲገመግሙኝ አደርጋለሁ።

**ጥ11. ጠያቂ:-** ኦኬ፣ ጥሩ፣ የእንግሊዘኛ ዕሁፍ በምታነቢበት ጊዜ ድጋፍ ስትፈልገ ምን ታደርጊያለሽ?

**ተጠያቂ2:-** እ... የከበደኝ ነገር ካለ፣ ንባቡን ሳነብ መጀመርያ ራሴን ሶልብ ለማረጋገጥ እፈልጋለሁ፣ የገጠመኝን ፐርብሌም፣ እ...በንባብ ላይ የገጠመኝን፣ ከዛ በመቀጠል ደግሞ፣ በአቅራቢያ ያሉ ሰዎች ካሉ፣ አስተማሪዎችም ሊሆኑ ይችላሉ፣ ጓደኞችም፣ አነሱን በመጠየቅያንን ነገር በተሻለ ኮምፕረዥንድ ማረጋገጥ እንድችል ፐርባቢሊቲውን አፈጥራለሁ ማለት ነው።

**ጥ12. ጠያቂ:-** የእንግሊዘኛ ዕሁፍ በምታነቢበት ጊዜ ሲሰለጥሽ ወደ ጥሩ የንባብ ስሜት ለመግባት ምን ጥረት ታደርጊያለሽ? (ማለትም፣ ጥሩ የንባብ ፍላጎት እንዲኖርሽ ምን ጥረት ነው የምታደርገው?)

**ተጠያቂ2:-** በመጀመርያ የማደርገው ነገር ቢኖር እንግሊዘኛ ዘፈን ለመስማት እሞክራለሁ። እንግሊዘኛ ዘፈን ስለማ አትሊስት የሆነ ነገር መስማት ስጀምር ጀስት የማንበብ አፒታይቱ እንዲከፈት ፐርባቢሊቲውን የፈጥርልኛል፣ ራሴን ሪፍሬሽ እያረግኩኝ በዘፈን ማለት ነው፣ በዘፈን

ራሴን ራፍረሽ እያረገኩኝ ለመስማት እሞክራለሁ። እንግሊዘኛው እዚጋ የሆነ ፐርሰንት መስማት ስችል፣ እዚጋ አፒታይቲን፣ እንግሊዘኛ የማንበብ ፍላጎቴ እንዲጨምር ፍላጎቴን ይከፍትልኛል። ሲቀጥል ደግሞ እንግሊዘኛ መፅሔቶች ካሉ፣ ከታች እንግሊዘኛ የተፃፈበት ስዕል ያለበት ሳነብ ፍላጎቴ እንዲጨምር ያደርገኛል ማለት ነው።

**ጥ13. ጠያቂ:-** የምታነቢው የእንግሊዘኛ ዕሉፍ በበለጠ አንብቦ ለመረዳት የተሻለ ቦታ የት ነው ትያለሽ? (የት ሆነሽ ብታነቢ ደስ ይልሻል?)

**ተጠያቂ2:-** በዚህ በግቢ ውስጥ ከሆነ፣ ላየብረሪ አልወድም፤ ዶርምም ቢሆን የዶርም ልጆች ካሉ፣ የምረባሽ ከሆነ ቲቪ ሩም እመርጣለሁ። እዚህ ግቢ ውስጥ ለመጥኛ የሚሆኑ ጥላ ቦታዎች፣ ዛፎች ባለመኖራቸው ምክንያት የመጀመርያ ምርጫችን የሚሆነው ቲቪ ሩም ነው። ቲቪ ሩም ውስጥ ብዙ ሰው አይኖርም፣ ብዙም ተማሪ አይጠቀምበትም ቲቪ ሩም፣ ማታ ላይ ተማሪ አይኖርም። ስለዚህ፣ ቲቪ ሩም ድምፁን በመቀነስ፣ እስከ መጨረሻ በመቀነስ ፀጥ ስለሚል፣ ራሴን ነገሮችን ኮንሰንትሬት አድርጌ ማንበብ እንድችል አድርገኛል። ስለህ ፀጥታ ቦታ በጣም ለማንበብ እመርጣለሁ ማለት ነው።

**ጠያቂ:-** ላየብረሪ ፀጥታ ያለበት ቦታ አይደለም ትያለሽ?

**ተጠያቂ2:-** እንደዛ እንኳን እያልኩ አይደለም፤ ሲጀመር፣ ላይብረሪ በጣም ይሞቃል፤ ሲቀጥል፣ ላይብረሪ የመጠቀም ልምዱ የለኝም። ባጠቃላይ ፀጥታ ያበት ቦታ ሆኜ ብቻየ ማጥናት እመርጣለሁ። ሌሊት ሁሉም ፀጥ ስለሚል በጣም ይመቻል።

**ጥ14. ጠያቂ:-** አኬ፣ የእንግሊዘኛ ዕሉፎች ለመረዳት ብለሽ በምታነቢበት ጊዜ ችግር ገጥሞሽ ያቃል? ምክንያቶቹ ምንድን ናቸው ትያለሽ? ችግሮቹ ለማቃለል ምን ሙከራ ታደርጊያለሽ?

**ተጠያቂ2:-** አዎ። ያው የእንግሊዘኛ ዕሉፍ ሳነብ ከሚገጥሙኝ ችግሮች የመጀመርያው ቢኖር፣ የማንበብ ፍላጎቴን እንዲዘጋ የሚያደርገኝን ነገር ቢኖር ከፊት ለፊት የቀረበልኝን ወረቀት ይወስኗል። አሁን ከፊት ለፊት የቀረበልኝን ወረቀት ጥቃቅን ከሆነ፣ ጥቃቅን ከሆነ ማንበቡ በጣም ያስጠላኛል። የመጀመርያ የሚያስጠላኝ ምክንያት፣ ዕሉፉ በትናንሽ ከተፃፈ፣ ሁለተኛው ነገር ደግሞ ብዙ የሚከብዱኝ ዎርዶች ካሉ፣ ያልገቡኝ ዎርዶች ካሉ በጣም ኮንቶኒዮስሊ ያልገቡኝ ዎርዶች የማገኝ ከሆነ፣ የሀ ራሱ ሌላ ችግር ይሆንብኛል።

**ጠያቂ:-** የምታነቢው ዕሉፍ ምን ሲሆን ነው የማታውቁያቸው ቃላት ሊኖሩት የሚችለው?

**ተጠያቂ2:-** ምናልባት ወይ ከኔ ሌቨል ጋር የሚመጣጠን ነገር ካልሆነ፤ እ. በቃ ከኔ ሌቨል ወጣ ያለ ነገር ሲሆን፤ በቃ ከለመድኩት ነገር ወጣ ሲል፤ ካለኝ ኤክስፐርትነት፤ በዚህ ዕድሜ እስካለኝ ኤክስፐርትነት ወጣ ያለ ነገር ሲሆንብኝ ዎርዶችን ይከብዱኛል ማለት ነው።

**ጥ15. ጠያቂ:-** በመጨረሻ፤ የንብብ ፍርሀት፤ የንብብ ዘዴዎችና የንብብ ብቃትን አስመልክቶ መጨመር የምትፈልገው ነገር ካለ? ( እስከአሁን በተነጋገርንባቸው፤ ማለትም በንብብ ፍርሀት፤ በንብብ ዘዴና በንብብ ብቃት ዙርያ ላይ ያልጠቀስሺው የምትጨምረው ነገር ካለ ዕድሉ ልስጥሽ? በጣም አመሰግናለሁ።

**ተጠያቂ2:-** አኬ፤ ማለት ምፈልገው ነገር፤ በመጀመርያ፤ የሀ እንትን መነሳቱ በራሱ እኔ በጣም ለኔ በጣም ጠቅሞኛል ለማለት የምፈልገው የሀ ኢንተርቪው መኖሩ በጣም በጣም አራፍ ነገር ነው። ምክንያቱም እኛ ለዚህ ነገር ኮንሰንትሬት እንድንሆን፤ ትኩረት እንድንሰጥ አድርጎናል። እኔ አሁን የሪዲንግ ላይ ያለኝ አቢ.ሊ.ቲ እንዲሻሻል በደንብ እፈልጋለሁ። ባሻሻልም ደስ ይለኛል። በተለይ የሚረዳኝ ሰው ቢኖር ማለት ነው። ለምሳሌ፡- የእንግሊዝ ክበቦች አሉ፤ የእንግሊዝ ክበቦችን በደንብ መሳተፍ ብቻል አለ አደል እዚህ ግቢ ወስጥ ሞር ኦፍ በደንብ ጠንክር ተብሎ ቢሰራ፤ እየተሰራበት አደለም እንጂ፤ በዲፓርታሞንት እንደዚህ ዓይነት ነገሮች ቢዘጋጁ አቢ.ሊ.ቲን ባሻሻል የማንብብ ዓቅሜን፤ የማንብብ ብቻ አይደለም ከዚህ ወጪ ያሉትን በእንግሊዘኛ ላይ እስፕሪንግ፤ ሌሎችንም ሊስኒንጎችንም እ. ስኪሎችን ማሻሻል ብቻል፤ እስፕሪንግ በእንግሊዘኛ ላይ፤ በጣም ደስ ይለኛል ማለት ነው።

**ጠያቂ:-** አኬ፤ ስለዚህ ምንባብ ከሌሎች ስኪሎች ስታወዳድረው ያለው ጠቀሜታ ምንድነው ትያለሽ?

**ተጠያቂ2:-** እ. በጣም ጠቀሜታ አለው። የመጀመርያው ማለት ነው፤ እንግሊዘኛ ካወቅን ኮንፌደንስ እንዲኖረን ያደርጋል። ከምን አንጻር እኔ እንደተረዳሁት ከምን አንጻር ነው፤ እንግሊዘኛውን ማወራት ከቻልን ማለት ነው፤ አሁን እንደምናየው ነው፤ ማወራት ከቻልን ነገሮችን አንደርስታንድ ማድረግ እንችላለን። እ. ኢ.ዘ.ሊ. ራሱ ኮሚኒኬት ማድረግ መቻላችን በራሱ የተሻለ ኢምፑሩቭመንት በራሳችን ላይ፤ በላይፋችን ላይ ይጨምርልናል። ስለዚህ ሰልፍ ኮንፌደንስ እንዲኖረን ያደርገናል፤ በራሳችን እንድንተማመን፤ ማድረግ እችላለሁ ብለን እንድናስብ ያደርገናል። አሁን በአብዘኛው፤ ፈተና የምንሸወደው ሳይገባን እየቀረ አደለም። ማንብብ፤ አንደርስታንድ ማድረግ ስለሚከበደን ነው። ዎርዶችን በደንብ አንደርስታንድ ማድረግ ስለሚከብደን ነው እንጂ ሐሳቡ ሳይገባን እየቀረ አደለም ብዙ ጊዜ ኤክስ የምንሆነው። ይገባናል፤ ግን የሆነ ሐሳቡ በአማርኛ ሊገባን ይችላል። በእንግሊዘኛ ኤክስፕሪንግ ማረጋገጥ ስለሚከብደን፤ አንብቦንም መረዳት በራሱ፤ አንብቦ መረዳቱ በራሱ ፕሮብሌም

ስለሚሆንብን ነው እንጂ ሳይገባን እየቀረ አደለም ኤክስ የምንሆነው። ስለዚህ ራዲንግ፣ በተለይ ራዲንግ ላይ ተማሪዎች የተሻለ እንትን ቢኖራቸው ወጤታቸው የታሻለ ስኮር ማድረግ ይችላሉ ብዬ ነው የማስበው። የተሻለ ማንበብ ብንችል፣ በእንግሊዘኛ ላይ የተሻለ ብቃት ቢኖረን የተሻለ ስኮር ማረግ ይቻላል ብዬ ነው የማስበው።

**ጠያቂ:-** እጅግ በጣም አመሰግናለሁ።

**Q1. Interviewer:** Ok, thanks for coming. Do you feel anxious (afraid) when you read English written texts? I mean, is there anything that frustrates you when you read English written texts?

**Interviewee 3:** yes, sometimes new words and vocabulary frustrate my understanding.

**Interviewer:** Ok, What do you think are the major sources for your English language reading anxiety/frustration?

**Interviewee 3:** There is slightly, that is not my native language. That is the major problems. Vocabularies that are strange to me to understand the context easily, that may frustrate my understanding.

**Interviewer:** Good. How do you try to overcome/reduce your reading anxiety/frustration?

**Interviewee 3:** I find other reference books, dictionaries, and oxfords to interpret those new words and to understand that context.

**Q2. Interviewer:** Thank you very much. Do you make any kinds of preparations before you begin to read a given text?

**Interviewee 3:** yes.

**Interviewer:** What kinds of preparations do you make?

**Interviewee 3:** Like preparing some short note taking, books, and pencils to underline the main points from the text, and I need comfortable area, position that the sitting area is good for reading.

**Q3. Interviewer:** Suppose that you have a reading task (e.g. a book, a passage/text, etc) after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.

**Interviewee 3:** From that what I have read, I can tell someone the main points from the text what I have read and I can highlightly tell to him for her the main points from there and I can clarify to someone the main points. So first by literally, literally I can read it, then I can infer it again by interpreting and there is some figurative language is there, then I can read it critically, evaluate the text, the after I can understand.

**Q4. Interviewer:** Very good. Do you read texts with purpose in mind?

**Interviewee 3:** Yeah.,yeah.

**Interviewer:** What purposes could readers have in mind when they read?

**Interviewee 3:** ok. Sometimes, if they read the texts, that is for the pleasure, for refresh your mind, and some others read the text for understanding the idea, and the language.

**Q5. Interviewer:** ok. When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?

**Interviewee 3:** I can pick up the word from that text and to compare the word the oxfords, other dictionary words, then after I can combine these texts and I read including them.

**Interviewer:** If it is a test, you don't use dictionary. What else do you use?

**Interviewee 3:** At that time I use the contexts, contexts, from beginning to the end, I can read it and what it say imagined and response that questions politely.

**Q6. Interviewer:** Oh! Good. While you read a given English text, which reading techniques do you use most?

**Interviewee 3:** I use skimming, scanning.

**Interviewer:** And, Which reading techniques do help you to comprehend better?

**Interviewee 3:** Referential reading, inferential reading. When I read inferential way, I can interpret the meanings of the words. Then after, I Can understand that is better to me and that is my good reading strategy. If I cannot use this, I cannot comprehend the main idea of the text.

**Interviewer:** Alright. Were you aware of the reading techniques you used while answering the reading comprehension tests?

**Interviewee 3:** Yeah! I used scanning, highlighting, highlight reading.

**Q7. Interviewer:** Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader? Which ones are they?

**Interviewee 3:** Yeah! Reading strategies helps to understand the text. Skimming, critical reading.

**Q8. Interviewer:** If you want to remember new information in the text you read, what techniques/strategies do you use?

**Interviewee 3:** Yeah! Reading strategy helps to become better. I take short notes from there and I can read it and then I didn't forget it for a long period and I can answer such types of questions when I faced.

**Q9. Interviewer:** Alright. How do you monitor your own reading for comprehension?

**Interviewee 3:** Yeah! I monitor my reading comprehension; I push myself not to be too fast and not to be too slow. I can control my reading comprehension by controlling myself when I can read a text.

**Q10. Interviewer:** Ok. How do you know you are making progress in your English reading?

**Interviewee 3:** I know my progressing reading English text. When I answer different questions ;for example, in analyzing different story books during my course and there is exam given to us. During that time if I can read that English text and I can get a good result, I know my reading progress.

**Q11. Interviewer:** Good. What do you do when you need help while reading?

**Interviewee 3:** No, I do not need any help even I need any help, I get different materials during my reading and I compare them but I do not need any other person's help to me during reading. I bring the

reference materials and I understand the points. You know different texts written in different words. So I use reference materials.

**Interviewer:** What if the materials you are reading still have problems? What do you do when you need help?

**Interviewee 3:** Other body cannot help me, but I can helped by that reference books.

**Q12. Interviewer:** Alright. If you feel bored on the text you read, what do you do to have a good sense of reading?

**Interviewee 3:** So at that time, I can take short break and relax my mind and I can play my friends or I watch the films. Yeah! That relax my mind, and then I continue my reading. If it is during exam, I can take, there is no other options, I can take short break, only five or three minute, then after I can read and do that questions.

**Q13. Interviewer:** Great. Where do you think is a good place for you to understand what you read better? Why?

**Interviewee 3:** It is obvious, it is a place is library to understand and to without any obstruction, any challenges they can understand is a place is called a library because if they faced some problems, they use materials; for example, there is computer there and other reference books there, is comfortable without bothering, they finish reading, it is a good place to understand.

**Q14. Interviewer:** And, Do you face problems when you read texts for comprehension?

**Interviewee 3:** Yeah.

**Interviewer:** What do you think are the major reasons for reading comprehension problems?

**Interviewee 3:** So there is a comprehension problems during my reading. For example, if the words are difficult, best they transfer the main points of the main text. Then, and up to I can interpret them, I cannot comprehend the main point of the text. That are my problems during my comprehension reading. New words, vocabularies, phrases, obstacle to my understanding. So up to I can interpret those words, as I have said, they signify main point of the sentence or the text. So up to I can interpret them, I am anxious.

**Q15. Interviewer:** very good. Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?

**Interviewee 3:** My comment is everybody should use the reading strategies. Even, now I am now second year English student. Since first semester, I have taken the reading course. I have used it for it and for other courses and I have got A+. And there is many strategies for any readers, and there is situational bounded, and they read focusing areas for their subjects, their fields and they use good reading strategies. If they do not use a good reading strategies, they cannot comprehend the main points of the text and they should use the reading strategies for every body, that means, I have changed my reading behavior from the reading course by using these strategies. So following the reading strategy is a better to comprehend the text.

Interviewer: Thank you very much.

**ጥ1. ጠያቂ:** የእንግሊዘኛ ዕሑፎች ስታነብ ትፈራለህ ወይ? (ማለትም: የእንግሊዘኛ ዕሑፎች ስታነብ የሚያስፈራህ/የሚያስጨንቅህ ነገር አለ ወይ?)

**ተጠያቂ 4:** አዎ።

**ጠያቂ:** የእንግሊዘኛ ዕሑፎች ስታነብ የምትፈራው/የምትጨነቀው ለምንድነው?

**ተጠያቂ 4:** አዎ፣ በርግጥ አንዳንድ ጓደኞች አሉኝ። የእንግሊዘኛ ቴክስቶችን ወይም መዕሐፎችን ሲያዩ ማንበብ የማይወዱ፣ እማይፈልጉ። አንብቡ ብለን ስንገፋፋቸውም ደስ አይላቸውም፤ ይፈሩታል ቴክስቱን የፈሩታል፤ ቴክስቱን በእንግሊዘኛ ስለተጻፈ ብቻ ነው የሚፈሩ አሉ ልጆች እና በኔ በኩል ግን ያው አልጨነቅም፣ ነፃ ሆኜ ለማንበብ እሞክራለሁ፣ የተለያዩ የሚከብደኝን ነገር ካለ ከዛ ቴክስት ወስጥ ካለ ሪፈረ ከድርጌ እሞክራለሁ እንጂ አልፈራውም ቴክስቱን ፈርቼ ወይም ኢንግሊዘኛውን ማንበብ ፈርቼ አልተወደውም። የተለያዩ መካኒዝሞችን እየተጠቀምኩ እንትን አነባለሁ።

**ጠያቂ:** ለማለት የፈለግኩት ፣ ለፍርሀት/ለጭንቀት/ምክንያት/ምንጭ ምንድነው ትላለህ?

**ተጠያቂ 4:** ያው እንግዲህ፣ ያው በቅርብም እንዳየሁት ከሆነ፣ የመጀመርያው እንግሊዘኛ ቴክስቶችን ስናነብ አይገባንም። ምን እንደሚል አይገባንም የሚል ነገር አለ። ያ ወሳኝና የነሱ የፍርሀታቸው ምንጭ ነው። ስለማይገባን ብናነበውም ጥቅም የለውም ስለሚሉ ያ አንዱ ነው።

ሁለተኛ ደግሞ ወርዶች ፊስ የሚያረጉት ቮካብላሪዎች አሉ የማውቋቸው፣ የሚከብዷቸው ቮካብላሪዎች፣ እነዚህ ነገሮችም አንድ ሪዘን ይሆናሉ ብዬ እገምታለሁ።

**ጠያቂ:** የንባብ ፍርሃት/ጭንቀት/እንዴት ነው የምትቆጣጠረው ወይም የምትቀንሰው?

**ተጠያቂ 4:** ብዙ ይሞክራሉ ጭንቀታቸውን ለመቆጣጠር። ለምሳሌ፡- አሁን እንግሊዘኛ ቴክኖሎጂን አይገባንም ብለው ያስባሉና እነዚህ ነገሮች ማለት ነው ስለሚጨነቁበት በቻ እዛ ቴክኖሎጂ ላይ ደግመው፣ ደጋግመው፣ ደጋግመው እንዲገባቸው ያነባሉ። ያ የነሱ አንድ መፍትሔአቸው ነው። ደጋግመው ማንበብ፣ ያ ነገር አንድ መፍትሔአቸው ነው። የማያውቁትን ሰዎች መጠየቅ ነው። በቅርባቸው ያለ ሰው የሄ ነገር ምንድን ነው ብለው እየጠየቁ ፍርሃታቸው ለመቀነስ ማለት ነው። የንባብ ልምዳቸው ምን ዓይነት ነው፣ ምን ዓይነት ልምድ አለህ እንግሊዘኛ ስታነብ፣ ብለው ጓደኞቻችን ይጠይቃሉ፣ እኔንም ይጠይቁኛል። ሌሎችም እየጠየቁ እንደዚህ ያደርጋሉ።

**ጥ2. ጠያቂ:** የእንግሊዘኛ ፅሁፎች ለማንበብ ቅድመ ዝግጅት ታደርጋለህ?

**ተጠያቂ 4:** ቅድመ ዝግጅት ብዙም የለኝም በርግጥ። ለምሳሌ፡- እነዚህ አካዳሚክ ስታፍ ላይ የሚመጡ ወረቀቶች ከሆኑ፣ ያው ፕሪፐር አርገን ነው ላይብረሪ ወስጥ ተዘጋጅተን፣ ሄደን ገብተን እናነባለን።

**ጠያቂ:** ምን ምን ዝግጅቶች ታደርጋለህ?

**ተጠያቂ 4:** የመጀመርያው፣ ቦታ ነው የምመርጠው፣ ጥሩ ቦታ ለመምረጥ፣ የሚመቸኝ ቦታ መርጫ እሴታለሁ። ሁለተኛው ደግሞ ያው ራሴን ራፍረሽ አድርጌ፣ ዘና የሚያደርገኝን ነገር ሳነብ ደስ ብሎኝ እንዳነብ የሚያደርገኝ፣ ለምሳሌ፡- ሻይ መጠጣት ሊሆን ይችላል፣ እንደዚህ ዓይነት አድርጌ፣ ራሴን ለቴክኖሎጂ ዝግጁ አድርጌ፣ ለማንበብ ዝግጁ አድርጌ እገባለሁ።

**ጥ3. ጠያቂ:** ከእንግሊዘኛ ፀሐፍ አንብበህ የምትመልሳቸው ጥያቄዎች አሉ እንበል። ለምሳሌ፡- መፅሐፍ፣ ምንባብ፣ ወዘተ...። አንብበህ ከጨረስህ በኋላ ፅሁፉ ምን ያህል እንደተረዳህ ለማወቅ ፈተና ትፈተናለህ። ስለዚህ ምንባቡ ጀምረህ እስክትጨርሰውና ለፈተናው ዝግጁ እስክትሆኑን ድረስ ምን ምን እንደምታደርግ ወይም ደግሞ እንዴት እንደምታነብ ግለፅልኝ።

**ተጠያቂ 4:** እ...አሺ። እንግዲህ ብዙ ጊዜ እኔ የማደርገው፣ በመጀመርያ ለኔ የሚመቸኝ ቦታ፣ ጥሩ ለማንበብ ነው የምለው ቦታ እመርጣለሁ። ከዛ በመቀጠል ዘና የሚያደርገኝን ነገር እፈልጋለሁ።

ማለት ለማንበብ ዝግጁ የሚያደርገኝ፤ ትኩስ ነገሮች እንደ ሻሂ እወስድና ከዘ በኋላ ማንበብ እጀምራለሁ። እያነበብኩ የው ዋና፣ መይን ፖይንት የምላቸውን ፖይንት አወት እያደረግኩኝ፤ ሌላ፣ ወደ ሌላ ወረቀት ፖይንት አወት እያደረግኩ እወጣቸዋለሁ። ከዛ በኋላ ጀነራል የሆነውን ወይም ኮንሴፕቸል የሆነውን ነገር ከተረዳሁ በኋላ ዋና ዋና ያልኳቸውን ነገሮች ፣ ወይም ፈተና ላይ ይመጣሉ ብዬ የምገምታቸውን ነገሮች ደግሞ ሪቫይዝ አደርጋለሁ፤ እንደዚህ እያደረግኩ ለፈተና እቀርባለሁ ማለት ነው።

**ጥ4. ጠያቂ:-** ኦኬ፣ የእንግሊዘኛ ፅሁፎች ስታነብ በዓላማ ታነቢያለህ?

**ተጠያቂ 4:** አዎ። ማንኛውም ቴክስት ሳነብ ዓላማ ይኖረኛል። ለምሳሌ በቀላሉ ሀንድአውትን ብንመለከት፣ ሀንድአውት የማነበው፣ ኤግዛም ለመፈተን፣ ከዛ ወስጥ ዕውቀት ለማግኘት ነው። ለምሳሌ ወደ ሌላ ጎኑ ስንመጣ ደግሞ ፊክሽኖች እናነባለን። ብዙ ፊክሽኖች አሉ የእንግሊዘኛ ፊክሽኖች። እነሱን ስናነብ ደግሞ ሌላ ዓላማ አለን፤ ኢንተርተይመንት አለ፣ ሞራል የሰሩ ለማወቅ ይሆናል፤ እነዚን ነገሮች አድርገን ዓላማ የኖረኛል፤ ማንኛውንም የእንግሊዘኛ ቴክስት ስናነብ፣ የሆነ የራሳችንን ዓላማ ኖረን ነው የምናነበው። የራሱ የሆነ ዓላማ አለው።

**ጠያቂ:-** ሁሉም ሰው ግን በዓላማ ያነባል ብለህ ታስባለህ?

**ተጠያቂ 4:-** እሱ እንደሰዉ ይለያያል በእርገጥ፤ እንደሰዉ ይለያያል። ለምሳሌ:- በቃ፣ ምንም አይዲያ ስለሌለው የሚያነብ አለ። በቃ ምንም ማድረግ ስላልቻለ ብቻ የሚያነብ አለ። የሀ ካጋጠመኝም፤ በዙርያየም ካሉ ነገሮች ናቸው። ከማያያቸው ነገሮች ምንም መሄጃ ስላጡ ብቻ የሚያነቡ አሉ።

**ጥ5. ጠያቂ:-** ጥሩ፣ የእንግሊዘኛ ፅሁፎች በምታነብበት ጊዜ በፅሁፉ ያሉ ቃላት፣ ሐረጎች፣ የፅሁፉ አካል፣ ወዘተ... ካልገባህ ፅሁፉ ለመረዳት ምንድነው የምታደርገው?

**ተጠያቂ 4:** ያው፣ ያው፣ እንግዲህ፣ ብዙ መኮራዎችን አደርጋለሁ። ፅሁፉን ለመረዳት። የመጀመርያው፣ የመጀመርያው የማደርገው ነገር፣ በአቅራቢያዬ ያሉ ሰዎችን መጠየቅ ነው። እስኪ የሀ ነገር ምን ይመስለህል፤ ወይም የሀ ነገር ምን ይመስልሻል ብዬ እጠይቃለሁ፤ እነሱም የሀ ነገር ካልተረዱት ሪፈር የማደርግበት የተለያዩ ዌብሳይቶች አሉ አሁንም፤ ዲክሽነሪዎች አሉ፤ እነዚን ነገሮች ሪፈር አረጋለሁ። እነዚም ነገሮች ሪፈር አድርጌ ግልፅ የማይሆንልኝ ዓይነት ከሆነ መምህራኖች ጋ ነው የሚሄደው። መምህራኖቹ ጋ ይሄድና ይሄ ነገር እንዴት ነው ብዬ ያስረዳኛል። የተለያዩ ጥረቶችን አደርጋለሁ፤ ያ ነገር አንደርስታድ ለማድረግ ጥረቶችን አደርጋለሁ።

ጠያቂ፡- የምታነበው ዕሑፍ ፈተና ቢሆንስ? እዚህ ላይ አስተማሪ መጠየቅ፤ ዲክሽነሪ ማየት አይቻልምና።

ተጠያቂ 4፡- አሁ! አዎ። አሁን አንዳንዴ ጥያቄዎች ፈተና ላይ ላይገቡን ይችላሉ። ይገጥማልም፤ ገጥሞኛልም፤ ግን ከኮንቴክስቱ መረዳት ነው አይዲያውን። ለምሳሌ፡- ስናነብ ሁሉም ነገር አደለም እኮ የማይገባህ፤ የተወሰነ ነገሩ ነው የማይገባን አደል? ከዛ ነገር ጋር ማያያዝ ነው። ኮንቴክስቱን አያይዞ እንደዚህ ሊሆን ይችላል። አሁን ራዲንግ ኮርስ ወስደን ነበር። እና ፕሪዲክት ማድረግ መቻል አለብን። ምንድነው፤ ካልገባን ያ ነገር፤ ከኮንቴክስቱ አያይዘን ፕሪዲክት ማድረግ መቻል አለብን፤ ገስ ማረጋገጥ መቻል አለብን፤ እና፤ ያ ነገር አጥላይ ነው የማደርገው። አንብቤው ከኮንቴክስቱ ጋራ ካለው፤ ከላይኛው ምን ይላላል፤ ከታችስ ምን ይላል የሚለውን ነገር አንብቤ፤ ከኮንቴክስቱ ጋር አያይዣ እሰራለሁ።

ጥ6. ጠያቂ፡ ማንኛውም የእንግሊዘኛ ዕሑፍች ስታነብ ምን ምን የንባብ ዘዴዎች በበለጠ ትጠቀማለህ?

ተጠያቂ 4፡ እንግዲህ፤ የመጀመርያ የእንግሊዘኛ ቴክስቶችን ሳነብ ሁሉንም፤ ኢች ሴንተንስ ማንብብ ነው፤ ሁሉንም ነገር አነቧለሁ። ከላይ፤ ከጥግ እስከ ጥግ ያለውን ነገር አነቧለሁ። ምክንያቱም፤ ከጥግ እስከ ጥግ ያለውን ነገር ማንበቤ ጀነራል የሆነውን ነገር እንዳወጣ ወይም ዲግ አውት እንዳደርግ የረዳኛል። ሶ፤ ሁሉንም ነገር አነባለሁ። ከዛ በኋላ ዋት ኢዝ ኢምፖርታንት ወደሚለው ነው የምመጣው። ሁሉም ኢምፖርታንት ሊሆን አይችልም መቼስ። እዝያ ሁሉ ቴክስት ላይ ያለ ነገር ለኔ አያስፈልገኝ ይሆናል። የምፈልገው አለ፤ አይ ይቅር የመለው አለ። ሶ፤ ኢምፖርታንት የምላቸውን ነገሮች ዲግ አውት አረግና ጆት ዳውን አደርጋለሁ። ከዛ እነዛን ነገሮች ሪሄርስ እያደረግኩ እመለስባቸዋለሁ፤ አነባለሁ። እንደዚህ ዓይነት ስተራተጂ ነው እኔ የምጠቀመው።

ጠያቂ፡ ከምትጠቀማቸው የንባብ ዘዴዎች ዕሑፉን በበለጠ ለመረዳት የትኛው የንባብ ዘዴ በበለጠ ትጠቀመለህ?

ተጠያቂ 4፡- ያው እንግዲህ ከተነጋገርናቸውም አንጻር ብዙ ፕራክቲካል የምጠቀምበት ሶሻል ራዲንግ የሚለውን ነው። ምክንያቱም ስናነብ ያው ከንደኞቹ ጋ ነው የምናነበው አንድ ላይ ሰብስብ ብለን ነው የምናነበውና ያልገባንን ነገር እየተጠያየቅን፤ እኔ የገባኝን ደግሞ የሀ እኮ ገብቶኛል እኔ እስኪ ላስረዳቹ ኑ ልንገራቹ እላቻለሁ። እነሱም ደግሞ የሄ ገብቶኛል፤ የሄ እያልን ዲስክስ እያደረግን፤

እየተጠያየቅን፤ ስታተሳችንም እያየን፤ ያነበብነው ነገር የቱ ድረስ አንደርስታንድ አድርገናል፤ የቱ ድረስ ኮምፕረሄንድ አድርገናል የሚለውን እያየን ስለምንሄድ፤ ሶሻል ሪዲንግ የሚለው ይገልፀዋል።

**ጠያቂ፡** የባለፈው ሁለቱም ምንባቦች ጥያቄዎች ስትመልስ የተጠቀምካቸው የንባብ ዘዴዎች ለይተህ የማወቁ ሁኔታ ነበረህ?

**ተጠያቂ 4፡** አኬ፤ ፓሴጆች ናቸው፤ እና ከፓሴጆ ነው ጥያቄ የወጡት እና፤ የመጀመርያ ዲተይል ነው ያነበብኩት ሁሉንም ነገር። ዲተይል አንብቤ ነው ጥያቄዎቹን ለመስራት፤ ግዴታ በደንብ ሁሉንም ምንባብን ማወቅ ስላለብኝ፤ ዲተይል ነው የነበብኩት። እ... ኢንቴንሲቭ ሪዲንግ የሚባለውን ማለት ነው። ሁሉንም ነገር አንብቦ፤ ከዛ ወደ ሚቀጥለው ነገር መሄድ ማለት ነውና፤ ሁሉንም ነገር ነው ያነበብኩት። ሶ፤ በዛ ላይ ፐርፐዘ አለው። እ... ፐርፐዘ ምንድን ነው፤ ኮሽነሩ ለሞምላት፤ ጥያቄዎቹ ለመመለስ ስለሆነ ፐርፐዘፋሊ ነው ያነበብኩት። ሶ፤ ሜታ-ኮግኒቲቭ የሚለው የሚገልፀው ይመስለኛል።

**ጥ7. ጠያቂ፡-** ባለፈው በመለስከው የፅሁፍ መጠይቅ ወስጥ በበለጠ ብቁ/ነበዝ የእንግሊዘኛ አንባቢ እንድትሆን የሚያግዙ የንባብ ዘዴዎች ነበሩ ወይ? የትኞቹ ናቸው?

**ተጠያቂ 4፡** አዎ። ሚሞሪ ስትራተጂ የሚለውን ብዙም አልጠቀምበትም ነበር። እነሱን ነው በመጀመርያ በደንብ እንዳቅ ያደረገኝ፤ ሚሞሪ ስትራተጂ የሚለውን ከባለፈው ጋር ማያያዝ የሚለውን ነገር ብዙም ብዙም አልጠቀምበትም ነበር። ያ ነገር አግኝቦታሉህ አንድ ትልቅ፤ አንድ ትላቅ እውቀት አግኝቶታሉህ። አዎ። በመሰረቱ ሁሉም ነገሮች፤ እዛ ላይ የሰፈሩት ኮሽነሩ ስንመለከት የሰፈሩ ነገሮች እጅግ በጣም ጠቃሚ ናቸው። ጠቃሚ ናቸው። እ... ሁሉም ይጠቅሙኛል፤ በእውነት በደንብ አንብቤቻለሁ፤ እንደሚጠቅሙኝ አይቻቻለሁ። ግን ለኔ በአብዛኞቹን ፕራክቲስ እናረጋጅን እዚህ ግቢ ውስጥ። ለይተህ የማወቁ ጉዳይ ነው እንጂ፤ አሉ። ፕራክቲስ የማረጉ ነገር ነው እንትን የሚለው እንጂ እናቃቻለን፤ በኮርስም ወስደናል የተወሰኑትን።

**ጥ8. ጠያቂ፡-** የእንግሊዘኛ ፅሁፍ ስታነብ አዲስ መረጃ ለማስታወስ ስትፈልግ ምን ምን የንባብ ዘዴዎች ትጠቀማለህ?

**ተጠያቂ 4፡** እ... ያው፤ ለማስታወስ እንድችል የመጀመርያው አንደርስታንድ አድርጌ ፕራክቲካሊ ያ ነገር የኔ ከ ደይ ቱ ደይ ላይፌ ጋር ማያያዝ ነው። ለምሳሌ፡- በቀላሉ የሰው ስም ሊሆን ይችላል፤ የሰው ስም ሊሆን ይችላል፤ ከቅርብ ነገር ጋር አያይዟለሁ። ሶ፤ ከቅርብ ነገር ጋር ሳያይዘው፤ ያ

ነገር በቃ ባክ አጥ ይሆነኛል፤ የሆነ ጊዜ ላይ፣ ስለዛ ነገር ሲነሳ ትዝ ይለኛል። አይዲያዎቹም ሊሆኑ ይችላሉ፤ አይዲያዎቹን እዚህ ፕራክቲካል ከሚደረገው ነገር፣ ከኔ ደይ ቱ ደይ ላይፍ ጋር በማያያዝ ነው የምጠቀመው፣ ለማስታወስ እንዲረዳኝ ማለት ነው። እንደዛ ነው። እንዲያው በአጋጣሚ ሆኖ ነገ ፈተና አለኝ። ዛሬ ማንበብ ግዴታየ ነውና አነባለሁ። በደንብ አድርጌ አነባለሁ፤ ቴክስቱን በደንብ አነባለሁ። ሳነብ አንደርስታንድ እያደረግኩኝ፣ ፖይንቶችን እያወጣሁ፣ እየጻፍኩ፣ ኖት እየያዘኩኝ፣ እንደገና ከጓደኞቼ ጋር እየተጠያየቅኩኝ፣ ያለኝን ጋፕ እያየሁ፣ እየሞላሁ እሄዳለሁ። እንደዛ ነው።

**ጥ9. ጠያቂ:-** ለዕውቀት ብለህ የእንግሊዘኛ ዕሑፎች ስታነብ ራስህን እንዴት ትቆጣጠራለህ?

**ተጠያቂ 4:-** አዎ፣ እንግዲህ ለተለያዩ ዓላማ እናነባለን። ቅድም እንደጠቀስነው፣ ለፈተና ሊሆን ይችላል፤ ለኢንጄይመንት ሊሆን ይችላል፤ እናነባለን። ስናነብ አሁን፣ ለምሳሌ፡- ለፈተና ሳነብ አንዳንድ የማይገቡኝ ነገሮች ሊኖሩ ይችላሉ። እ... ለጊዜው እኔ የምጠቀምበት፣ ያ የማይገባኝን ነገር አልፏለሁ። ደጋግሜ አነባለሁ ሁለቴ ሦስቴ፤ ካልገባኝ አልፏለሁ። አልፎውወደሚቀጥለው ፓርት ነው የሚሄደው። የሚቀጥሉትን ነገሮች አነባለሁ፤ አንደርስታንድ አረግና፣ ስጨርስ፣ ወደ አልገቡኝ እመጣለሁ፤ በደንብ ጊዜ ወስጄባቸው ፣ አድምጮ ለማንበብ ማለት ነው። የተለያዩ ነገሮችን ሪፈር እያደረግኩ ለማንበብ አልፏቸው ለጊዜው፤ የሆነ ምልክት አድርገባቸው፣ ምልክት እያደረግኩኝ አልፍባቸውና፣ ጀነራል የሆነውን ነገር ከተረዳሁ በኋላ፣ እስኪ ምንድነው የሚለውን እንደገና ተመልሼ በደንብ አያቸለሁ ማለት ነው።

**ጥ10. ጠያቂ:-** የእንግሊዘኛ ዕሑፍ የማንበብ ችሎታህ እየተሻሻለ መሆኑን እንዴት ነው የምታውቀው?

**ተጠያቂ 4:-** እ... የመጀመርያ ስፒዴን ነው። በምን ያህል ስፒድ አነባለሁ፤ አንድ እንግሊዘኛ ቴክስትን በምን ያህል ስፒድ አነባለሁ፤ ሁለተኛ፣ ዎርዶችን በትክክል ፕሮናውንስ ማድረግ እችላለሁ ወይ፤ እዛ ላይ ያሉትን ነገሮች፣ የተጻፈውን ወርድ በትክክል ፕሮናውንስ አደርጋለሁ ወይ፤ እ...የሚሉትን ነገር አይቼ፣ ሪዲንግ ስኪሌን አምጥሩብ አርጌአለሁ ብዬ ዲሳይድ አረጋለሁ ማለት ነው። በትክክል ፕሮናውንስ ከማረጌ ወጪ፤ የማንበብ ስኪሌ ነው፣ የማንበብ ስኪሌን እንዴት ነው፤ ጥሩ ነው፣ ጥሩ አደለም የሚለውን ለማወቅ፣ በተጨማሪም ደግሞ፣ ያው አንዳንድ ቴክስቶችን ሳነብ እዚሁ ከጓደኞቼ ጋ ሳነብ ምናምን፣ እንዴት ነው አነባቤ፤ ጥሩ ነው፤ ምናምን የሚለውን ነገር ሰዎችን እጠይቃለሁ።

**ጥ11. ጠያቂ:-** አኬ፣ ጥሩ፣ የእንግሊዘኛ ዕሑፍ በምታነብበት ጊዜ ድጋፍ ስትፈልግ ምን ታደርጋለህ?

**ተጠያቂ 4:-** አዎ፤ ድጋፍ፣ ያው ድጋፍ እጠይቃለሁ፤ ድጋፍ የሚያስፈልገኝ ከሆነ፤ ከመምህራኖች ለሆን ይችላል፤ መግለጫዎችን ማየት ሊሆን ይችላል፤ ከዛ ጋር፣ ከማነበው ነገር ጋር ብቻ ራሴትድ የሚያደርጉ ነገሮች፣ ዌብ ሳይት ላይም ማየት ሊሆን ይችላል፤ እነዚን ነገሮች እጠቀማለሁ።

**ጥ12. ጠያቂ:-** ዋው! ጥሩ። የእንግሊዘኛ ፅሁፍ በምታነብበት ጊዜ ሲሰለጥኝ ወደ ጥሩ የንባብ ስሜት ለመግባት ምን ጥረት ታደርጋለህ? (ማለትም፣ ጥሩ የንባብ ፍላጎት እንዲኖርህ ምን ጥረት ነው የምታደርገው?)

**ተጠያቂ 4:-** እ...የሄ ይገጥማል በእርግጥ፤ እያነበብን እያለ የመሰላቸት ነገር አለ። እኔ ፅረፍት አደርጋለሁ፤ ለተወሰነ ጊዜ፣ ለአስር፣ ለሃያ ደቂቃ ሊሆን ይችላል፤ ፅረፍት አደርጋለሁ። ፈተና ከሆነማ ለምሳሌ፡- ቴክኖሎጂ፣ ሃንድ አውት ምናምን ከሆነ ለማለት ፈልጌ ነው። በፈተና ወቅትማ ከሆነ፣ ያው ሊሰለጥኝ ይችላል፤ ግን፣ ያው እንደ ምንም ተቋቁመን፣ ራሳችንን ማኔጅ አድርገን ማለት ነው። ይሰለጥናል፣ ሲሰለጥኝ ማኔጅ አድርገን፣ እ...ምንድነው እስኪ፣ አሁን ለምሳሌ፡- እኔ ሲሰለጥኝ፣ መግለጫዎችን አንዳንዴ ሲሰለጥኝ፣ ወይ የማደርገው ለምሳሌ፡- ፈተና ላይ ረጅም ፓሴጅ ሊኖር ይችላል፣ ያ ነገር ማንበብ ሲሰለጥኝ፣ እስኪ ምንድነው የማገኝበት ነገር፤ አዲስ ነገር እስኪ፣ አገኝበታለሁ ብዬ ራሴን ስጠይቅ የማንበብ ሞራሌ እየመጣ ይሄዳል። ምን አዲስ ነገር አገኝበታለሁ፤ ምን አዲስ ነገር፤ አንድ ፓራግራፍ አንብቤ፣ እስኪ ምን አዲስ አገኛለሁ፣ ሁለቴ እያልኩኝ የማንበብ እንትኔ፣ ሞራሌ እንዲመጣ አደርጋለሁ ማለት ነው።

**ጥ13. ጠያቂ:-** የምታነበው የእንግሊዘኛ ፅሁፍ በበለጠ አንብቦ ለመረዳት የተሻለ ቦታ የት ነው ትላለህ? (የት ሆነህ ብታነብ ደስ ይልሀል?)

**ተጠያቂ 4:-** ኦኬ፣ እኔ፣ ላይብረሪ ወስጥ ማንበብ አልወድም በእርግጥ፤ ለኔ በቃ፣ ብዙም ጫጫታ የሌለበት፣ ረጋ ያለ ቦታ ነው የምፈልገው። ረጋ ያለ ቦታ። አዎ፣ እኔ አሁን ከረንትሊ የምጠቀመው ዶርሜ ወስጥ ነው። እ...ሁሉም ወደ ላይብረሪ ስለሚሄድ፣ ብቻየን ስለምሆን፣ ረጋ ያለ ቦታ ነው ያለው፤ ደስ ብሎኝ አነባለሁ። ሀይስኩል እያሉህ እኔ ቤቴ ነው የማነበው፤ አንዳንዴም ከጓኞቼ ጋር ቁጭ ብለን እየተነጋገርን።

**ጥ14. ጠያቂ:-** ኦኬ፣ የእንግሊዘኛ ፅሁፎች ለመረዳት ብለህ በምታነብበት ጊዜ ችግር ገጥሞህ ያቃል?

**ተጠያቂ 4:-** አዎ፣ በደንብ ይገጥመኛል።

**ጠያቂ:-** ምክንያቶቹ ምንድን ናቸው ትላለህ?

ተጠያቂ 4:- እ...አንዳንዴ፣ ጊዜ ማነስ ነው፣ ጊዜ ያንሳል። እና ጊዜ ሲያንስ ደግሞ ያው ለችኮላ፣ ለመድረስ የሚባል ንባብ አለ አደል፤ ከላይ ከላይ፣ ከላይ ከላይ ብቻ ስናነብ አንዳንድ ነገሮች ግልፅ ሳይሆኑሉን ያልፋሉ። ጊዜ ሲያጥር ማለት ነው። እ...ሌላኛው የቴክኒክ ራሱ ምቹ አለመሆን፤ አሁን የቴክኒክ አትራክቲቭነት ራሱ ትልቅ ድርሻ ይጫወታል። ለማንበብ አትራክቲቭ ነው፣ ወይስ አይደለም የሚለው ነገር። አሁን ለምሳሌ፡- ዕሉፎቹ በጣም የደቀቁ ከሆኑ፣ ሃንድ አወቁ ወይም ቴክኒክ፣ ማንኛውም ቴክኒት፣ ዕሉፎቹ የደቀቁ ከሆኑ አትራክቲቭ አደለም፤ ለማንበብ አያነሳሳንም፤ በጣም ዲፕሊ. ማየት ይጠበቅብናል፣ አየጋብዘንም፤ ለማንበብ አይጋብዘንም። ቴክኒክ አትራክቲቭ ከሆነ ግን የተሻለ እንድናነብ ማለት ነው፤ ያም አንድ ኢንፍሊዌንስ ነው። በተጨማሪ ደግሞ፣ አንደኛውን ማንነስ አለ፤ አንዳንዴ፣ በቃ የማንበብ ፍላጎታችን ይቀንሳል፤ ዎ፣ኢንተረስታችን ለው ይሆናል፤ ያ ራሱ አንድ ትልቅ ኢፌክት ነው፤ አፌክት ያደርገናል። ያ፣ እነዚህ ናቸው ብዩ እንምታሉህ። ፊክሽን ሳነብ፣ እንግዲህ የእንግሊዘኛ ፊክሽኖችን አነባሉህ፤ ሳነብ፣ እ...የመጀመርያው፣ የሚገጥመኝ ችግር የመጀመርያው በላይብሪሪ ወስጥ፣ ፔጃቸው ይቀደዳል፤ የቴክኒኮች ፔጃቸው ይቀደዳል። ሌላኛል ደግሞ፣ ቮካብሌሪዎች አሉ፤ ከባባድ ቮካብሌሪዎች፣ ከኛ ትንሽ፣ ኔቲቭ ስፐሎች ሲፅፉ፣ የእንግሊዘኛ ባህሪዎች ናቸው፤ አዎ፣ ዲያሌክቶች አለ። እነዚህ ነገሮች ለማወቅ፣ ትንሽ ለኛ ይከብደናልና፣ አዎ፣ ቮካብሌሪ ይከብዳል።

ጠያቂ:- ችግሮቹ ለማቃለል ምን ሙከራ ታደርጋለህ?

ተጠያቂ 4:- አዎ፣ ቅድምም እንደተባለው፣ ሪፈረ ማድረግ ነው ወሳኝ ነገር፤ ካንድ ጎኑ ቢያቅተን፣ ከሌላው አያቅተንም። ባላየንበት አቅጣጫ ደግሞ ማየት ነው። ያን ቴክኒት ማለት ነው። እ...ካዛ፣ ከምናነበው፣ አውዳዊው ፍቺውን ለማግኘት መሞከር፤ የተላያዩ መፍትሔዎችን፤ ሰዎችን መጠየቅ፤ እዛው በአቅራቢያችን ያሉ፤ አንዱ ቢያቅ፣ አንዱ አያቅም፤ አንዱ ቢያቅ አንዱ አያቅም ነው፤ እና፣ ስለዚህ፣ ሰዎችን መጠየቅ፣ ከተለያዩ ቦታ ሪፈረ ማድረግ፣ እ... የተሻለ ነው እላለሁ። እኔም እንደዛ ነው የማደርገው፤ ሰዎችም እንደዛ ቢያደርጉ ጥሩ ነው እላለሁ።

ጥ15. ጠያቂ:- በመጨረሻ፣ የንብብ ፍርሀት፣ የንብብ ዘዴዎችና የንብብ ብቃትን አስመልክቶ መጨመር የምትፈልገው ነገር ካለ?( እስከአሁን በተነጋገርንባቸው፣ ማለትም በንብብ ፍርሀት፣ በንብብ ዘዴና በንብብ ብቃት ዙርያ ላይ ያልጠቀስከው የምትጨምረው ነገር ካለ ዕድሉ ልስጥህ?

ተጠያቂ 4:- እኔ በመጨረሻ የምለው፣ የማንበብ ፈርሀትን ለማስወገድ ወሳኝ ነገር፣ በደንብ ማንበብ ነው። ፍርሀትን ለማስወገድ፣ በደንብ ማንበብ። ምክንያቱም፣ እያነበብን፣ በደንብ እያነበብን፣ እያነበብን፣ እያነበብን በመጣን ቁጥር፣ እ...አዳግት እናደርጓለን ያ ነገር፤ አዳግት ስናደርው

በራሳችን፣ የማድመጥ፣ የመተማመን ብቃታችን ይጨምራል። ለምሳሌ እንበል፣ ዛሬ አንድ ፓራግራፍ ብናነብ፣ ያን አንድ ፓራግራፍ በደንብ ብናውቅና፣ ነገ ደግሞ ሌላ ነገር ለማንበብ ነው ኢኒቪት የምንሆነው። አውቀሁል፣ አሃ! እችላለሁ እንዴ፣ አ! አሃ! እችላለሁ፣ ጎበዝ ነኝ፣ የሄ ማንበብ ከቻልኩማ፣ እስኪ ልጨምር፣ እየጨመረ፣ እየጨመረ፣ እየጨመረ ይመጣል። ያ ነገር ጨመረ ማለት፣ የሪዲንግ አቢሊቲ እየጨመረ ነው የሚመጣው፤ ነገሮችን፣ ቴክኖሎጂን አንደርስታንድ የማረጋገጥ አቢሊቲው እየጨመረ ነው የሚመጣው። ሶ፣ የማንበብ ፍርሀትን ለማስወገድ፣ መንበብ ነው መፍትሔው ብዬ ነው የማስበው።

ጠያቂ፡- በንባብ ዙርያ ለተማሪ ለሆን ይችላል፣ ለአስተማሪ ሊሆን ይችላል፣ ለካሪኩለም ዲቨሎፖሜንት ሊሆን ይችላል፣ እና በንባብ ዙርያ አጠቃላይ ተማሪዎች ያላቸው ችግር እና ምናልባት በዛ ዙርያ ደግሞ ምን ማድረግ እንዳለበት፣ ለተማሪው፣ ለአስተማሪው፣ ለሌላም ሊሆን ይችላል አስተያየት ካለህ።

ተጠያቂ 4፡- እ... አሁን ብዙዎቻችን ተማሪዎች አደለም ሁሉም ሰው የማንበብ እንትኑ፣ ልምዱ እጅግ በጣም እየወረደ ነው የመጣው። ሰሻል ሚዲያዎች ላይ ነው በጣም ፎክስ የሚያደርገው። እነዚህ ፊል ሱክ፣ ምናምን የሚባሉትን ነገሮች ላይ ነው ፎክስ የምናደርገው። መፅሐፉ ጋር የመገናኘት እንትናችን በጣም እየወረደ ነው የመጣው። እና እንደኔ፣ እነዚህ ሪዲንግ ካምፔይኖች ቢዘጋጁ፣ እነዚያ አካዳሚክ ስታፎች ላይ፣ ዩኒቨርስቲ ሌቨል ሊሆን ይችላል፣ ማንኛውም ተማሪ ፣ አሁን፣ እኔ የቋንቋ ተማሪ ስለሆነ፣ የማንበብ ክህሎት የሚል ኮርስ እንወስዳለን፤ ግን ሁሉም ተማሪ መውሰድ አለበት ብዬ አምናለሁ እኔ። ምክንያቱም፣ ማንበብ፣ ለአገር ይጠቅማል፣ ለራሱ ለግለ ሰው ይጠቅማል፣ እጅግ በጣም ሰፊ የሆነ ጠቅሚታ ነው ያለው ማንበብ። ስለዚህ፣ የሄ ነገር መውሰድ ያለበት፣ የቋንቋ ተማሪ ብቻ አይደለም፤ ሁሉም ተማሪ መውሰድ አለበት፤ ሁሉም ተማሪ የሄን ኮርስ ማለት ነው፤ የማንበብ ሞራሉ እንዲነሳ፣ ሞቲቪሽን ማለት ነው በአጭሩ፤ ሞቲቪት መደረግ አለበት፣ እንዲያነብ፣ እ...የተለያዩ ካምፔይኖች ማዘጋጀት ሊሆን ይችላል፤ ሪዲንግ ካምፔይኖችን፣ እ...መፅሐፍቶች ይመጣሉ፣ እና እነዚህ መፅሐፍቶች እንዲነበቡ ለተማሪው አፕን መረጃ፣ አሁን፣ ላይብረሪው ምናልባት ሄደው ማየት ይችላሉ፤ እጅግ በጣም ጥቂት፣ ጥቂት እ...ፊክሽናል ዎርኮች ነው ያሉ። ሁሉም አካዳሚክ ስታፍ ላይ ነው ያለው፤ ጥሩ ነው፣ አካዳሚክ ስታፍ ላይ መሆኑ ጥሩ ነው። ነገር ግን፣ ሪክሬት እንዲያደርግ ማድረግ ማድረግ ተማሪው፣ የማንበብ ሞራሉ፣ ለምሳሌ፡- ስነ-ፅሁፍ ላይ ማንበብ የሚወዱ ሊሆኑ ይችላሉ፤ እነዚህን ነገሮች ሳፖርት ማድረግ፣ ከቀረበለት ያነባል ተማሪው፣ እሚራልግ ሰው ያነባልና፣ የማንበብ ፍላጎታቸውን ኢንቪት ማረጋገጥ፣ የተለያዩ ፕሮግራሞችን ማዘጋጀት፣ እ...ብዙ ይዘጋጃል እኮ አሁን ግቢ ወሰጥ፣ አደለ እንዴ፣ ለምሳሌ፡- አርብ

አርብ፣ ባህል ማእከል ብለው ያዘጋጃሉ፤ ሙዚቃ ይሀናል፣ ይጨፈራሉ። ከዛ ጎን ለጎን ደግሞ፣ እስኪ የንባብ እንትናቸውን አኒሼት የሚያደርጉ ነገሮች ቢዘጋጁ፣ በጣም ባጭሩ የአንድ ሰዓት ፕሮግራም ራሱ ስለንባብ፣ እ...የተለያዩ ነገሮችን ቢቀርቡ፣ የተሻለ፣ ሰው የማንበብ ፍላጎቱ ይነሳሳል የሚል እምነት አለ።

**ጠያቂ:-** እጅግ በጣም አመሰግንሃለሁ።

**Q1. Interviewer:** Ok, thanks for coming. Do you feel anxious (afraid) when you read English written texts? I mean, is there anything that frustrates you when you read English written texts?

**Interviewee 5 (MU):** Ok, when, when I read a text, when I don't understand, based on the context, I feel anxious.

**Interviewer:** Ok, What do you think are the major sources for your English language reading anxiety/frustration?

**Interviewee 5:** Emm, because, because of lack of I think because of I am lack of vocabularies, because of lack of vocabularies that are new to me.

**Interviewer:** Good. How do you try to overcome/reduce your reading anxiety/frustration?

**Interviewee 5:** Ok, I want to avoid my anxious or my fear by reading many times and by attending in the class what the teacher says.

**Q2. Interviewer:** Thank you very much. Do you make any kinds of preparations before you begin to read a given text?

**Interviewee 5:** Again!

**Interviewer:** Do you make preparation? Do you make readiness before you start reading any given text?

**Interviewee 5:** I don't prepare, I don't know the reason but I don't prepared to read if I play with my friends and if you separate with my friends I want to go to reading suddenly.

**Interviewer:** What kinds of preparations do you make?

**Interviewee 5: I think most of the students can be prepares to read before they read you can want to read and to the plan.**

**Q3. Interviewer:** Suppose that you have a reading task (e.g. a book, a passage/text, etc) after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.

**Interviewee 5: Ok, know how can I understand in the written material, after I finish the reading, I go to my friends and my friend can be ask a question if I give a correct answer to my friend, I am happy because I am understand what I read but if you don't give a correct answer, I want to read again.**

**Q4. Interviewer:** Very good. Do you read texts with purpose in mind?

**Interviewee 5: Again!**

**Interviewer:** Do you read texts, materials, passages with purpose, with aim, with objective in mind?

**Interviewee 5: Yes, Ok, most of the time, I read my objective is to have a good result. Ok, my objective when I want to read, sometimes I have make a plan to for a pleasure, but most of the time, I read a lot of written materials to get a knowledge and to know what is right and what is wrong in my life.**

**Interviewer:** What purposes could readers have in mind when they read?

**Interviewee 5: Emm, most of peoples can be uses to pleasure or to entertainment and to get knowledge or enlightenment, people can be learns to, emm, for leisure.**

**Q5. Interviewer:** When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?

**Interviewee 5: If I don't understand what I read, the word or the sentence, I want to, I want to guess, if I don't understand or I don't know the meaning of the word, I want to guess, I guess based on the context, but if I don't understand the text, I ask to my friend.**

**Q6. Interviewer:** While you read a given English text, which reading techniques do you use most?

**Interviewee 5:** Emm, most of the time, emm, I use the skimming.

**Interviewer:** And, Which reading techniques do help you to comprehend better?

**Interviewee 5:** I think, in my opinion, scanning can be the most.

**Interviewer:** Alright. Were you aware of the reading techniques you used while answering the reading comprehension tests?

**Interviewee 5:** Ok, yes.

**Interviewer:** Which reading techniques did you use?

**Interviewee 5:** I used the skimming.

**Q7. Interviewer:** Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader? Which ones are they?

**Interviewee 5:** yeah! I think from the five strategies of reading, from the six types of, strategies of reading, the memorize strategy.

**Q8. Interviewer:** If you want to remember new information in the text you read, what techniques/strategies do you use?

**Interviewee 5:** I use memory strategy.

**Interviewer:** What do you do to memorize?

**Interviewee 5:** Ok, when I read and when the word of the sentence is learned in the previous, I want to remember, I remember the information.

**Interviewer:** How? What helps you to remember?

**Interviewee 5:** Most of the time, I use the codes.

**Interviewer: How do you do that code?**

**Interviewee 5: For instance, when I want to use the coordinating conjunction, I use abbreviation, so I remember and the letters can be, you know interpreted.**

**Q9. Interviewer: Alright. How do you monitor your own reading for comprehension?**

**Interviewee 5: Ok, most of the time, I control by reading and by reading the specific ideas if I want to know each individual or in the handout or in the book. But most of the time, if I want to study to the test, I use skimming only I use the general idea.**

**Q10. Interviewer: Ok. How do you know you are making progress in your English reading?**

**Interviewee 5: Ok, before I read the general idea or the specific idea, I see the title or the sub-titles of the handout or the book, and if these are related with me, I precise myself this I know some information about this, I know it is, I improves, I know I improve the reading skill or about this topic. But if the sub-title or the title is I don't learn in the previous, I don't, I want to read and interpret based on the task. For instance, I know if I am improve or not improve. For instance, if in grade one, sorry! If I remember in the grade twelve or grade eleven, if I want to read, I want to interpret each words, but if I join to this university, I improve the reading process and I use most of the, I don't interpret each individual the words, but the word can be interpret based on the context and I want to convey the ideas or the general idea of the text.**

**Q11. Interviewer: Good. What do you do when you need help while reading?**

**Interviewee 5: What do you do?**

**Interviewer: Yes, what do you do when you want help, when you read material, the material may be difficult for you. At that time you need help, yes? So when you need help, what do you do?**

**Interviewee 5: Emm, at this time, emm, I want to interpret the difficult passage or the difficult text to interpret with me.**

**Interviewer: Who else do you ask?**

**Interviewee 5:** Emm, if I don't know about this text, I ask to my friends if he knows this, if he knows my friend, I read with my friend if you don't know my, your friends, my friends, I want to read another supporting groups or teachers.

**Q12. Interviewer:** If you feel bored on the text you read, what do you do to have a good sense of reading?

**Interviewee 5:** If I want to read a text, but if the text is boring, I want to, I want to entertain myself. First, before I read. But if return to the text; and if I start to read, but if the text is bored, I don't read most of the time. This is my process. I stop reading.

**Interviewer:** What if the material is exam material? What if it is during examination?

**Interviewee 5:** Ok, for instance, if I want to read to come a good result, but some suffix can be familiar to me, but some topics is not familiar with me. If the sub-topic is not familiar to me, I ask to my friend because most of the time if some topics can be, emm, if I want to read some topic, these topics are interest to me. But if the topic is not interest to me, this topic is interest to other students. But I want to exchange with my friends and solve this problem.

**Interviewer:** During examination? Is it possible?

**Interviewee 5:** Before to get to the exam.

**Q13. Interviewer:** Great. Where do you think is a good place for you to understand what you read better? Why?

**Interviewee 5:** Again?

**Interviewer:** Where is the good place to study and understand what you read better?

**Interviewee 5:** Ok, I think I want to read in the night in the eight o'clock in the library, because if I want to read, but if there is a noise around this, I don't understand if I read. I need silent places such as library.

**Interviewer:** How about dormitory?

**Interviewee 5: Yeah! I can read in dormitory if my doormats are sleep or read silently. But if my doormats are read loudly, I want to go to the other silent places.**

**Q14. Interviewer:** And, Do you face problems when you read texts for comprehension?

**Interviewee 5: I don't face any problem.**

**Interviewer:** So all all the passages you have been reading are very simple to you? You don't face any problem?

**Interviewee 5: Ok, emm, I face problem.**

**Interviewer:** So, what do you think are the major reasons for reading comprehension problems?

**Interviewee 5: Emm, I face a problem, I face a problem, but this is my own problem, because I want to read in the, at night or in the silent place, but they don't have any person to help me at this time.**

**Interviewer:** What problems could the material have?

**Interviewee 5:** Ok, emm, most of the time, I face a problem in this material because some written materials can be uses the informal. Some of the writers can be uses the informal words. These are difficult to me. For instance, instead of father, most of the writers can be use dad, but if you use like these words, these are the problems. Difficulty of words in the material are the problems.

**Interviewer:** Ok. You mentioned many sources for reading problems. So how do you try to overcome such problems?

**Interviewee 5: Ok, I want to avoid these problems and I want to study and I want to ask a teacher and a students to know the formal and informal expressions and words.**

**Q15. Interviewer:** very good. Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?

**Interviewee 5: Emm, ok, I think in my opinion, most of the time I use the skimming types of reading text, but, emm, this is my problem. I use both the skimming and the scanning types of**

reading text because if I read, if I want to understand about the passage or the text, I must read, emm, I must know the general idea and the specific idea of that text.

**Interviewer:** Do you have any comment, any advice to students, to teachers or any other curriculum developers about reading anxiety, reading strategy use and reading as a whole. Do you have any comment, any advice? What do you think should be the role of students, the role of teachers when teaching reading to avoid anxiety and to help students use the different types of reading strategies? Do you have any advice to students to teachers?

**Interviewee 5:** Ok. I think most of the teachers can be; the problem is pronunciation. When I say my class, most of the students can be fear or makes anxiety because of pronunciation, most of the instructors can be uses the pronunciations like foreigners but the students can't understand what the teacher says.

**Interviewer:** So what should be done?

**Interviewee 5:** So first, you can use the common pronunciation or you know how can I deliver the ideas the students, first you can use the pronunciation which is familiar to the students. After this, you can use the pronunciations like as you want.

**Thank you very much!**

**Q1. Interviewer:** Ok, thanks for coming. Do you feel anxious (afraid) when you read English written texts? I mean, is there anything that frustrates you when you read English written texts?

**Interviewee 6(MU):** No, but I know friends of mine who always fear answering questions from reading passages.

**Interviewer:** Ok, What do you think are the major sources for your English language reading anxiety/frustration?

**Interviewee 6:** I think the reading is not familiar with reading, not practicing well, the background, and the content of the material could be the other reason, the words in the reading material could be new to them.

**Interviewer:** Good. How do you try to overcome/reduce your reading anxiety/frustration?

**Interviewee 6: I think by reading, reading starting from simple things, fiction, anything that we get by reading and practicing well**

**Q2. Interviewer:** Thank you very much. Do you make any kinds of preparations before you begin to read a given text?

**Interviewee 6: Again?**

**Interviewer: Do you make preparation? Do you make readiness before you start reading any given text?**

**Interviewee 6: Yes, sometimes.**

**Interviewer:** What kinds of preparations do you make?

**Interviewee 6: I make mental readiness.**

**Q3. Interviewer:** Suppose that you have a reading task (e.g. a book, a passage/text, etc) after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.

**Interviewee 6: First, I read generally, and to get the general idea or the main idea, by picking questions, by asking questions to myself, to check my understanding of the material, I try to understand it.**

**Q4. Interviewer:** Very good. Do you read texts with purpose in mind?

**Interviewee 6: Yes, I read with purpose in mind.**

**Interviewer:** What purposes could readers have in mind when they read?

**Interviewee 6: Improving their language, their reading skill, and to get information.**

**Q5. Interviewer:** When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?

**Interviewee 6: Emm, I try to remember my background knowledge, from my background and to commit to other words, try to remember, if not, I will guess from the context.**

**Q6. Interviewer:** While you read a given English text, which reading techniques do you use most?

**Interviewee 6: I use mostly scanning.**

**Interviewer:** And, Which reading techniques do help you to comprehend better?

**Interviewee 6: I think scanning.**

**Interviewer:** So were you aware of the reading techniques you used while answering the reading comprehension tests?

**Interviewee 6: Yes.**

**Interviewer:** Which reading techniques did you use?

**Interviewee 6: Skimming to get general idea of the text**

**Q7. Interviewer:** Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader? Which ones are they?

**Interviewee 6: Yes, I think so. I think memory helps better.**

**Q8. Interviewer:** If you want to remember new information in the text you read, what techniques/strategies do you use?

**Interviewee 6: It is memory again.**

**Q9. Interviewer:** Alright. How do you monitor your own reading for comprehension?

**Interviewee 6: After I realize the purpose, I will focus on it and try not to be deterring by other things, only focus on that reading, try to understand the material.**

**Q10. Interviewer:** Ok. How do you know you are making progress in your English reading?

**Interviewee 6:** When I read something, I had read a book of the previous time, and I compare and check that with my reading ability at present by reading and by correcting the mistakes I had before.

**Interviewer:** What other mechanisms do you use check that you are improving your reading ability?

**Interviewee 6:** When I read well, I understand my ability, and when I can tell about what I read to others.

**Q11. Interviewer:** Good. What do you do when you need help while reading?

**Interviewee 6:** I use dictionary.

**Interviewer:** Yes, what do you do when you want help, when you read material, the material may be difficult for you. At that time you need help, yes? So when you need help, what do you do?

**Interviewee 6:** As I said before, I try to guess from the text, I ask others, I ask teachers.

**Q12. Interviewer:** If you feel bored on the text you read, what do you do to have a good sense of reading?

**Interviewee 6:** Music, I listen music.

**Interviewer:** What other mechanisms do you use? Music only?

**Interviewee 6:** Mostly I use music. Music refreshes my mind, I watch film, by taking rest, sometimes coffee, tea.

**Interviewer:** What if the material is exam material? What if it is during examination?

**Q13. Interviewer:** Great. Where do you think is a good place for you to understand what you read better? Why?

**Interviewee 6:** Place?

**Interviewer: Yeah! Good place for you to study and understand what you read better? Which place do you prefer to read at?**

**Interviewee 6: Silent place, such as my dormitory, library.**

**Interviewer: How about dormitory?**

**Interviewee 6:**

**Q14. Interviewer: And, Do you face problems when you read texts for comprehension?**

**Interviewee 5: Yes, sometimes.**

**Interviewer: So, what do you think are the major reasons for reading comprehension problems?**

**Interviewee 6: Vocabulary problem, problem of knowledge of meanings of words.**

**Interviewer: Ok. You mentioned many sources for reading problems. So how do you try to overcome such problems?**

**Interviewee 6: After that , I will try to improve, I try to remember related words to that new word from that context, emm, and from the questions, the questions can give me clues.**

**Q15. Interviewer: very good. Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?**

**Interviewee 6: Emm, students have to adapt reading, emm, skill of reading, anything they met they have to read, and they must know the strategies, they have to know how and when to read, and the way, emm, if they want to be good reader, the main thing is to practice reading, they should remove fear to be perfect and they have to try, emm, that is all.**

**Interviewer: how about teachers? What should be the role of teachers?**

**Interviewee 6: Teachers, emm, they have to give exercises, reading exercises, they should also teach the different types reading strategies.**

**Interviewee:** Giving exercises does not help students to improve their reading. What else should teachers do?

**Interviewee 6:** Yeah! Teachers must teach the students the different ways of reading.

**Interviewer:** Do teachers teach the different types of reading strategies to their students?

**Interviewee 6:** Some teachers do; many of them do not do that.

**Thank you very much!**

**Interviewer:** Thank you for coming. I am going to ask you some questions and you will answer my questions orally. The purpose of this interview question is to gather data from you about what you feel when you read English written texts. Besides, these interview questions will be used to obtain data about kinds of reading strategies you use when reading texts and about your reading comprehension ability. So, your genuine responses are valuable for the success of this study. Please feel free and try to express your views on the issues freely without any difficulty or fear. The information you provide will be kept confidential. And the data you give me will not have any connection, any influence on academic grades.

**Q1. Interviewer:** So, the first question is: Do you feel anxious or worried when you read English reading texts?

**Interviewee 7 (RU):** Yes, not mostly but sometimes when I read text like that I never have read before I feel fear; to get [inaudible] fear, I try to connect what I know and what is in the text. But most of the time I fear but after I read it my fears will be gone out after five minutes or ten minutes I start reading the text.

**Interviewer:** Ok, good. What do you think are the major sources for your English reading frustration or anxiety?

**Interviewee 7:** Yes, for the frustration is when the text is written thirty years ago like I don't know the meaning of that words; it will be new for me.

**Interviewer:** Old English?

**Interviewee 7:** Yes. Sometimes when like the Shakespeare's, those writers to write a text they use their own word like we don't know, we don't know

**Interviewer:** Difficult words?

**Interviewee 7:** Difficult words.

**Interviewer:** and unfamiliar expressions?

**Interviewee 7:** Yes.

**Interviewer:** Very good. And how do you try to overcome or to reduce such kinds of reading problems - reading anxiety?

**Interviewee 7:** Yes, most of the time I use Google; I google them because in Google, you found everything. So, most of the time I use Google and dictionaries, by using dictionaries I ...

**Q2. Interviewer:** And do you make any kinds of preparations before you begin to read any given text?

**Interviewee 7:** Yes. Yes, I do.

**Interviewer:** What kinds of preparations do you make?

**Interviewee 7:** To make my mind free, I make the preparation fun, like listening music, reading jokes; when you read joke, you laugh so your mind will not be frustrated. Yes, so my preparation will be depended on fun – funny things. So, I listen to music, I watch comedy – short comedy movies; so mind will be ready for ready for the text.

**Q3. Interviewer:** Alright, and suppose that you have reading task, there is a reading material given to you, from the reading material you are expected to answer different types of questions. So, the reading material may be a book, or a passage or a text after which someone will examine your comprehension. Someone else will check your understanding of the reading material. So, tell me what you will do from the time you start reading until you feel ready for your discussion.

**Interviewee 7:** Ok. The time I start reading?

**Interviewer:** Yes, you know there is reading material, you are expected to read the material and understand it then later you will tell what you understood from the reading material to another person or to other people, ok. So, the question is what do you do from the time you start until you just feel ready to discuss what you understood to others?

**Interviewee 7:** Ok. First thing that I will do is I am not gonna read the word by word for the person that is asking me to give him information, I will tell him by context. I will try to make him understand by context – the text that I read so I will tell him by context. I will tell him by connecting the meaning that I know in the text that is what I will do.

**Interviewer:** That's what you will do. What mechanisms do you use at the beginning, in the middle and at the end – towards the end of your reading?

**Interviewee 7:** First, I just roughly, roughly see the text. And I start to get in into it.

**Interviewer:** Ok.

**Interviewee 7:** Like in my mind there is some information I know and there is the text so I try to connect the text and the thing that I know. So, it will be good for me to understand it.

**Q4. Interviewer:** Alright very good. And do you read texts with purpose in mind and what purposes could readers have in mind when they read?

**Interviewee 7:** Yes, I think I suggest we all have to have a purpose when we read. If you don't have a purpose, it will be just, just you will be lost like it is nothing if you don't have a purpose. Of course, I have a purpose. And my purpose is from the text why what, what I am going to get from the text? Is there a knowledge or is there something I am gonna do with it or is there a test that I am taking so I can, I can answer what a is the text asking me; and that is my purpose. My purpose is to have a knowledge from the text; if I have a knowledge that will be enough for me, so from the knowledge, I will do anything, like if somebody ask me about something, I know about that; so, I will answer. So, my first purpose will be to get knowledge.

**Interviewer:** to get knowledge?

**Interviewee 7:** Yes.

**Interviewer:** So, getting knowledge – yeah! getting knowledge could be one of the purposes for reading.

Interviewee 7: Yes.

**Interviewer:** What other purposes can people have reading other than getting information or getting knowledge?

**Interviewee 7:** Ok. After getting knowledge, may be they can use it for lot of things like giving another person information if there a problem to solve the problem; so, it goes beyond knowledge – reading text goes beyond knowledge.

**Interviewer:** it goes beyond knowledge?

Interviewee 7: Yes.

**Interviewer:** Some other people can also read for pleasure.

**Interviewee 7:** Ya for pleasure. After pleasure there is always something important from pleasure. If you have, for example, if you watching a comedy movie, it makes you laugh, but you get important things for your life. Just like the comedy, comedy movie, from the text if it's make you fun or it's for pleasure you get important things at the same time.

**Interviewer:** Alright, you get important information from the reading at the same time.

Interviewee 7: Yes.

**Q5. Interviewer:** While reading for pleasure, there is also importance behind it. When you read a text in English and you don't understand some of the words or phrases or any part of the text, what do you do to understand the text?

**Interviewee 7:** Just like I told you mostly I google it but I ask people. If I don't know, first, I ask people, I ask my teacher, I ask my friends so I will get it.

**Q6. Interviewer:** You will just understand words, phrases you encounter in the text. And while you read a given English text, which reading techniques do you use most? Which reading techniques?

Interviewee 7: Ok.

**Interviewer:** There are different reading techniques you may know; so out of these which reading techniques do you use most?

**Interviewee 7:** Ok. The strategy or the I mean the...

**Interviewer:** Reading techniques.

**Interviewee 7:** Reading techniques I use,

**Interviewer:** Methods, yeah!

**Interviewee 7:** The methods I use is first I told you I scan it. I scan it just to get the idea of the text roughly and at the same, at the second, I read it line by line.

**Interviewer:** Line by line ok.

**Interviewee 7:** Yes. So, that's, that's what you gonna know about the text. If you don't read it line by line, you don't know nothing. First, I try to read it roughly and I connected what I have known and the text I connected both and I scan it. I also scan it and I think I it gets to my mind like first, because first I roughly see it it's on my mind and first I scan it line by line so I will get it.

**Q7. Interviewer:** Alright. Were you aware of the reading techniques you used while answering the reading comprehension test? Of course, reading comprehension test is not given yet; I have to skip it this question anyways. Ya, were there any reading strategies in the questionnaire that you think might help you become better English reader? You already did a questionnaire; you filled a questionnaire?

**Interviewee 7:** Yes, yes.

**Interviewer:** In the questionnaire, you might have seen different types of reading techniques or strategies. So, the question is there any strategies in the questionnaire that you think might help you to become a better reader?

**Interviewee 7:** Yes. The

**Interviewer:** Which ones?

**Interviewee 7:** The social, the social

**Interviewer:** The social reading strategy?

**Interviewee 7:** Yes. That's it. I think that's the most important strategy because if there is social, there is people. If there is people, you gonna ask them. You gonna ask them.

**Interviewer:** There is share of information?

**Interviewee 7:** Yes, there is sharing; from asking you get very very good knowledge that thing you don't know. Because in your surroundings, in your social life, there is teachers, students, writers, so I think social strategy is good.

**Interviewer:** Is good for you

**Interviewee 7:** And I use it.

**Q8. Interviewer:** Ok very good. And if you want to remember new information in the text you read, to remember new information in the text you read, what strategies do you use?

**Interviewee 7:** The memory.

**Interviewer:** The memory?

Interviewee 7: Yes.

**Interviewer:** Specifically, memory? so by memory what do you do?

**Interviewee 7:** When I say by memory, when I read the text, I have something that I know; so in my memory, I take my memory. If the text that I am reading is connected with my knowledge or something that I know so I check my memory. So I try to connect it with the text that the knowledge that I have before and now the text I try to connect it and I use my memory so

**Interviewer:** To solve difficulty?

**Interviewee 7:** To solve difficulties.

**Q9. Interviewer:** Very good. How do you monitor your own reading for comprehension? How do you monitor, how do you control your own reading for comprehension? Ya, you may read a given text for comprehension, so how do you monitor your own reading? How do you control it; how do you monitor it? Are you clear with it? Ya, when you read, I think you have to monitor yourself?

Interviewee 7: Yes.

**Interviewer:** So that you can understand the text you read, you have to monitor yourself; you have to control yourself. May be it can be a speed, it can be selecting strategy, specific strategy type, so anyways how do you control or monitor your own reading?

**Interviewee 7:** I monitor myself if I'm angry, if I'm sad like, first I monitor myself. Like if I am gonna read with angry, I am not gonna get what the text mean; so, first I monitor myself, I control myself. I try to clear my mind firstly [ማለት ነው]. And at the next time, I will try to read slowly. If it is slowly, you will I will get everything. I will understand everything. So, the first method I use is to get myself slowly.

**Interviewer :** To get yourself slowly? Very good.

**Interviewee 7:** If I get it slowly, it will be easy to understand for me; but if it is fast, I get it like when I finish reading the text, it will be not on my mind.

**Q10. Interviewer:** Alright. Very good. And how do you know you are making progress in your English reading? How do you know you are making progress – you are improving yourself in your reading?

**Interviewee 7:** Yes, my reading, when I firstly, at the first day, if I read some text and it make me like, what you call, it make me confused; but at the second day, it will be easy for me and the third day it will be more easy for me so if I read more, I am improving my reading method.

**Interviewer:** How do you check you are improving?

**Interviewee 7:** Reading more.

**Interviewer:** Reading more?

**Interviewee 7:** Reading more or.

**Interviewer:** Having the ability to read more?

**Interviewee 7:** To read more. Yes, if you read more, you will be a better person. But at the first day may be you will not be; but after a day, after a week, after a month, you will be a good reader; so you know that when you, when you understand, when you see a text and when you understand it, you know that you improved.

**Interviewer:** What do you think are the qualities of good reader?

**Interviewee 7:** Ok. The qualities is first to understand it, to understand and to get what, what is the text saying, what they are trying to say, what's the message, is it question or is it just a message?

**Interviewer:** So, how do they check? How do they check they understood the reading text? How do they check? When do they say I understood the text? When do they say that?

**Interviewee 7:** I guess I think when they ..

**Interviewer:** are able to ..

**Interviewee 7:** When they able to know the text and surely talking about what it means,

**Interviewer:** to others?

**Interviewee 7:** Yes, to others. If they are sure, they are improved.

**Q11. Interviewer:** Alright. Ok. Very good! And what do you do when you need help while reading?

**Interviewee 7:** mostly, I ask my friend, I ask my friend if I don't get the meaning, if they don't tell me, I go to my teachers. My teachers are my best...

**Interviewer:** Friends?

**Interviewee 7:** yes, just like that. So, I go to my teachers.

**Interviewer:** you ask your friends and...

**Interviewee 7:** If my friends don't know the answer, I go to my teachers and my teachers always tell me.

**Q12. Interviewer:** Alright. And if you feel bored, if you feel tired, if you feel tired on the text you read, what do you do to have good sense of reading?

**Interviewee 7:** Ok, if I get bored, or if I am tired, I stopped it because if I am reading while I am tiring, I will not get it. It's like reading fiction. Like at the end of the time, I will, I will get nothing. So, if I'm tired, the first thing I'm gonna do is listen to music. I love that to listen to music and I clear my mind and sometimes I drink coffees so after drinking coffee, listening music, I go to, I go back to my text that I have to read. So, my mind will be cleared, free so I will be in good ..

**Interviewer:** What if you are doing an examination?

**Interviewee:** Ok. In examination?

**Interviewer:** Yeah!

**Interviewee 7:** That will be hard so if I bored or tired it is a must because it is exam. I will not gonna go to a coffee or cafeteria; so, what I'm gonna to do is clear my mind like thinking positive..

**Interviewer:** Positively?

**Interviewee 7:** Positive ideas and try to connect with the text by clearing my mind, try to connect with the text that I read.

**Interviewer :** Can people take rest while they are taking exams?

**Interviewee 7:** Yeah! If they ask the teacher, if the teacher is ..

**Interviewer:** Even while they are sitting there in the room can they take rest?

**Interviewee 7:** Yes, they can take rest.

**Interviewer:** On their own way?

**Interviewee 7:** On their own place.

**Interviewer:** On their own way?

**Interviewee 7:** On their own way by imagination like clearing their mind, like telling themselves there is nothing that they worried that they should be worried about so they can do that.

**Interviewer:** Two to three minutes.

**Interviewee 7:** Yes, two to three minutes.

**Interviewer:** They can even take rest?

**Interviewee 7:** Yes, they can do that.

**Interviewer:** [inaudible] in the desk.

**Interviewee 7:** Yes, yes.

**Interviewer:** Taking deep breath?

**Interviewee 7:** deep breath.

**Q13. Interviewer:** And where do you think is the good place for you to understand what you read better?

**Interviewee 7:** Yeah! I choose quiet places, very quiet places, there is no noise.

**Interviewer:** Quiet places such as?

**Interviewee 7:** such as library, like dorm – dormitory. I think, but at most of the time, I use library.

**Interviewer:** Library?

**Interviewee 7:** Yes, because this why it nobody makes noise or laugh.

**Interviewer:** Ok. No noise. The reason is no noise in the library?

**Interviewee 7:** Yeah! If there is noise, you're not gonna able to be connect the text that you are reading.

**Interviewer:** Ok. How about other friends? Do you observe some of your friends' preference places for reading other than library?

**Interviewee 7:** Like, I don't know; my friend use most of the time library. He goes to library.

**Interviewer:** While you were a high school student, where did you use to ...?

**Interviewee 7:** Mostly home.

**Interviewer:** Home?

Interviewee 7: Yes.

**Interviewer:** School library?

**Interviewee 7:** School library, I used that but mostly when [inaudible]

**Interviewer:** While I was a student, I know many students who prefer reading inside churches, and mosques.

**Interviewee 7:** Yes. I saw that.

**Interviewer:** And under big trees.

**Interviewee 7:** Yes. Most of the time churches and mosque are quiet.

**Q14. Interviewer:** Yes, quiet. yeah! And do you face problems when you read texts for comprehension?

**Interviewee 7:** Of course, I face problems various problems.

**Interviewer:** What? Yeah! What problems?

**Interviewee 7:** The problem is when I don't understand a word or phrase, the reason that that's written by the text may be written by long years ago, so I face problems but I solve in a way ...

**Interviewer:** Can you mention some of the problems you best face? Ya, what do you think are the major reasons for the problems?

**Interviewee 7:** Yeah! Not understanding the phrase if some...

**Interviewer:** Because of what?

**Interviewee 7:** The word..

**Interviewer:** the word?

**Interviewee 7:** Yes. The word may be it could be hard word to understand.

**Interviewer:** Hard word, difficult, new?

**Interviewee 7:** Yes, so I try to understand by context.

**Interviewer:** Yeah! Whenever you face unfamiliar new words in the text you read, you try to understand...

**Interviewee 7:** Yes, by context. After that I will try to know the meaning using dictionary or using Google.

**Interviewer:** Ah, so the mechanisms to reduce the problems are using dictionary..

**Interviewee 7:** Yes, and Google.

**Interviewer:** Context?

Interviewee 7: Yes.

**Interviewer:** and you're searching.

Interviewee 7: Searching.

**Q15. Interviewer:** Good! And last, is there anything else you would like to add that I haven't mentioned so far regarding to reading anxiety, reading strategy use and reading comprehension performance? Anything you would like to say?

**Interviewee 7:** Yes. I think...

**Interviewer:** Any comment, any suggestion, any opinion?

**Interviewee 7:** The suggestion will be if we are going to read text, we have to be free minded. We don't have to think about other things like family issues, friend issues, there are many things we are worried about of course when you are getting younger, you're worried about many things; but when we face a text, we should be calm, we should not be frustrated, there is nothing to worry about; if we read it, we if we read it correctly and focusly, you will get a good knowledge. If you're not frustrated, the first thing that we don't have to be is frustrated or being afraid; that's the biggest problem of for the for our understanding. So firstly, we have to have a clear mind and if there is a clear mind, we are reading the text; the text will get into the clear mind. So, I think that's my suggestion.

**Interviewer:** What do you think should teachers do or students or any curriculum developers do so that students can, of course, reduce all the problems they may have when reading?

**Interviewee 7:** Ok, I think the teacher will have to be more friendly with their students because there will be a student that didn't know anything and afraid to ask. But that student if that student is, if that student is going to be friend with his teacher, he will ask him, he will ask him everything. So, I think teacher must be friendly with their students and students likes to ask so he will get, he will be better readers.

**Interviewer:** How do you think can students' knowledge of the different types of reading strategies be enhanced?

**Interviewee 7:** I think students should be should read like this kind of materials, the reading materials I think that will be comfortable.

**Interviewer:** Ok the role of teachers in this regard.

Interviewee 7: Yes.

**Interviewer:** What should be the role of the teachers this regard?

**Interviewee 7:** I think teachers will have to provide for them a reading materials that is important reading materials for the students.

**Interviewer:** Ok, thank you very much (name) for having your time with me for such an interesting interview.

**Interviewee 7:** Ok. Thank you for having me, too.

**ጠያቂ:** እሺ (ስም) ለቃለመጠይቁ ፍቃደኛ ሆነህ በመምጣትህ እጅግ አድርጌ ላመሰግንህ እፈልጋለሁ። ቀጥሎ በቃል የሚመለሱ ጥያቄዎች እጠይቅአለሁ። የጥያቄዎቹ ዓላማ የእንግሊዝኛ ፅሁፎች ስታነብ የሚሰማህን ስሜት በተመለከተ መረጃ ለመሰብሰብ ነው። በተጨማሪም ቃለመጠይቆቹ የእንግሊዝኛ ፅሁፎች ስታነብ የምትጠቀማቸው የንባብ ዘዴዎች ወይም reading strategies እና አንብቦ የመረዳት ብቃትህ አስመልክቶ መረጃ ለመሰብሰብ ነው። በመሆኑም ያንተ ቀና ተሳትፎ ለጥናቱ መሳካት ትልቅ ጠቀሜታ ስላለው ነፃ ሆነህ ያለምንም ፍርሃትና መሸማቀቅ ሃሳብህን እንድንገልፅልኝ አስቀድሜ እጠይቅህአለሁ። ያው የምትሰጠው መረጃ በሚስጠር ነው የሚያዘው ስም አይጠቀስም። መረጃው ለጥናቱ ብቻ ነው የሚውለው። እና ለምታረገው አስተዋፅኦ ደግሞ አስቀድሜ አመሰግንህአለሁ።

ጥያቄ1ጥያቄዎቹ ለመጀመር ያህል፤ አንደኛው ጥያቄ የእንግሊዝኛ ፅሁፍ ስታነብ ተጨንቀህ ታቃለህ ወይ?

**ተጠያቂ 8:** አ..

**ጠያቂ:** ማለት የእንግሊዝኛ ፅሁፎች ስታነብ የሚያስፈራህ ወይም የሚያስጨንቅህ ነገር ገጥሞህ ያቃል ወይ?

**ተጠያቂ 8:** አይ የሚያስጨንቀኝ ነገር ብዙም ገጥሞኝ አያቅም ግን አታች ገና አታች ግሬድ እያለሁኝ ያዛኔ ትንሽ ትርጉሙን ያለማወቅ ችግር ትንሽ ትርጉም የመተርጎም ወደ አማርኛ የመቀየር ችግር ትንሽ ስለነበረ እዛ ላይ ትንሽ ያስቸግረኝ ነበር ለመረዳት። አሁን ግን ያው የተወሰነ አሁን በማንበብ ላይ እያጠናሁ ነው የተወሰነ እንትን መፍታት እየቻልክ ነው። እና አሁን አሁን ላይ ግን ብዙም አያስቸግረኝም ለመፍታት እና ብዙም የሚያስጨንቀኝ ነገር የለም አሁን። አታች እያለሁ ነው ትንሽ ሲያስጨንቀኝ የነበረው።

ጠያቂ፡ ለምሳሌ ዛሬ የንባብ ፈተና ወስዳቸው ነበር።

ተጠያቂ 8፡ አዎ አዎ

ጠያቂ፡ እና ያኔ ያስጨነቀህ ነገር አልገጠመህም?

ተጠያቂ 8፡ ያው ትንሽ ፓሴጅ ስለሆነ ትንሽ ያስጨንቀል። ያው ፓሴጅ እኔ አሁን ብዙ ጊዜ ግራመር ነው እንጂ የሚመቸን ግራመር ያው እችላለሁ የተወሰነ እሞክራለሁኝ ባልችልም እሞክራለሁ። ፓሴጅ ግን ትንሽ ያስጨንቃል እና ጊዜም ስለሚወስድ deliberate ማድረግ ያስፈልጋል። deliberate እያደረክ ሃሳቡን በግልፅ ከተረዳህ ለመስራት ይቀላል እና የዛሬው በጣም ሃሪፍ ነው። አሁን አንድ ነገር አንብቦ ለመረዳት እንዴት እንደሆነ አንብቦ ለመረዳት ችሎታን ለመጠየቅ ስለሆነ እና የዛሬው በጣም ነው ደስ ያለኝ ጥያቄው በጣም ሃሪፍ ጥያቄ ነው የነበረው። ፓሴጁ ራሱ እኛ ራሳችንን እንድንገመግም ነው ያደረገን እና በጣም ሃሪፍ ነበር ያዛሬው።

ጠያቂ 8፡ ኦኬ ተማሪዎች የሚጨነቁት ንባብ ሲያነቡ የሚጨነቁት ለምን ይመስልሃል?

ተጠያቂ 8፡ ተማሪዎች የሚጨነቁትን ያው አብዛሃኛዎቹ ግን ፈተና ጋ ያይዛሉ። በቃ ፈተና ሲያነቡ በቃ እንትናቸው እንትና አእምሮአቸው ያለው ፈተና ጋ ነው። ፈተና እንሰራለን ወይስ አንሰራም ብለው ይጨነቃሉ። እና የሚያነቡት ነገር ራሱ more በቃ አንብበው ራሱ ሃያአራት ሰዓት ላይብራሪ የሚያነቡ አሉ። በጣም ያነቡ እና ፈተና ላይ ሲገቡ ግን ምንም አይሰሩም። እና በቃ በብዛት ይጨነቃሉ ለፈተና ስለሚጨነቁ ዘና ብለው አያነቡም። እና በዛ በሚጨነቁበት ሰዓት ፈተና መስራት እያወቁት ራሱ መስራት አይችሉም። እና ትንሽ የመረ ሲያነቡም ቴንሽን ሆነው ነው የሚያነቡት ማለት ነው።

ጠያቂ፡ ትንሽ ውጤት እንዳያመጡ ነው የሚፈሩት?

ተጠያቂ 8፡ አዎ።

ጠያቂ፡ ውጤታቸው ሊያንስ የሚችለው ለምንድን ነው?

ተጠያቂ 8፡ አ ውጤታቸው .. ኮንቲኔሳቸው ራሱ በጣም የወረደ ይሆናል። እያወቁት ራሱ በጣም እነሱ በቃ እኔ አልሰራም የሚል ነገር አለ። ግን አሁን ዝም ብሎ በኮንፌደንስ ኮንፌደንስ ካላቸው እሰራዋለሁ ብለው ራሱ ከገቡ ብዙ ነገር መስራት ይችላሉ። አሁን መስራት የሚችሉትን ነገር

እንኳን ሳይሰሩት ይቀራሉ ማለት ነው። ዋናው ነገር እዛ ኮንሬደንስ ደግሞ ያስፈልጋል በራስ መተማመን።

ጠያቂ፡ እንደዚህ ዓይነት ችግሮች ታድያ ተማሪዎች እንዴት ሊቆጣጠርዎቸው ይችላሉ? እንዴት? ለምሳሌ አንተ እንዴት ትቆጣጠራቸዋለህ?

ተጠያቂ 8፡ by the way እኔ እንኳን ብዙም አልጨነቅም ዙሪያዎቼ በተቻለኝ መጠን ያው አነባለሁኝ። እማውቀውን ነገር ያው ሳልፈራ ነው ገብቼ የምሰራው እንጂ እንዲህ መጨናነቅ ምናምን አልጨናነቅም እኔ። እና ተማሪዎች አሁን ማድረግ ያላቸው ነገር ከቻሉ ራሳቸውን መቆጣጠር እና ከዚህ ከፍርሃት ነፃ ሆነው ምንም ሳይጨናነቁ አንብበው ነፃ ሆነው ፈተና ሲገቡ ነፃ ሆነው ገብተው ቢፈተኑ የተሻለ ነገር ያመጣሉ ብዬ አስባለሁ።

ጥ2.ጠያቂ፡ ኦኬ የእንግሊዘኛ ፅሁፎች ለማንበብ ቅድመ ዝግጅት ታደርጋለህ?

ተጠያቂ 8፡ አ አይ አዎ በዚህ ያው..

ጠያቂ፡ ምን ምን? ምን ምን ዝግጅት ታደርጋለህ?

ተጠያቂ 8፡ ማለት አሁን በኛ በኮርስ ዙሪያ

ጥ3.ጠያቂ፡ አሁን ለምሳሌ አዎ ኮርስ አለ። ለምሳሌ reading course አለ።

ተጠያቂ 8፡ አዎ።

ጠያቂ ፡ የሚነበብ assignment ሊኖር ይችላል። እና ማንበብ ከመጀመርህ በፊት ዝግጅት ታደርጋለህ ወይ እሱን ለማንበብ?

ተጠያቂ 8፡ አዎ። ዝግጅት አደርጋለሁ ማለት የሚሟሉ ነገሮችን አሁን ለምሳሌ assignment ብንሰጥ እነዛን አሳይመንቶች ለመስራት ግዴታ ወይ ኢንተርኔት ሄጄ ወይ አወርዳለሁኝ ወይም ለምሳሌ ቴክስት ቡክ መፅሐፍ አጋዥ ነገር መፅሐፍ የሚያስፈልገኝ ከሆነ እሱን አዘጋጅቼ ከዛ ማተርያሎችን ካሟላህ በኋላ እሱን ተዘጋጅቼ ወደ ንባብ እገባለሁኝ።

ጥ3.ጠያቂ፡ ኦኬ የእንግሊዥኛ ፅሁፍ አንብበህ የምትመልሳቸው ጥያቄዎች አሉ እንበል ለምሳሌ ኢቭን ፓሴጅ ሊሆን ይችላል፣ መፅሐፍ ሊሆን ይችላል የምታነበው እና አንብበህ ከጨረስክ በኋላ

ዕሁፉ ምን ያህል እንደተረዳህው ለማወቅ ፈተና ትፈተናለህ ስለዚህ ምንባቡ ጀምረህ እስክትጨርስ እና ለፈተናው ዝግጁ እስክትሆን ድረስ ምን ምን ታረጋለህ? እንዴት ነው የምታነበው?

**ተጠያቂ 8:** እኔ ሳነብ መጀመርያ ሃይላይት ዝም ብዬ እንትኑን አየዋለሁኝ። ሃይላይት ሃይላይት ሃይላይት አየውና ከዛ ጠቃሚ እና main ፖይንቶች የምላቸውን ነገር pick pick እያደረግኩኝ እይዛቸዋለሁኝ። ከዛ እመለስና በቃ detail ገብቼ አያቸዋለሁ እና እነሱን እና ደግሞ የማይያዙኝ ከሆነ በራሴ የሆነ እንትን እይዝና በአብሪራሽን መልክ በተለያየ ነገር የምይዝበት ሜቴድ እፈልግና በዛ እይዘዋለሁ ግን ጽንሰ ሃሳቡ ነው ዋናው ጽንሰ ሃሳቡን እረዳዋለሁ። ዋናው ዕንሰ ሃሳቡን ከተረዳሁትኝ መቼም ቢሆን ስለማይረሳኝ በብዛት በዕንሰ ሃሳብ ነው ተረድጄቼ የምይዘው። እና በኋላ የሚመጣውን ጥያቄም ሆነ ለመመለስ ያው በዛ በጥሞና እመልሰዋለሁ ማለት ነው።

**ጥ5.ጠያቂ:** ኦኬ የእንግሊዘኛ ጽሑፎች በምታነበበት ጊዜ በዕሁፍ ያሉ ቃላት ወይም ሐረጎች ወይም የዕሁፍ አካል ካልገቡህ ዕሁፉ ለመረዳት ምንድን ነው የምታረገው?

**ተጠያቂ 8:** አ ቃላቶቼን እንትን ሲምቡሎቹ አሁን የማይረዱኝ ከሆነ እንትን እፈታቸዋለሁኝ መጀመርያ ወደ አማርኛ እቀይረዋለሁን። ቃሉን ወደ አማርኛ እቀይርና ከዛ በኋላ እንትኑ ከገባኝ በኋላ በዛ በሚገባኝ መልኩ አድርጌ እኔ በሚገባኝ ቋንቋ አድርጌ እነደገና እቀይርና በዛ እይዘዋለሁኝ። ቃላቱ የማይገባኝ ከሆነ በሚገባኝ ቃላት እቀይረዋለሁ ማለት ነው። በዛ መልኩ አድርጌ እይዘዋለሁኝ።

**ጥ6.ጠያቂ:** እሺ በጣም ጥሩ። ማንኛውም የእንግሊዥኛ ጽሑፍ ስታነብ ምን ምን የንባብ ዘዴዎች ትጠቀማለህ?

**ተጠያቂ 8:** ማለት እንግዲህ እንደ እንትኑ ነው እንደ አነባበብ ሁኔታ ለምሳሌ አሁን ፈተና በምንጨናነቅ ምናምን ጊዜ አሁን ሾርት ታይም ከተሰጠን የምናጠናበት ጊዜ ያኔ ለፈተና ዝም ብዬ እዘጋጃለሁኝ ግን አሁን ለእውቀት ምናምን ከሆነ ዲተይል ገብቼ ኮግንሽን ስትራቴጂ ሜሞሪ ማለት ነው የተለያዩ ስትራቴጂዎች አሉ እኔ በብዛት አሁን ለዛ ኮግንሽን የሚለው ነው ምክንያቱም ለእውቀት አሁን ያንን ዲተይል ገብቼ ነው የማየው እና እስካኒንግ ወይም intensive እና extensive ስትራቴጂዎች አሉ intensive የሚለው ማለት ነው። intensive አሁን specific ሆኖ ነገሩ specific ሆኖ ግን ዲተይል ገብተህ የምታይበት ነገር ስለሆነ እኔ በብዛት ያው ኮግንሽን በሚለው ስትራቴጂ ነው እንትን የምለው የምጠቀመው ማለት ነው። cognitive strategy

ጠያቂ፡ cognitive strategy

ተጠያቂ 8፡ አዎ እሱን እጠቀማለሁ።

ጥ7.ጠያቂ፡ ኦኬ አልራይት ባለፈው ለምሳሌ ሁለት ምንባቦች ነበሩ ( ) ሁለቱም ምንባቦች ጥያቄዎች ስትመልስ የተጠቀምካቸው የንባብ ዘዴዎች ለይተህ የማወቁ ሁኔታ አለ ነበረህ? ምን ምን የንባብ ዘዴዎች ተጠቀምክ?

ተጠያቂ 8፡ አይ እሱን እኔ የተጠቀምኩትኝ መጀመርያ ሃይላይት ነው ዝም ብሎ ያየሁትኝ። ጥያቄውን ከማየቴ በፊት ሃይላይት ሁሉንም አየሁትና ከዛን በኋላ ጥያቄውን እያየሁኝ እየተመለስኩኝ ዲተይል እያየሁኝ እመልስዋለሁ። ጥያቄውን እያየሁኝ መጀመርያ ፓሴጁን አንብቤ ይዠቀጥለሁኝ ከዛ እየተመለስኩኝ ጥያቄውን እያየሁ ከንትኑ ጋ ከፓሴጁ ጋ እያያዝኩኝ እመልስዋለሁ። ያው ዲተይል ነው። ይህም ያው እስከሰኒንግ የሚለው ሜቴድ ነው እንትን የምለው። በዛ መልክ በዛ መሰረት ነው የሰራሁትኝ። ምክንያቱም ጽንሰ ሃሳቡን ካልተረዳህ ጥያቄዎቼን መመለስ አትችልም። እና በዛ ዙርያ ነው።

ጠያቂ፡ ኦኬ ዛሬ ለምሳሌ በመለስከው የኮሽንዶር ኮሽንዶር ሁለት ዓይነት ኮሽንዶር ስርታቸዋል ጥዋት።

ተጠያቂ 8፡ አዎ አዎ

ጠያቂ፡ እና በዚህ ውስጥ በዚህ መጠይቅ ውስጥ በበለጠ ጎበዝ የእንግሊዝኛ አንባቢ እንድትሆን የሚያግዙ የንባብ ዘዴዎች ነበሩ?

ተጠያቂ 8፡ አዎ አዎ።

ጠያቂ፡ የትኞቹ ለምሳሌ?

ተጠያቂ 8፡ እስትራቴጂዎቹ ነው ያሉኝ?

ጠያቂ፡ አዎ።

ተጠያቂ 8፡ እስተርቴጂዎቹ ለምሳሌ የሪማይንድ ሜሞሪ ሜሞሪ ሪዲንግ ስትራቴጂ የሚለው አሁን እሱ አሁን ብዙ ጊዜ እሱ በጣም ሃሪፍ ነው። ምክንያቱም ከባለፈው ግሬድ እታች ግሬድ አንስተን የምንማረው ነገር እዚህም የተያያዘ ስለሆነ አሁን እሱን ከዛ ጋ ኮኔክት እያደረግን የማንበብ ልምድ

ይኖረናል። አሁን እኔ እንደዛ ዓይነት አልጠቀምም ነበረ ግን እዛ ላይ እያያያዝህ እንዳነብ ለቀጣይ ግን ከታች ያለው ጋር ራሴት እያደርግኩኝ እንዳነብ ይረዳኛል አሁን እሱ። እሱን ዛሬ አይተናል። እንደገና ሌሎችም እንዲሁ የጨመርካቸው አሉ እነሱንም ያው ከተቻለም እነሱን ማካተት አካትቼ እቀጥላለሁ ብዬ አስባለሁኝ።

**ጥ8.ጠያቂ:** በጣም ጥሩ። እንግሊዝኛ ፅሁፍ ስታነብ አዲስ መረጃ ለማስታወስ ስትፈልግ ለማስታወስ ስትፈልግ የትኛው የንባብ ዘዴ ነው የምትጠቀመው?

**ተጠያቂ 8:** ማለት አዲስ ማለት?

**ጠያቂ:** አሁን ለምሳሌ ዛሬ የሆነ ፅሁፍ አንብባለሁ ዛሬ እያነበብክ ነው ኃላ ልታስታውሰው ከፈለግክ ምንድን ነው የምታረገው? እንዴት ነው የምታነበው አሁን እንዲስታወስህ ኃላም ሌላ ቀን እንዲታወስህ ምን ምን እንዴት እንዴት አሁን የምታነበው?

**ተጠያቂ 8:** ያው ይህን ዲተይል ዲተይል በደንብ ማንበብ አለብኝ። ዲተይል ያው ስካኒንግ በሚለው ስትረቴጂ በሱ ወይም ይህ ከግኒቲቭ ሪደንግ ስትረቴጂ በሚለው ዲተይል ገብቼ አይቼው ከሆነ በደምብ ፅንሰ ሃሳቡ መረዳት አለበት እንደዛ ለማስታወስ ከሆነ እና አሁን ዲተይል አይቼው ከሆነ ፅንሰ ሃሳቡ ከገባኝ ከዛ በፈለገው ጊዜ ብትጠይቀኝ ያንን ሪማይንድ የማድረግ ቀላል ሲሆንል ይሆናል።

**ጠያቂ:** ማስታወሻ ትይዛለህ?

**ተጠያቂ 8:** አዎ። ማስታወሻ እይዛለሁኝ።

**ጠያቂ:** ማስታወሻህን ሪቫይዝ ታደርጋለህ? ( )

**ተጠያቂ 8:** አዎ። በሱ እንደዚህ ዓይነት እጠቀማለሁኝ።

**ጥ9.ጠያቂ:** ኦኬ ለእውቀት ብለህ የእንግሊዝኛ ጽሁፍ ስታነብ ራስህን እንዴት ነው ኮንትሮል የምታረግ ማኔጅ የምታረገው?

**ተጠያቂ 8:** ለእውቀት ብዬ ሳነብ እኔ ራሴን ኮንትሮል የማደርገው ባይ ዘወይ እኔ ( ) እንዲህ ተጨናንቄ ማንበብ ምናምን አልወድም። ማለት እኔ አሁን ያለኝ ልምድም ትንሽ በትንሽ ጊዜ አንብቤ ትንሽ የተወሰነ ብዙ ነገር መያዝ ነው እንጂ ብዙ ጊዜ እንትን አንብቤ የሆነ ምንም የምይዘው ነገር

የለኝምና ሰዓት በቃ አእምሮዬ ተኛ ባለብኝ ሰዓት እተኛለሁኝ እንቅልፌ በመጣ ሰዓት። ደግሞ መተኛት ባለብኝ ግዜ እተኛለሁኝ አንብብ በሚለኝ ሰዓት ደግሞ አነባለሁኝ። እና ፍላጎት ኢንተረኔቱ መጀመርያ ኢንተረኔቱ ሲኖረኝ አነባለሁኝ በዛ እንትን አደርሳለሁ ማለት ነው።

ጠያቂ፡ አኬ

ተጠያቂ 8፡ እና ለራሴ እረፍት ያው አሰጥ እረፍት አሰጣለሁ ማለት ነው። እና በፍላጎቴ ኢንተረኔት ሲኖረኝ።

ጥ10.ጠያቂ፡ ጥሩ። የእንግሊዥኛ ጽሑፍ የማንበብ ችሎታህ እየተሻሻለ ወይም እየዳበረ መሆኑ እንዴት ነው የምታውቀው?

ተጠያቂ 8፡ አ የተሻሻለ መሆኑን ያው አንደኛ እራሱ በፈተና ላይ እራሱ ማየት ይቻላል። አሁን ፈተናዎች እንማራለን ከዛ ጥያቄዎች ስንጠይቅ መልሳችን ፈተናዎች ራሱ ከውጤቱ ጋር እንትን ማለት በዛ መለካት እችላለሁኝ።

ጠያቂ፡ አኬ

ተጠያቂ 8፡ እና ከዛ በተጨማሪ ደግሞ እንትን አሁን ብዙ ዓይነት እንትኖች አሉ። ለምሳሌ በራይቲንግ ስንሄድ መጀመርያ ቤዚክ ራይቲንግ ስኪል እንወስዳለን ከዛ ኢንተርሚድዩት እንወስዳለን ከዛ ኔክስት ደግሞ አድቫንስድ እንወስዳለን። እና ለምሳሌ አሁን ኤረሮችን ብዙ ነገሮችን እየተማርን ስለምንሄድ ሴንተንሱን ሁሉን ነገር ስትራቴጂካዊን ስለምንማር በዚህ መሰረት እያነበብሁኝ እነሱን ሁሉ እያስተካክልኩኝ እያረምኩኝ እሄዳለሁ ማለት ነው።

ጥ11.ጠያቂ፡ የእንግሊዥኛ ፅሑፍ በምታነበበት ግዜ አሁንም አ ድጋፍ ስትፈልግ ምንድን ነው የምታረገው?

ተጠያቂ 8፡ አ ድጋፍ ማለት የሚያስረዳ አካል ወይንስ

ጠያቂ፡ አዎ ኤኒ ድጋፍ ድጋፍ ከማንኛውም

ተጠያቂ 8፡ ያው ድጋፍ እኔ በብዛት እንትን ነው ኢንተርኔት ነው።

ጠያቂ፡ ድጋፍ ሁሉ ግዜ ድጋፍ አትፈልግም ራስህ ነው የምትለው ወይስ የሚደግፍህ የሚያስረዳህ የሆነ ነገር አትፈልግም?

ተጠያቂ 8፡ ባይዘወይ ትንሽ አዎ መምህራኖችም አሉ። ከመምህራኖችም ያው በቻልኩት መጠን ያው የምግባቸው መምህራኖች እጠይቃቸዋለሁ ትንሽ የሚያስቸግረኝ ጥያቄ ካለ ማለት ነው። ከነሱም እንትን እላለሁኝ። ከዛ ደግሞ በራሴ ነው አብዛሃኛው የሆነ እንትን የማልለውን ነገር ሲሆን በኢንተርኔት ሰርች አደርግና በዛው አውርጄ ችግሩን በራሴ እፈታለሁ ከዛ ካልቻልኩ ደግሞ ላይብራሪ ካለ ደግሞ ላይብራሪ ላይ እጠቀማለሁኝ። በዚህ መልኩ ነው እኔ እንተኖችን የምፈታው።

ጥ12.ጠያቂ፡ በጣም ጥሩ። የእንግሊዘኛ ጽሑፍ በምታነብበት ግዜ ሊሰለችህ ወይ ሊደብርህ ይችላል። እና ሲሰለችህ ወይም ሲደብርህ ወደ ጥሩ የንባብ ስሜት ለመመለስ ለመግባት ምን ምን ጥረት ታደርጋለህ? ማለት ያው ጥሩ የንባብ ፍላጎት እንዲኖርህ ምን ዓይነት ጥረት ታደርጋለህ?

ተጠያቂ 8፡ ያው እኔ አሁን በሚደብረኝ ሰዓት መብቃ ነው መብቃ አሁን በጣም እወዳለሁ እኔ እንደ ራሴ ከሆነ ማለት ነው። እና ከደበረኝ ምናምን ብዙ እንትን ብዙ ዓይነት እንትን ያው ስሜት የሚቀስቅሱ እና እንትን የሚሉ መብቃዎችን እነሱን በመብቃ እንደገና ራሴን ሪፍሬሽ አድርጌ ከዛ እንትን ሲለኝ ወደ ንባብ እመለሳለሁኝ። እና መብቃ ላይ እንትን የምለው።

ጥ13.ጠያቂ፡ ኦኬ። የምታነበው የእንግሊዘኛ ፅሑፍ በበለጠ አንብቦ ለመረዳት የተሻለ ቦታ የት ነው ትላለህ ላንተ?

ተጠያቂ 8፡ እኔ ታች ግሬድ እያለሁኝ ጫካ ላይ በጣም ይመቸኛል። ጫካ ቦታ ከሆነ ለምለም ቦታ እሱ ላይ ማንበብ በጣም ኮምፎርት ነው ማለት ነው። እዚህ ቦታ ላይ ግን ያው ብዙም ጫካም የለም በብዛት የምጠቀመው ላይብራሪ ነው አሁን ከዚህ ካለው ስቼዌሽን ላይብራሪ ነው አሁን እየተጠቀምኩት ያለሁት። እና እሱ ይመቸኛል። ግን ጫካ በይበልጥ የሚመቸኝ ጫካ ነው። ጫካ ላይ ማንበብ ይመቸኛል።

ጠያቂ፡ ጫካ የለም እዚህ አካባቢ?

ተጠያቂ 8፡ አይ ጫካ ብዙም የለም። ላይ ተራራው ወጥተህ ነው በጣም ሩቅ ነው እሱ ደግሞ ( ) እና እዚህ አካባቢ ብዙም የለም ደግሞ እዚህ።

ጥ14.ጠያቂ፡ ኤኒወይ ጥሩ። የእንግሊዢኛ ጽሑፎች ለመረዳት ብለህ በምታነብበት ጊዜ ችግር ገጥሞህ ይቃል?

ተጠያቂ 8፡ አይ ችግር እንኳን እስከ አሁን የለ አልገጠመኝም።

ጠያቂ፡ ሳይገባህ ቀርቶ ፍርሀት

ተጠያቂ 8፡ አይ ፍርሀት ብዙም አልፈራም እኔ እንግዲህ።

ጠያቂ፡ ሳይገባህ ቀርቶ አያቅም? ሳይገባህ ለምሳሌ አንብቦህ አልገባኝም ያልክበት ጊዜ የለም?

ተጠያቂ 8፡ አይ ይኖራል እሱማ መኖሩማ።

ጠያቂ፡ ምክንያቶቹ ለነዚህ ምንድን ናቸው ትላለህ?

ተጠያቂ 8፡ ምክንያት አንደኛ ትንሽ ምናልባት መምህራን የመምህራኖቹ ችግር ሊሆን ይችላል። መምህራኖቹ አሁን በደምብ ገብቶ ገለፃ የማያደርግ መምህር አለ። ዝም ብሎ ሃይላይት እንደ እንትን ይነካውና

ጠያቂ፡ ለራስህ ነው አሁን ለምሳሌ አሁን ይህን ዕሁፍ አንብቦህ ጥያቄ መልስ ተብለሃል። ሳይገባህ ሊቀር ይችላል እና ያኔ ሳይገባህ የቀረበት ምክንያት ምንድን ነው ትላለህ?

ተጠያቂ 8፡ እሱ ያው ዎረዱ የዎርዱ ችግር ሊሆን ይችላል። ምናልባት የዎርዱ ችግር

ጠያቂ፡ የማታቃቸው ቃላት ሊኖሩ ይችላል እዛ።

ተጠያቂ 8፡ አዎ የማላቃቸው ቃላት ሲመጡሽ የሆነ ፒክቸር ካለ አሁን እንትነን የሚገልፀው ነገር አሁን እሱ ነገር የማላውቀው ነገር ከሆነ ( )

ጠያቂ፡ ስእሉን ኢንተርፕራት የማረግ ችሎታ

ተጠያቂ 8፡ አዎ እሱ ላይ ችግር ሊኖር ይችላል።

ጠያቂ፡ ለዚህ መፍተሔው ምንድን ነው ትላለህ ታድያ?

**ተጠያቂ 8:** ያው እኔ አሁን ከቻልኩኝ ያው መፍታት በራሴ ጥረት እያደርግኩኝ እነሱን ያው ወደሚቀሰኝ ቋንቋ እየቀየርሁኝ ለመረዳት መሞከር ነው።

**ጥ15.ጠያቂ:** መጨረሻ የምትሰጠው አስተያየት ካለ በዚህ በተመለከተ በንባብ ፍርሃት፣ በንባብ ዘዴና በንባብ ክህሎት ዙርያ መሆን ያለበት የምትለው ተማሪ ማድረግ ያለበት አስተማሪ ማድረግ ያለበት ወይም ካሪኩለም የሚቀርቡ ሰዎች ማድረግ ያለባቸው አጠቃላይ የምትሰጠው አስተያየት ካለ።

**ተጠያቂ 8:** አ በዚህ በንባብ ስትረቴጂ ዙርያ መምህራኖች ናቸው በዚህ ተማሪው ኢንተረስት እንዲኖረው ማድረግ መቀስቀስ አሮዝ ማድረግ መምህራኖች የሚያበረታቱ ከሆነ አሁን እነዚህን ነገሮች ብዙም አልተማርናቸውም አሁን እኛ ይህ ሪዲንግ ስትረቴጂ የሚሉት ሶስት ናቸው የባለፈው ዓመት የወሰድነው የተማርናቸው መምህር ያስተማረን ኮግኒቲቭ፣ ሜታ ኮግኒቲቭና አንዲ ደግሞ አ ሶስት ነው። አሁን ዛሬ አንተ ያስተማርከን ሁለት ጨምረህ አምስት ነው አምስት ናቸው ምናምን ናቸው።

**ጠያቂ:** ስድስት

**ተጠያቂ 8:** ስድስት አዎ። እና ሶስቱን ብቻ ነው ያስተማሩን። እና የሱ መምህራኖች አሁን አ በዚህ ዓይነት መንገድ አሁን በደምብ እያደረጉ ቢያስተምሩንና ከዛ ሃንድአውቶች ሁለቱም ነገሮች በአግባቡ የሚሰጡን ከሆነ ያው ተማሪው ሃሪፍ ይሆናል ፍላጎቱ ብዬ አስባለሁኝ።

**ጠያቂ:** በቀላሉ ምንባብ ላይ የሚያጋጥሙት ችግሮች በቀላሉ እነዚህን ስትረቴጂዎች መጠቀም ሊፈታቸው ይችላል ነው የምትለው?

**ተጠያቂ 8:** አዎ። ስትረቴጂዎቹ በጣም አስፈላጊ ናቸው። ምክንያቱም ማንኛውም የትምህርት ዓይነት ቢሆን በንባብ ነው። እና ማንኛውም ትምህርት ክፍል ግዴታ ስለሆነ ማንበቡ እና እነዚህ ነገሮች ሁሉም ቢያሳውቃቸው ሃሪፍ ነው የሚሆነው ማለት ነው።

**ጠያቂ:** እሺ በጣም ጥሩ (ስም) ለነበረን ግዜ እጅግ አድርጌ አመሰግንህአለሁ።

**ተጠያቂ 8:** እኔም አመሰግናለሁ።

## Appendix-N: Interview Transcriptions Summarized

No	Statement	Interviewed 1	Interviewed 2	Interviewed 3	Interviewed 4
1	Do you feel anxious when you read English written texts? (E.g. Is there anything that frustrates you when you read English written texts)?	No, I don't feel	Yes, I feel	Yes	Yes, I feel
	What do you think are the major sources for your English language reading anxiety/frustration?	<ul style="list-style-type: none"> <li>-New words</li> <li>-Pronunciation problems</li> <li>-Fear of laugh by others</li> <li>-Fear of making mistakes</li> <li>-Fear of evaluation by others</li> <li>-Unfamiliar texts</li> </ul>	<ul style="list-style-type: none"> <li>-Because I didn't understand the text</li> <li>-I have negative attitude towards English</li> <li>-Low ability of English</li> <li>-Lack of confidence</li> <li>-Poor background</li> </ul>	<ul style="list-style-type: none"> <li>-New/strange words frustrate me when I read</li> <li>-English is not my native language</li> <li>-Strange context frustrate</li> </ul>	<ul style="list-style-type: none"> <li>-Because it is written in English</li> <li>-Anything written in English frustrates me</li> <li>-Because I don't have the ability to understand English written texts</li> <li>-New/difficult words</li> </ul>
	How do you try to overcome/reduce your reading anxiety/frustration?	<ul style="list-style-type: none"> <li>-By considering making mistakes as a way of learning/improvement</li> <li>-By encouraging I will know</li> </ul>	<ul style="list-style-type: none"> <li>-By reading in silent places with concentration</li> <li>-By avoiding obstacles</li> <li>-By using dictionary for</li> </ul>	<ul style="list-style-type: none"> <li>-By using reference books</li> <li>-By using dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>-By reading that difficult text repeatedly</li> <li>-By asking people around me the meanings</li> </ul>

		<p>it later</p> <ul style="list-style-type: none"> <li>-Convince myself that making mistake is natural for a student</li> <li>-By asking teachers</li> <li>-By asking other people who are better than me</li> </ul>	<p>difficult words</p> <ul style="list-style-type: none"> <li>-By using reference materials</li> </ul>		<p>of the difficult things in the text I read</p> <ul style="list-style-type: none"> <li>-By asking people their experiences on what they do when reading</li> </ul>
2	Do you make any kinds of preparations before you begin to read a given text?	-Yes, of course	Yes, I make	-Yes	-Not, of course
	What kinds of preparations do you make?	<ul style="list-style-type: none"> <li>-I identify the why of reading the text</li> <li>-I decide the mechanism or the technique of reading</li> </ul>	<ul style="list-style-type: none"> <li>-I choose silent place</li> <li>-I make reference materials and dictionary ready</li> <li>-Refer reference materials in advance</li> </ul>	<ul style="list-style-type: none"> <li>-I prepare note books</li> <li>-I prepare books</li> <li>-I prepare pencils to underline main points</li> <li>-I choose comfortable area to sit and read</li> </ul>	<ul style="list-style-type: none"> <li>-I choose good/convenient place to read</li> <li>-I drink tea to refresh/relax myself before I start reading</li> </ul>
3	Suppose that you have a	-I predict questions to be	-I sit in a comfortable and	-I read the text	-I choose good place

	reading task (e.g. a book, a passage/text, etc)after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start reading until you feel ready for your discussion.	asked and prepare myself accordingly - I put answers to questions I predicted in advance -I try to understand the text well	silent place -I solve difficult words using dictionary -I ask people around me for difficulties -I write down main points -I write down general points -I translate difficult things -I try to understand difficulties from context -I evaluate myself by writing down things I understood on my own, orally at the end	literally -I highlight main points to tell others what I understood -I infer meanings of figurative language -I interpret what I read -I make critical reading -I evaluate my understanding over all understanding of the text	-I drink tea to relax myself -I write down main points -I write down general ideas -I write down things I anticipate will appear in exam -I revise the text
4	Do you read texts with purpose in mind?	-yeah, of course	Yes,	-Yeah	-Yes
	What purposes could readers have in mind when they read?	-To get information or knowledge about the world -To refresh or enjoy myself	-For information -For enjoyment -To develop ability	-For pleasure -To refresh mind -For knowledge	-To take an exam -To get knowledge -To entertain myself

5	When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?	<ul style="list-style-type: none"> <li>-I use contextual clue</li> <li>-I look other words around the new or unfamiliar word</li> <li>-I translate it</li> <li>-I use dictionary</li> <li>-I ask other people knowledgeable than me</li> </ul>	<ul style="list-style-type: none"> <li>-I try to understand the general idea from context</li> <li>-I ask my teachers</li> <li>-I ask my friends</li> <li>-I ask other people whom I think know it better than I know it</li> </ul>	<ul style="list-style-type: none"> <li>-I use Oxford dictionary and other dictionaries to the meanings</li> <li>-I try to understand from context</li> </ul>	<ul style="list-style-type: none"> <li>-I ask people around me</li> <li>-I refer dictionary</li> <li>-I refer websites</li> <li>-I ask my teachers</li> <li>-I guess from context</li> <li>-I try to predict</li> </ul>
6	While you read a given English text, which reading techniques do you use most?	<ul style="list-style-type: none"> <li>-Skimming</li> <li>-Scanning</li> <li>-Translating</li> <li>-Summarizing</li> <li>-Paraphrasing</li> <li>-Listing</li> </ul>	<ul style="list-style-type: none"> <li>-I use skimming for general idea</li> <li>-I use affective strategy to control negative feelings</li> <li>-I use social strategy to ask others</li> </ul>	<ul style="list-style-type: none"> <li>-Skimming</li> <li>-Scanning</li> <li>-Referencing</li> <li>-Inferring</li> <li>-interpreting</li> </ul>	<ul style="list-style-type: none"> <li>-I read from A to Z of the text</li> <li>-I jot down the general idea</li> <li>-I write down main points</li> <li>-I rehearse the text</li> </ul>
	Which reading techniques do help you to comprehend better?	<ul style="list-style-type: none"> <li>-Scanning</li> <li>-Skimming</li> <li>-Paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>-Skimming -to understand the general idea of what I read</li> </ul>	<ul style="list-style-type: none"> <li>-Scanning,</li> <li>-Skimming</li> <li>-Highlighting</li> </ul>	<ul style="list-style-type: none"> <li>-Social reading-reading together with friends</li> <li>-Asking friends</li> <li>-Evaluating my understanding</li> </ul>
	Were you aware of the reading techniques you used while answering the	<ul style="list-style-type: none"> <li>-Yeah!</li> <li>-Scanning, and paraphrasing were what I used most</li> </ul>	<ul style="list-style-type: none"> <li>-Yes, skimming and social strategies (asking others) for general idea were what</li> </ul>	<ul style="list-style-type: none"> <li>Yeah! Scanning, Skimming and highlighting were</li> </ul>	<ul style="list-style-type: none"> <li>-Yes, I read all parts of the text-I used intensive reading and</li> </ul>

	reading comprehension tests?		I used most	what I used most	metacognitive techniques the most
7	Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader?	-Yeah!	-yes!	Yeah!	-Yes
	Which ones are they?	-Metacognitive -Skimming -Scanning -Paraphrasing	-Affective strategy-helps to develop self confidence	-Skimming -Critical reading	-Memory reading strategy -Associating with previous knowledge
8	If you want to remember new information in the text you read, what techniques/ strategies do you use?	-I take notes while reading -keep picture of it in my mind	-Note taking -Paraphrasing	-Note taking (short notes)	-Connecting what I read with my day to day life -Writing down main points -I take notes -Asking friends
9	How do you monitor your own reading for comprehension?	-By knowing my purpose of reading -By doing tasks related to	-By concentrating /focusing on the main points	-I push myself not to be too fast or too slow-use	-I read the text repeatedly -I jump out things I

		my purpose	-By giving more attention to understand what I read	average speed -By controlling myself	don't understand for the moment and read things I easily understand -I use reference materials -I highlight things I need -I write down general points -I go back to the parts I jumped and read them by taking more time
10	How do you know you are making progress in your English reading?	-By reading in front of people -By asking people's comments or reflection	-I read in front of my friends and make them comment my ability to read -I used to write diaries since high school -I compare the grammar and vocabulary of my high school and university diaries - I see my pronunciation	-If I can answer different questions in exams -If I can analyze story books -If I can score good result in exam	-If I can read with acceptable speed -If I can pronounce words correctly -If I have good reading ability -I read in front of friends and ask them comments on how well I read

			-I see my ability to speak -I compare my high school and university written exercises books		
11	What do you do when you need help while reading?	-I ask somebody who has better understanding of it	-First, I try to solve the problem myself. -I ask people around me- they can be teachers or friends	-I use reference materials -I don't ask any person/ anybody when reading, only reference materials	-I ask my teachers -I refer books -I refer websites
12	If you feel bored on the text you read, what do you do to have a good sense of reading?	-I enjoy/refresh myself by listening music and then, -I continue reading	-I listen English music to have the appetite of reading -I read news papers -I look at pictures	-I take short break and relax my mind and continue reading -I play with friends -I watch films	-I take some break -I try to tolerate my boredom -I encourage myself to have good moral to read and to know new things
13	Where do you think is a Good place for you to understand what you read	-In a forest	-I read under trees -I read in TV rooms -I prefer silent places	-Library	-Any silent place -Dormitory -Home

	d better?		-I read at dormitory in night		
	Why?	-The birds' songs and the air there attracts and collects all my attention to the reading -I get relaxed there	-Because they are silent places	-It is comfortable place - It is silent Place -I can use reference materials -I can use books -I can use computers	-They are silent places -They are convenient places -I want to read alone
14	Do you face problems when you read texts for comprehension?	-Yeah!	-yes!	-Yeah!	-Yes
	What do you think are the major reasons for reading comprehension problems?	-Lack of preparation -Not knowing why of reading -Lack of knowledge of appropriate reading techniques -The student himself -The material itself	-If the material I read is written in very small font written materials -If the material I read contains difficult words -If the material is beyond my level -If the material is out of	-Difficult words -New vocabularies -New phrases	-Shortage of time -Texts not attractive -Texts written in small font -Lack of interest -Missing pages -Difficult vocabulary -Unfamiliar culture

		<ul style="list-style-type: none"> <li>-The material out of the students' background knowledge</li> <li>-Not knowing the reading strategies</li> <li>-Unfamiliar English materials</li> <li>-New words</li> <li>-Unfamiliar setting</li> <li>-Unfamiliar culture</li> </ul>	<ul style="list-style-type: none"> <li>my culture</li> <li>-If the material is out of my background/experience</li> </ul>		<ul style="list-style-type: none"> <li>-Dialect</li> </ul>
	How do you try to overcome them?	<ul style="list-style-type: none"> <li>-By identifying the purpose for reading</li> <li>-By making preparations</li> <li>-By deciding effective reading techniques</li> <li>-By developing positive attitude towards reading</li> <li>-By encouraging myself for what I can do</li> </ul>	<ul style="list-style-type: none"> <li>-I try to solve the problem myself.</li> <li>-I ask people around me</li> <li>-I ask my teachers</li> <li>-I ask my friends</li> </ul>	<ul style="list-style-type: none"> <li>-I use reference materials</li> <li>-I try to understand from context</li> </ul>	<ul style="list-style-type: none"> <li>-I refer related materials</li> <li>-I ask people around me</li> <li>-I guess from context</li> </ul>
15	Last but not least, is there anything else you would like	<ul style="list-style-type: none"> <li>-Reading aloud can help us to improve ourselves</li> <li>-Reading aloud can help us</li> </ul>	<ul style="list-style-type: none"> <li>-Reading is very useful skill and helps us to develop confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Students know the different reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Students should read well to reduce reading anxiety and to reduce</li> </ul>

	<p>to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?</p>	<p>to develop our confidence -Reading aloud makes us to be familiar with the material</p>	<p>-Our reading ability improve our life -Our ability in reading helps us to be successful in our learning -Reading ability increases our understanding -Reading ability helps us to solve our problems in English language -Teachers have to help students to improve their reading ability -Departments need to establish English clubs -Teachers need to make students participate in the English clubs to improve their English reading - We students need to improve our reading ability, other skills, our</p>	<p>- Students should use appropriate reading strategies in different situations</p>	<p>self confidence -Students should appreciate themselves for what they are able to do -Reading campaign need to be made to improve students low reading culture -Concerned bodies should arrange different reading programs -Teachers should motivate their students to read -Any student of universities should take reading course -If students are made to have good reading culture, they become good citizens, and this is</p>
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			English in general but we need helpers with this regard		useful to a country -Much should be done to improve students' reading ability
<b>No</b>	<b>Statement</b>	<b>Interviewed 5</b>	<b>Interviewed 6</b>	<b>Interviewed 7</b>	<b>Interviewed 8</b>
1	Do you feel anxious when you read English written texts? (E.g. Is there anything that frustrates you when you read English written texts)?	Yes, I feel	No, I don't feel	Yes, sometimes	Yes, I feel
	What do you think are the major sources for your English language reading anxiety/frustration?	-New words -Lack of Knowledge of vocabulary -Unfamiliar texts -Unfamiliar context	- Unfamiliar texts - Poor background -Lack of adequate practice -New material -New words	- Unfamiliar context -Unfamiliar words -Old materials -Old English -Unfamiliar expressions	-When I don't have the ability to understand English written texts -New/difficult words -Fear of test
	How do you try to overcome/reduce your reading anxiety/ frustration?	-By making repetitive practice of reading -By asking teachers -By asking other people who	-By reading and starting from simple things, then proceeding to fictions -By practicing well	- By searching in Google -By using dictionaries	-By avoiding fear -By relaxing myself

		are better than me			
2	Do you make any kinds of preparations before you begin to read a given text?	- Not, of course	Yes, I make	-Yes	-Yes
	What kinds of preparations do you make?	-I decide mechanism for reading -I tell what I read to my friends -I re-read for better understanding	-I make mental readiness - Refer reference materials in advance	-I make my mind free -I listen music -I read jokes -I watch comedy films	- I download materials from the internet -I Prepare related books -I choose good/convenient place to read
3	Suppose that you have a reading task (e.g. a book, a passage/text, etc)after which someone will examine your comprehension (understanding) of the material you have read. Tell me what you will do from the time you start rea	-I predict questions to be asked and prepare myself accordingly - I put answers to questions I predicted in advance -I try to understand the text well	-By skimming -By asking questions to myself -By checking my understanding -I write down main points -I write down general points -I evaluate myself by writing down things I	-I read word for word -I try to understand from context -I try to understand it by connecting to what I know before -I tell what I	- By scanning -By picking main points -By making detail reading - -By using abbreviations for remembering ideas easily -By writing down main points

	ding until you feel ready for your discussion.		understood on my own, orally at the end	understood to others	-I write down things I anticipate will appear in exam -I revise the text
4	Do you read texts with purpose in mind?	-Yes, sometimes	Yes,	-yes	-Yes
	What purposes could readers have in mind when they read?	- For pleasure -For entertainment -To get knowledge about the world -To refresh or enjoy myself	- To improve their language -To improve their reading skill -To get information	-For knowledge -For information -For pleasure	-To take an exam -To get knowledge -To entertain myself
5	When you read a text in English and don't understand some of the words, phrases, or a part of the text, what do you do to understand the text?	- I guess from context -I ask my friends	-I guess from context -I remember what I know before	- I search from Google -I ask people -I ask my teachers -I ask my friends	-I translate into my first language -I refer websites
6	While you read a given English text, which reading techniques do you use most?	-Skimming -Scanning	-I use skimming for general idea -Scanning	-Rough reading -Detail reading -Reading line by line	- Detail reading -Cognitive reading -Memory reading -Extensive reading

				-I scan	-Intensive reading
	Which reading techniques do help you to comprehend better?	-Skimming	-Skimming -to understand the general idea of what I read	-Scanning,	-Cognitive reading
	Were you aware of the reading techniques you used while answering the reading comprehension tests?	-Yes! -Skimming	-Yes, -Skimming	Yes, -Line by line reading -Scanning	-Yes, -I use cognitive reading
7	Were there any techniques/strategies in the questionnaire that you think might help you to become a better English reader?	-Yes!	-yes!	Yes!	-Yes
	Which ones are they?	--Memory reading strategy	-Memory Reading strategy helps me better	--Social reading strategy	-Detail reading -Scanning -Memory reading strategy -Cognitive reading
8	If you want to remember new	-I use memory reading strategy	-Memory	-I use memory to connect with my	-Scanning -Writing down main

	information in the text you read, what techniques / strategies do you use?	-I use codes such as abbreviation to memorize		background knowledge and to solve difficulties	points -I take notes -Asking friends
9	How do you monitor your own reading for comprehension?	-By reading for specific ideas -By skimming for general ideas	-By identifying my purpose	-I make my mind free -Then, I read slowly -By controlling myself	-By taking rest -I write down general points -I go back to the parts I jumped and read them by taking more time
10	How do you know you are making progress in your English reading?	--If I can identify the general ideas and specific ideas -If I can interpret each word from context -If I understand the titles and sub-titles -If I can remember previously learnt things -If I can tell about what I read to others	-By comparing with my previous knowledge -If I can correct the mistakes I had -When I can read well -If I can tell about what I read to others -I compare my high school and university written exercises books	-If I can read at ease -If I can Tell the message to others -If I can talk about it means -If I can analyze story books	-If I can answer questions -If I score good in exams -If I can correct mistakes

11	What do you do when you need help while reading?	<ul style="list-style-type: none"> <li>-I try to interpret the difficult message</li> <li>I ask to other supporting groups</li> <li>-I ask to my friends</li> <li>-I ask to my teachers</li> <li>I ask somebody who has better understanding of it</li> </ul>	<ul style="list-style-type: none"> <li>-I use dictionary</li> <li>-I ask others</li> <li>-I guess from the text</li> <li>-I ask my teachers</li> </ul>	<ul style="list-style-type: none"> <li>-I ask my friends</li> <li>-I ask my teachers</li> </ul>	<ul style="list-style-type: none"> <li>-I ask my teachers</li> <li>-I refer internet</li> </ul>
12	If you feel bored on the text you read, what do you do to have a good sense of reading?	<ul style="list-style-type: none"> <li>-I entertain myself</li> <li>-I take break</li> <li>-I ask my friends</li> <li>-I exchange ideas with my friends</li> </ul>	<ul style="list-style-type: none"> <li>-I listen music to have the appetite of reading</li> <li>-I watch film</li> <li>-I take rest</li> <li>-I take coffee, tea, etc</li> </ul>	<ul style="list-style-type: none"> <li>-I take rest and read fiction</li> <li>-I listen to music</li> <li>-I drink coffee</li> <li>I take short break and relax my mind and continue reading</li> </ul>	<ul style="list-style-type: none"> <li>-I listen music to refresh my mind</li> </ul>
13	Where do you think is a Good place for you to understand what you read better?	<ul style="list-style-type: none"> <li>-Silent places</li> <li>-In the night</li> <li>-Library</li> <li>-In places where there is no noise</li> </ul>	<ul style="list-style-type: none"> <li>-Silent place</li> <li>-Library</li> <li>-I read at dormitory in night</li> </ul>	<ul style="list-style-type: none"> <li>-Quiet places such as library, dormitory</li> <li>-Home</li> <li>-Inside churches</li> <li>-Under big trees</li> </ul>	<ul style="list-style-type: none"> <li>-In forest</li> <li>-Library</li> </ul>

	Why?	-They are silent places	-Because they are silent places	-They are quiet places	-They are convenient places -I want to read alone
14	Do you face problems when you read texts for comprehension?	-Yes, I face problems	-yes!	-Yes, of course. I face various problems	-Yes, of course.
	What do you think are the major reasons for reading comprehension problems?	-Some materials are informal words/difficult words -Lack of knowledge of appropriate reading techniques -Not knowing the reading strategies -Unfamiliar English materials -New words -Unfamiliar setting -Unfamiliar culture	-Problem of knowledge of meanings of words If the material I read is written in very small font written materials -If the material I read contains difficult words -If the material is beyond my level -If the material is out of my culture -If the material is out of my background/experience	-Difficult words -New/Unfamiliar words -Difficult words	-Problem of teachers, some teachers do not adequately explain things -Unfamiliar words -Unfamiliar symbols
	How do you try to overcome them?	-By studying hard -By asking friends -By asking teachers	-By guessing from context -By remembering what know before	-I guess from context -I use dictionary	-I translate

			-By asking questions	-I search from Google use reference materials -I try to understand from context	
15	Last but not least, is there anything else you would like to add that you haven't mentioned so far with regard to anxiety, strategies, or reading comprehension?	-Because students have problems in pronunciation, teachers should help in this regard	-Students should have good culture of reading -Students must know how and when to use the reading strategies -Students should avoid fear and make more reading practice -Teachers should teach different ways of reading -Teachers must teach the different types reading strategies to their students -Teachers have to help students to improve their	-Be free minded -Students should not think about other things other than learning such as about family, friends, etc. -We should not be frustrated; we should be calm when reading -Teachers should be more friendly with their students -Teachers need to	-Concerned bodies should arrange different reading programs -Teachers should motivate and arouse the interest of their students to read -Teachers should teach their students the different types of reading strategies -Teachers should design different types of activities which demand students to use different

			reading ability	give freedom to students to ask freely -Teachers need to create comfort in classes -Teachers should use interesting reading materials	types reading strategies Any student of universities in any discipline should take reading course
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## Appedix- O: Permission Given by British Council to Use IELTS Reading Passages



British Council, Comoros Street  
PO Box 1043, Addis Ababa, Ethiopia  
T +251 11 662 0388  
F +251 11 662 3315  
information@et.britishcouncil.org  
<http://ethiopia.britishcouncil.org>

06/01/2016

To whom it may Concern

As per the request of Mr. Berhe Tafere, this is to confirm that we do not give out IELTS exam materials as it is very confidential. We have advised Mr. Berhe to browse through our [www.ielts.org](http://www.ielts.org) for mock exams.

Regards,

A handwritten signature in blue ink, appearing to read "Medhanit".

Medhanit Solomon  
Examination Officer



## Appendix-P: Permission given by Rebecca Oxford to use the SILL

Request to use the SILL

Inbox x



berhe tafere <berhetaf@gmail.com> Mon, Oct 1, 2018, 12:13 PM

to rebeccaoxford

Dear Prof. Rebecca,

Greetings to you! This is Berhe Tafere, a PhD student at Addis Ababa University, Ethiopia. I would like to ask you a very big excuse for confusing you. Because my research is on "The Effect of anxiety and strategy use on EFL students' performance in reading," I had written a similar permission request to Prof. Horwitz before I sent it to you. But because it was a leave time for lunch by bus service, I sent it to you without making full corrections. Again, sorry for that.

As you said, the SILL is an instrument for measuring students' general language learning strategy use. But what I read from your book "Language Learning Strategies" is that the 50-items used to measure foreign language students' use of language learning strategies could also be used to measure students' skill-specific strategies use. So what I want is to take the SILL of yours containing 50-items for foreign language students to change them into reading without changing the meaning of each item. I am requesting you to grant me permission to use the SILL as a basis and change them into reading which I am planning to call it as Strategy Inventory for Reading Strategy Use (SIRSU). Also, if there is anything you could help me in this case, I would be very happy to receive your advice and recommendations.

I assure you that I will dully acknowledge your work in my PhD dissertation, in my oral presentations, and in any of my future publications part of the dissertation. I can also assure you that I am ready to share the finding of the study if you are interested.

I appreciate for your support in granting me permission to use your most reliable strategy questionnaire.

With regards,

Cellphone number-0910186596



Rebecca Oxford <rebeccaoxford@gmail.com> Mon, Oct 1, 2018, 4:32 PM

to me

Dear Berhe,

It is my pleasure to allow you to use the SILL for your research and to modify it for reading. Thanks for the explanation. I wish you all the best in your research.

Warm wishes,  
Dr. Oxford

*R.L. Oxford, Ph.D. Professor Emerita & Distinguished Scholar-Teacher, UMD. Adjunct, UAB. Evaluator, UAH, UAB. Books: Oxford, Olivero, & Gregersen, Eds., Peacebuilding in language education (Multilingual Matters, forthcoming); Oxford & Amerstorfer, Eds., Language learning strategies and individual learner characteristics: Situating strategy use ( Bloomsbury, 2018); Oxford, Teaching and researching language learning strategies: Self-regulation in context. 2e. (Routledge, 2017); Lin, Oxford, & Culham, Eds., Toward a spiritual research paradigm: Exploring new ways of knowing, researching and being. (IAP, 2016); Oxford, Ed., Understanding peace cultures (IAP, 2014); Oxford, The language of peace (IAP, 2013); Lin, Oxford, & Brantmeier, Eds., Re-envisioning higher education: Embodied paths to wisdom and social transformation (IAP, 2013); 8 other books. Current Book Series: Lin, Oxford, & Miller, Eds., Transforming Education for the Future (IAP); Lin, Oxford, Edwards, & Brantmeier, Eds., Spirituality, Religion, & Education (Springer); Oxford & Scarcella, Eds., The Tapestry Program (62 volumes).*

## Appendix-Q: Permission given by Elaine K. Horwitz K.E to use the FLRAS

### Request for permission

Inbox

x

berhe tafere <berhetaf@gmail.com>

Thu, Sep 20, 2018, 12:06 PM

to horwitz

Dear Prof. Horwitz,

Greetings to you! This is Berhe Tafere a PhD student at Addis Ababa University, Ethiopia. Currently, I am conducting my Ph.D dissertation on the English as a Foreign Language Reading Anxiety at Ethiopian University EFL Students. Hence, I am requesting you to grant me permission to use FLRAS to measure the students' language Reading Anxiety Level.

I assure you that I will dully acknowledge your work in my PhD dissertation, in my oral presentations, and in any of my future publications part of the dissertation. I can also assure you that I am ready to share the findings of the study if you are interested.

I appreciate for your support in granting permission to use your most reliable FLRAS questionnaire.

With regards,

**Berhe Tafere**

Mob. [0910186596](tel:0910186596)



Horwitz, Elaine K [horwitz@austin.utexas.edu](mailto:horwitz@austin.utexas.edu)

[via](http://via.utexas.onmicrosoft.com) [utexas.onmicrosoft.com](http://utexas.onmicrosoft.com)

Sat, Sep 22, 2018,  
5:55 AM

to me

Thank you for your interest in our work. On behalf of Yoshiko Saito, Thomas Garza, and myself, I am pleased to grant you permission to use the Foreign Language Reading Anxiety Scale in your research subject to the usual requirements for acknowledgment. Specifically, you must acknowledge our authorship of the FLRAS in any oral or written reports of your research. I also request that you inform us of your findings.

Best wishes on your project.

Sincerely,

Elaine K. Horwitz

\*\*\*\*\*

Elaine K. Horwitz

Professor of Curriculum & Instruction

The University of Texas at Austin

(Horwitz, 2013)

<http://www.pearsonhighered.com/educator/product/Becoming-a-Language-Teacher-A-Practical-Guide-to-Second-Language-Learning-and-Teaching/9780132489980.page>

**Appendix-R: Letter from Aksum University in Request of Assistance when Collecting Data**

Aksum University  
College of Social Sciences and Languages  
Department of English Language and Literature



☎ 251-34-875-01-12

✉ 1010

አክሱም ሒትዩኒቨርሲቲ  
Aksum, Ethiopia

አክሱም ዩኒቨርሲቲ  
የት.በ.ረ.ተ.ብ ሳይንስና ቋንቋዎች ኮሌጅ  
የእንግሊዘኛ ቋንቋና ስነ-ፅሁፍ ት/ት ክፍል  
ቁጥር/Ref. No /DEL/23245 /11

ቀን/Date 06/03/11 E.C

To: Mekelle University

Adigrat University

Raya University

Subject: Request for Cooperation

Berhe Tafere who is an instructor at Axum University is conducting a study on 'The Effect of Anxiety and Strategy Use on EFL Students' Performance in Reading' in partial fulfillment of the requirements for the degree of doctor of philosophy. Thus, your anticipated cooperation while he collects data for his study in your university is highly appreciated.



With regards.

*AA*  
Merih Welay

Head, Department of English Language and Literature

ገ.ፈ. 775-1931

መልስ ሲፀፋልን እባክዎ የእኛን ቁጥር ይጥቀሱ

ፋክስ / fax: 251

Website [www.aksumuiversity.or](http://www.aksumuiversity.or)

P.O.Box 1010