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COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
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**THESIS TITLE ON: AN INVESTIGATING EFL STUDENTS' READING
STRATEGIES USE AND THEIR READING COMPREHENSION
ABILITIES: GRADE NINE STUDENTS AT ELOS SECONDARY SCHOOL
IN FOCUS**

BY

KEMAL ESMAEL

**A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE
AND LITERATURE IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR MASTER OF ARTS IN TEFL**

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Declaration, confirmation, approval and evaluation

Research title: An Investigating EFL Students' Reading Strategies use and their Reading Comprehension Abilities: Grade nine students at Elos secondary school in focus

Declaration

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

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Confirmation and approval

This Thesis has been submitted for examination with my approval as a thesis advisor.

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CHAPTER ONE

1.1. Background of the Study	1
1.2. Statement of the Problem.....	6
1.3.Objective of the study.....	8
1.3.1.General Objective of the Study	8
1.3.2. Specific Objective of the Study	8
1.4.Research Question	8
1.5.Significance of the Study.....	8
1.6.Scope of the Study	9
1.7. Limitation of the Study	9

CHAPTER TWO

2.1. Introduction	11
2.2. Reading Skills.....	11
2.3. Reading Strategies	12
2.3.1. Skimming.....	15

2.3.2.Scanning	15
2.3.3. Making Prediction.....	15
2.3.4.Questioning.....	15
2.4. Reading Comprehension.....	15
2.4.1. Literal Comprehension:	16
2.4.2. Inferential Comprehension:	16
2.4.3. Critical comprehension:	17
2.5. Reading Stages:	17
2.5.1 Pre Reading Stage:	17
2.5.2. While Reading Stages:.....	17
2.5.3. Post Reading Stage:	18
2.6. Reading Models	20
2.7.Previous Studies-----	24
2.8. Reading Approach-----	28

CHAPTER THREE

3.1. Introduction	24
3.2. Research Design.....	24
3.3. Research Approach	24
3.4. Research Setting	25

3.5.Participants of the Study	25
3.6. Sampling Technique	25
3.7. Instruments of Data Collection	26
3.7.1. Questionnaire	26
3.7.2. Reading Comprehension test	26
3.7.3. Interview	27
3.7.4. Classroom Observations	28
3.8 Instruments of Validity and Reliability	28
3.9. Procedures of Data Collection	29
3.10. Data Analysis	29
3.10.1. Quantitative Data Analysis	30
3.10.2 Qualitative Data Analysis	30

CHAPTER FOUR

4. 1.Introduction	31
4.2. Results of Students' Questionnaire.....	31

CHAPTER FIVE

5.1. Conclusion	38
5.2. Pedagogical Implications.....	38
5.3. Recommendations	38

REFERENCES-----	48
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Appendix. A-----	55
Appendix . B-----	60
Appendix. C-----	61
Appendix. D-----	62
Appendix. E-----	63

ABSTRACT

Reading is one of the languages skills that gives learners something to think about and contributes to their academic success. The aim of this study was to investigate EFL students' reading strategies use and their reading comprehension ability Elose grade nine in focus. A descriptive correlation design was adopted to ensure the objectives of this study. A total of 18 Elose secondary School students participated in this study. For this purpose, data were collected using questionnaires, reading tests and interviews. The results of this study indicated that compensation ($M=2.76$) and cognitive ($M=2.68$) reading strategies were the most commonly used strategies by English language students to develop their reading comprehension skills at low level. Besides, the results showed that there was a significant positive correlation between the reading strategies used by students and their reading comprehension abilities($r=0.583$, $p=.003$, $p>0.05$). The study also ensures that when students maximize their awareness of using effective reading strategies, their reading comprehension improves. Therefore, this study recommends that English teachers should encourage and train students to use different reading strategies in and out of class to solve their reading problems

CHAPTER ONE: INTRODUCTION

1.1. BACKGGROUND OF THE STUDY

The skill of reading is very important in the process of learning. Effective reading and reading comprehension are strongly recommended for students at all levels. This issue of reading becomes more significant when it comes to the English language, because English is used as a medium of instructions. Hence, reading, and reading comprehension have paramount importance in the English curriculum (Brown, 2001). Reading also can be considered one of the fundamental ways in which our society acquires information, especially for academic purposes (Al-Jarrah, 2018). Most researchers indicated that reading as the process of exposing readers to and exchanging ideas (Habók & Magyar, 2019; Wong, 2011; Yurika, 2008). It plays a vigorous role because it is the most frequently used skill in everyday life. It is believed that people with poor reading skills will face serious troubles, especially in terms of education and subsequent employment opportunities (Ganesh, 2015). Mastering a language requires mastering and using the four language skills of listening, speaking, writing and reading (Demiröz, 2011). Learning to read in a language is critical not only to have access to written materials but also to provide comprehensible contribution in order to solve language problems. Reading is a skill that learners need both in their daily and academic lives. In the modern world, we need to read more than ever before because effective learning strategies provide us with a rapidly changing accumulation of knowledge. According to Grabe (2002), second language (L2) reading ability is the most important skill in academic settings because we learn new information and we have the opportunity to obtain alternative interpretations and interpretations of this information through reading. Al Roomy and Alhawsawi (2019) note that reading is also the most inevitable media for independent learning, whether the goal is to better complete academic tasks, learn more about a subject, or improve language skills. Similarly, Al-Jarrah (2018) pointed out that reading is the skill that needs to be mastered to ensure successful learning, and strengthening reading skills can help to achieve greater progress in other areas of language learning. Yurika (2008) states that reading is a complex activity because real reading comprehension implies deep abilities to understand, reason, analyze, apply, and evaluate. Hence, EFL learners should know how to read

and be able to process texts independently. According to Par (2020), reading is a challenging activity because it requires mental and linguistic activities. Reading is also a process that combines attention, memory, perceptual processes and comprehension processes, and it is the most beneficial skill for acquiring knowledge and obtaining information (Kern, 1989). Readers, whether speaking their native language (L1) or a second or foreign language (L2), perform reading activities by coordinating cognitive, meta-cognitive, motivational, and social processes. Reading is a cognitive process that requires mental abilities such as attention, memory, analysis, reasoning, and imagination. Reading requires meta-cognition because readers are aware of and regulate their own cognition. It is also a motivated activity because there is a need for a motivation to start and sustain the reading activity. It is a social process because it takes place in and is shaped by society. Therefore, understanding and performing a great amount of reading tasks in speed and with good comprehension becomes essential for students. According to Okasha (2004), reading is a way of thinking, evaluating, judging, imagining, reasoning, and problem-solving. That is why the students interact with the author's ideas in a dynamic process. When good readers make decisions about a text, they are likely to set a purpose for reading, engage in dialogue with the author, and thus become active readers (Maria, 1990). Reading is also a problem solving that requires consideration of information from all textual clues and prior knowledge (Habók& Magyar, 2019). Learners need to become active readers by solving problems if they want to truly understand text. Comprehension depends on probe questions following a silent reading exercise (Ganesh, 2015). As described by Abdul-Alhaq, et al. (2013), readers who can effectively use reading strategies to construct meaning are able to achieve independence and use literacy skills for lifelong learning. As Zoghi et al. (2010) further noted that a reading strategy is any action taken by the reader to enhance comprehension, and this strategy can be used by readers to achieve reading purposes. Yukselir (2014) provide that L2 reading is not only a dynamic and interactive processes in which learners make use of L1 related knowledge, and real-world knowledge but also their personal purposes to arrive at an understanding of written material. Furthermore, reading is the process of extracting meaning from written text through the interplay of complex cognitive, meta-cognitive, motivational, and social processes (Demiröz, 2008). In order to complete these processes, the product of which is reading comprehension, readers use reading strategies to varying degrees at different stages of reading. Reading comprehension is a complex activity that depends on many factors such as

cognition, meta-cognition, motivation, attention, skills, and strategies. The organizations of these factors lead to the desired understanding of the text. Okasha (2020) noted that reading strategy is a thoughtful, creative, cognitive procedure that the learners can take to acquire, store, and retrieve new information. Afflerbach et al. (2008) reveal the issues related to reading strategies and skills, and explain the reading strategies as cautious, goal-directed attempts to control and modify a reader's efforts to decode text, understand words, and construct meanings of text. As further described by Al Roomy and Alhawsawi(2019), the strategic reading process requires three features: a competent agent (the reader), an achievable goal, and an action that allows the reader to achieve a desired end state. There are three types of knowledge that strategic readers should possess. The first is declarative knowledge, which means knowing what the strategy is. The second is procedural knowledge, which represents knowing how to use them. The third, conditional knowledge is another type of knowledge that involves knowing when and why to use various actions. In a sense, this type of knowledge helps readers combine the first two types, coordinating what strategies to use and how to use them when encountering reading tasks. Banditvilai (2020) explains that strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them tactically. Several studies have been conducted to investigate the awareness of the use of reading strategies (Banditvilai, 2020; Chen & Chen, 2015; Poole, 2013; Genc, 2011; Madhumathi&Ghosh, 2012), cognitive reading strategies by EFL students (Ozek&Civelek, 2006), and meta-cognitive reading strategy (Ahmadian&Pasand, 2017; Pinninti, 2016) employed by the students during reading academic texts. These include the connection with students' reading comprehension (Shang, 2018; Muijselaar, et al., 2017; Kim, 2016; Hong-Nam, 2014), reading ability (Denton) et al., 2015). The study found that learners use effective reading strategies to construct the meaning of texts in reading activities, and the use of reading strategies is related to reading comprehension ability. Learners are active readers when reading text because they use a variety of ways to understand the text. Previous research findings substantiate the theory that understanding text is strategic (Duffy, 2009), i.e., readers use different methods to help them understand the content of a text. Successful readers usually use appropriate reading strategies when reading a text. Gebhard (2009) notes some strategies that successful readers always use, namely skipping the words unknown, predicting the meaning, guessing the meaning

of unfamiliar words from context, avoiding constant translation, looking for cognates, having knowledge about the topic, drawing inferences from the topic, reading things of interests, studying pictures and illustrations, and purposefully rereading to check comprehension. These reading strategies are beneficial for the readers in order to comprehend the reading texts. By using effective strategies in reading, the learners will easily and efficiently grasp the content of the texts. As reading comprehension strategy research has developed since the 1970s, several studies have proposed different classification schemes for the strategies readers use during reading. Some classifications are based on the timing of strategy use, others are based on the meaning-making of the text, problems encountered during reading, and most are related to the distinction between cognitive and meta-cognitive processes (Par, 2020). Harmer (2007) states that reading is useful for language acquisition the more students read, the better they get at it. In addition, reading has positive effect on students, vocabulary knowledge, on their spelling, on their writing. Furthermore, Harmer denoted that reading comprehension is the process of simultaneously extracting and constricting meaning through interaction and involvement with written language. According to Haris (1976), reading is one of the basic skills of language learning that cannot be separated from other language skills. The goal of reading comprehension is to help the students understand written languages. The students who comprehend well monitor their understanding as they read and use strategies or techniques to understanding brakes down meaning then students can understand what the contact about the text finally they can make a conclusion about what they have read to understand after reading activity. By reading people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes some one smarter and creative as stated by Laddo(2007). It can easily define as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text in to meanings, starting with information from the text, and ending with reader gains. Teaching strategies is education strategies can be defined as a method or serious of activity designed to educational achieves a particular goal. Teaching strategies is a teacher's plan in teaching and learning process to achieve which have planned. In other word teaching strategies are approaches to teach students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teachers used to applied the material (Aswaneetal., 2010). The strategies for

teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

According to Wallace(1992), reading strategy is a unitary process which cannot be sub-divided into part skills. This implies that reading strategy includes ways of processing text which will vary with the nature of text, the reader's purposes and text of situation. The major goal for any reading activity is comprehension (Banditvilai, 2020). There are many strategies for teaching reading has developed by language experts. These strategies indicate that teachers play an important role in achieving the goals of the teaching and learning process. Brown(1989) stated that a teacher should choose a method which depends on the specific purpose of reading. The teacher will focus on three aspects to consider how to present a passage, how to develop the lesson using it, and how to follow up. First, the teacher will give a meaningful explanation related to passage. Second, the teacher needs to think about the planning of the text stages in the lesson as this will help the readers to understand well. Finally, the teacher should teach about any other aspects of reading comprehension. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. As stated by William (2009), fundamental skills required in efficient reading comprehension are the ability to know the meaning of the word, understand the meaning of a word from discourse context, follow the organization of a passage and to identify antecedents and references in it, draw references from it a passage about its contents, identify the main thought of a passage, answer questions in a passage, understand writer's purpose, intent, and point of view. There were various reasons why the researcher believed to conduct this study because in EFL class reading strategies use is one of the most ways of how make sense and construct meaning. Therefore, this study focuses on investigating EFL students' reading strategy use and their reading comprehension ability.

1.2. Statement of the Problem

In the learning and teaching process, students are expected to comprehend different reading tasks by using various reading strategies during their stay at school, and carry out these tasks effectively, but it may be considered as a problem that faces students of English as a foreign language (Banissa, 2004). In reading, students face many problems obstructing their reading comprehension. Foremost; the problems related to background knowledge, cultural knowledge and knowledge of the text type (Chawwang, 2008). Many researchers noticed that students are quite ineffective in English in general and reading in particular, as a result they still find difficulties in reading comprehension. They also rely on word to word translation when reading English (Almasi, 1995). Emphasized that there are many reasons stand behind students' poor comprehension skills. Firstly, when teaching reading most of the EFL teachers concentrate on assessing students' comprehension at the word and sentence levels rather than concentrating on teaching reading comprehension. Secondly, students' lack of reading comprehension strategies also considered as a major cause of students' poor comprehension skill. Considering challenges and difficulties of foreign language reading specially cognitive, cultural and linguistic aspects all prove that EFL language reading is much more difficult and complicated. In order to help learners better in enhancing their reading comprehension and tackle their reading comprehension problems, students need to identify problems first and then think of appropriate strategies in order to develop their reading comprehension. Regarding the problem of comprehension strategy, different foreign and local studies related to present studies as follows. For instance, Nouf (2018) conducted a study on "Effective Reading strategies for increasing the reading comprehension in primary school." The results of the study show that using effective reading strategies contribute to students' reading comprehension. Futsum (2020) conducted a study entitled, "The practice of teaching reading comprehension in primary school. The above two researchers found out that students lack comprehending the long text, the students have poor background knowledge, interest and unawareness of using comprehension strategies use to solve their reading problems. Therefore, this study is trying to bridge these gaps on the reading strategy and reading comprehension. This study focuses on EFL students' reading strategies use in relation to their reading comprehension abilities. As seen from the previous research findings which reveal

the strategies used by the learners in reading and its relationship with their reading proficiency, the investigation of the students' ways of reading and knowing its relationships with their reading ability or achievement is still relevant to conduct. This is because every student in different gender, age, learning styles, and culture, education level, reading proficiency level are unique in their way of learning, especially in reading. Sadeghi et al. (2012) specify that different personality types and/or traits of the learners contribute to the different success of academic learning at schools. This indicates that every individual student has his/her unique way of learning and reading. Accordingly, it deserves to explore more deeply about the students' reading strategies use and its correlation to their reading achievement in EFL site. From the researcher's observation and experience, EFL students are unable to participate actively in reading strategies because of their weak knowledge of such strategies. Haq (2016) stated that most students fail to gain maximum benefit from reading activities conducted in the classroom and fail to use these activities meaningfully outside the classroom. EFL teachers may not use effective teaching strategies in reading of English rather they accentuate memorizing and to prepare students for examinations (Khan, 2007). They are unable to use their cognitive and analytical abilities to process the information required in longer passages simply because they are not trained and prepared. As described by Mumtaz (2006), this ultimately leads to poor English reading performance in high school. Kasi (2010) states that EFL students lack interest in using reading strategies because their main goal is to pass the exam. Key reading strategies in high school include summarizing text, reading information, answering comprehension questions, and reading aloud. English teachers at high school have not been able to adopt reading strategies according to the needs and interest of the students. Although most high school students use different reading strategies, the overall performance of students in English reading is not up to standard (Shahzada, 2012). Regardless of several studies in pinpointing the reading strategies used by the learners, very little research showing the most frequently reading strategies used by EFL students, indicating the relationship between the use of reading strategies with their reading achievement, and identifying the types of reading strategy categories that are useful predictors of the reading achievement scores. The students' reading achievement is related to their ability in determining the content of the texts based on reading micro-skills proposed by the experts, such as understanding the main idea, supporting ideas/details, organization of the text, implied details, word meaning, pronoun reference, and the writer's tone of writing (Sulistyo, 2015). These

reading micro-skills are covered in the reading comprehension test used in the study. These reading skills are rarely covered in the reading comprehension test and their association with the use of reading strategies in the previous studies.

1.3. Objective of the study

1.3.1. General Objective of the Study

The main objective of this study was to investigate EFL students' reading strategies use and their reading comprehension abilities.

1.3.2. Specific Objective of the Study

The specific objectives of this study were:

- ❖ To identify the reading strategies most frequently used by EFL students.
- ❖ To describe the relationship between EFL students' reading strategies use and their reading comprehension abilities.

1.4. Research Question

This study seeks to answer the following basic research questions.

- What are the reading strategies most frequently used by EFL students?
- What kind of a relationship is there between EFL students' reading strategies use and their reading comprehension abilities?

1.5. Significance of the Study

The finding of this study is used for gradenine students and teachers in how they employ reading comprehension activities and strategies. More importantly, it helps to increase students' awareness of using different reading strategy to improve their reading comprehension. It also helps the teachers to train and encourage their students to use effective reading strategies inside and outside the classroom. Furthermore, this study helps the curriculum designers and material

designers to consider reading strategies used to solve students' reading comprehension problems. The researcher try to put a material in form of soft and hard copy. Finally, this study is used as a spring board for future researchers who are interested in doing research in this area.

1.6. Scope of the Study

This study is delimited to Elos secondary school grade 9th students on EFL students' reading strategies use in relation to their reading comprehension skills. The target population for this study is grade 9th students. Therefore, the variables in this study are reading strategies, reading comprehension, and 9th grade students.

1.7. Limitation of the Study

The questionnaire was the dominantly used instrument in this study to collect adequate information. However, students may not know what reading strategy is, that is they may not know the strategy they use. Likewise, the lack of reference books, researches conducted on this area and network access was another limitation. This study was conducted on only Elos secondary school grade 9th students. In this regard, it was difficult to generalize the findings to all secondary schools found in different parts of Ethiopia.

1.8. Definition of Key Terms

Learning strategies: Different researchers define learning strategies in different angles, According to Brown, (2007) learning strategies refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented towards attainment of their goals. Therefore, implementation of appropriate learning strategies is related to student's self-regulation behavior which in turns should be encouraged by pedagogical designs.

Reading Strategies: Reading is an integral part of academic affairs and it is equally important outside academic context. A part from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some called reading strategies that are attested to improve reading. King, (2008), believes that four factors are involved in reading comprehension: the reader, the text, the strategies, and the goal. He, then, goes on to emphasize what actually makes the difference is the reading is the strategies. For king, the single most important factor in reading is the strategies learner utilize. But, what are reading strategies? A general distinction has often been made between strategies and skills. However, for some, they denote essentially the same processes. Brown, (2007), defines strategies as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information," he differentiates between strategies and styles. Styles are "consistent and rather enduring tendencies and preferences with an individual". Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change.

Reading Comprehension:Reading ability is not only about the ability to decode the written word but also involves other skills such as comprehension and interpretive skills and these are interactive and simultaneous (Grabe, 2009). This means that during the reading process readers are not passive but continuously construct meaning as they read. The reading goal is to read for meaning or to recreate the writer's meaning. By definition, reading involves comprehension. When readers do not comprehend, they are not reading.

Reading: Reading is not only a receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting and/or guessing. In the prediction process learners are

asked to talk about the title of the text or comment on some illustrations (pictures) if provided any to set the scene. Therefore, language teachers should improve their students' ability to infer through the use of systematic practice and questioning techniques. Doing so will encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Hesham, 2005).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents reading skills, reading as a process, reading strategies, reading comprehension, reading models and reading stages.

2.2. Reading Skills

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. It is a lifelong skill for academic learning and success in school. In this skill students need to use various strategies to help them in the acquisition, storage and retrieval of information (Anderson, 1985). In order to understand the concept of reading strategies, we need to unpack the concept and try to clarify what the role of reading is. What it might mean and what the strategy can refer to. To some extent, reading can be viewed in simple terms, such as reading is speaking a bunch of words, reading is reading with your mouth, reading is reading aloud, etc. However, the concept of reading is more complex than this, and researchers have long debated trying to define it. While others limit their reading to extracting meaning only from printed or written materials, Broughton (1980). Such simple definition has been characterized for not accounting for the true nature of reading abilities such as reasons and levels of engagement, the complex processes of competence and the role of social context in interpreting different contexts (Grabe & Stoller, 2011). Some define reading in a more dynamic way and focus on the involvement and interaction between the reader, the text and the activity (Snow, 2002; Koda, 2007). With this in mind, it can be said that instead of viewing reading as a product which relates to what the reader has got on given comprehension tasks, it is best to be viewed as a dynamic process which includes how the reader reached a particular interpretation (Anderson & Urquhart, 1984). The process of interaction means that the meaning of the text is mediated by linking existing knowledge to what the reader already knows about the text, since the text itself has no meaning, but they have possibility for meanings (Wallace, 1999). Since reading is viewed as a dynamic process rather than just a final product, this means that the reading process requires a variety of strategies, among which most inefficient readers do not know unawares.

Reading as a process

Reading is a psycholinguistic process. It requires partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. When partial information is processed, initial decisions are made and verified, rejected, or refined as the reading progresses (Goodman, 1970). This definition claims that reading is an active process. The reader forms an initial expectation about the material and then selects the fewest, most effective clues to prove or reject the interpretation (Clarke & Silberstein, 1977). This is a sampling process in which the reader uses his knowledge of vocabulary, syntax, and the real world. Furthermore, it assumes that reading must be viewed as a dual phenomenon, requiring both process and product understanding. In another interpretation, Nassaji (2003) viewed reading as a multi factorial process by focusing on its core components. Nassaji points out that there are various skills involved in the complex process of reading and writing at lower and higher levels. In this regard, the lower level advice is to identify letters, while the higher level advice is to include background knowledge in the reading text to explain it. As further noted by Grabe and Stoller (2001), the reading process requires the reader to acquire knowledge from the text and combine it with the reader's existing information and expectations. It represents the ability to extract meaning from a printed page and interpret this information appropriately (Grabe&Stoller, 2002). However, a good way to understand reading is to comprehend what is required for fluent reading. In summary, reading comprehension is increasingly recognized as the result of a complex interplay between text, context, reader, reader background, reading strategy, L1 and L2, reader decision-making. Therefore, the use of reading strategies remains useful for conceptualizing reading research (Cohen &Macaro, 2007). There is no doubt that the role of reading comprehension in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts has become very important over the past few years. Carrell (1998) asserts that without solid reading skills, second language readers will not be able to perform at the level necessary to succeed. Reading is considered one of the most challenging but necessary language skills in second language learning, especially in academic settings where learners are required to read fluently. One of the requirements for second language learners has been making use of effective reading strategies to improve their reading comprehension.

2.3. Reading Strategies

Reading is an interactive process that combines top-down and bottom-up processing (Barnett, 1989). Therefore, it is very important for learners to employ effective reading strategies to develop their comprehension. Barnett (1989) states that strategies refer to the mental operations involved in readers' purposeful approach to a text in order to understand what they are reading. What is more, reading comprehension requires the integration and application of multiple learning strategies. These strategies include memory, cognitive, compensation, meta-cognitive, affective and social strategies (Caverly, 1997; O'Malley et al., 1985; Oxford, 1990; Zhang, 1993).

There have been a variety of attempts to provide a description for reading strategies; nevertheless, there has been a lack of consensus on the definition of reading strategies. Garner (1987) defined reading strategies as deliberate, playful activities that active learners typically engage in, many times to correct for perceived cognitive failures. Furthermore, Carrell (1998) noted that reading strategies are interesting not only in what they reveal about the way readers manage interactions with written texts, but also in how the use of strategies is related to effective comprehension.

According to Abbott (2006), reading strategies are the mental operations or comprehension processes that readers select and apply in order to make sense of what they read. The study ensures that reading strategy is specific tactics carried out by the reader in order to comprehend the intended meaning.

Another definition suggested by Barnett (1988) regards reading strategies as the mental operations included when the reader approaches the text effectively and makes sense of what he reads. Some examples of problem solving techniques are skimming, scanning, reading for meaning, predicting, activating general information, making inferences, differentiating main ideas from supporting details, noticing cognates and word families, guessing word meanings from context and assessing those guesses, and following references.

Although the scholars have different definitions of reading strategies, it is also important to distinguish between reading strategies and reading skills. Alexander, Graham and Harris (1998)

highlight two differences between strategies and skills: (a) automaticity of performance and (b) learner awareness or intentionality.

Recent studies have demonstrated that language learners' successful comprehension does not happen automatically. This mainly depends on the use of conscious reading strategies. A successful learner knows the strategies he uses and why he uses them. They make use of strategies more frequently than less successful readers do. Additionally, they coordinate and change these strategies when necessary. They can also distinguish between important information and details as they read (Duffy, 1993; Farrell, 2001). However, less able readers, while able to describe their own strategies, are less clear about how to select appropriate strategies or decide how to connect them to form a useful chain of strategies. Since the 1970s, second language theorists have proposed that teaching multiple strategies helps students read fluently because it has been observed that readers of all ages and varying proficiency levels use multiple strategies in reading comprehension. Therefore, overall improvement in reading comprehension depends on improvements in skills and strategies, and explicit training in strategies often leads to successful reading comprehension (Barnett, 1988).

However, not much research has been carried out to investigate the strategies used and recalled by second language learners. The purpose of this study was to determine the impact of reading strategies used by language learners on their reading comprehension performance in second language learning. Reading comprehension requires the use of different reading strategies, which are specific processes of trying to get enough information from a text. According to Wallace (1992), since we read for different purposes, we must process different texts in different ways. This means that different reading strategies serve different purposes, and they can enhance understanding of the text being read. Therefore, if students use a single method for different texts, they may not understand well, thus wasting time. Instead, different reading strategies are purposeful means of comprehension the author's message. Additionally, Adams(2008) identifies different types of reading strategies as follows:

2.3.1. Skimming:

Skimming is reading techniques for speed reading. The purpose of skimming is to get an over view of the text and its main ideas from the passage, the readers read through the passage quickly and skip the details.(M.C Whorten,1987).

2.3.2. Scanning:

Scanning is a reading skill that allows the reader to locate specific information with scanning you already know before you begin what sort of information you searching for. The purpose of scanning is to get specific information. It also used to improve your reading. Many students try to read every word when they read, so they read very slowly. Scanning can help for students learn to read faster.

2.3.3. Making Prediction

Hutchinson (1987) defines as "A matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in novel situations." Many researchers have shown that good reader use their experiences and background knowledge for prediction, and formulate ideas as they read. This makes student interaction which increase students interest, and improves their understanding of texts.(Block and Isael,2005).

2.3.4. Questioning

Questioning help students monitor their comprehension and stay engaged and interested in their reading. Reader can use the questioning before during and after reading. The questioning process requires readers ask question of themselves to construct meaning, enhance understanding find answer, solve problems, find information and discourse new information (Harvey &Gouduis, 2000).

2.4. Reading Comprehension

Reading comprehension skills are important for English language learners especially for students who learn English as foreign language. Reading comprehension is the process that involves the organization of the reader's prior knowledge about the word and about the language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context,

monitoring one's own comprehension and reflecting (Weaver, 1994). The most detailed one (Snow, et al 2002). Defines reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language. They classify that comprehension entails three elements; they are: reader (considering with capacities, abilities, knowledge and experience that a person brings to the act of reading), The text (including printed text or electronic text) and the activity (considering the purpose, process and consequences, Associated with act of reading). Then, Grabe and Staller (2002) Also deliver that reading for general comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. However, reading comprehension abilities are quite complex and difference in numerous ways depending on tasks, motivations, goals and language ability. In this level of reader comprehension of the text is determined well from the interaction between the reader variables and text variables (Barnett, 1988).

Hellerich (1983) classifies reading comprehension into three levels; - literal comprehension, inference comprehension and critical comprehension.

2.4.1. Literal Comprehension:

Requires the reader to recall facts that are over stated in the text Example; it is recall names, things and areas.

2.4.2. Inferential Comprehension:

Allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author mean and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes etc...

2.4.3. Critical comprehension:

Leads to make balanced judgment about the author style and some other aspects of the texts. It has to do with evaluating or making judgments in four major areas; central issues, supporting issues, language style and logic used to arrive at conclusions

Given the above discussion it can be concluded that reading comprehension is the reader activity to understand and to get information from a text with simultaneous process. There are three components that involves in this process those are the reader, text, and activity. The three components related each other in various stages of reading comprehension they are: pre, while and post reading activities. Those levels of reader's comprehension literal, inferential and critical are determined well from interaction among those components

2.5. Reading Stages:

Those comprehension strategies are divided in to three reading stages proposed by some scholars this includes pre reading, while reading and post reading stages (Wallas , 1992; Barnet 1988).

2 .5.1 Pre Reading Stage:

In this stage one very popular kind of activities is brain storming (Wallas, 1992; 91). In line with this, Crawford et al.(2005), define brain storming as a method of creating many ideas about topic. In this activity students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Wallas, 1992).

Discussing the text type in teaching reading comprehension is aimed to familiarize students with major contextual future of a text or text structure and to show how those futures can help them to work out the main function of the text and possible content.

2.5.2. While Reading Stages:

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading a loud activity which recommended (2002).

There are two kinds of reading aloud: reading a loud makes students use their opportunity to develop reading comprehension skills and to challenge the texts. It uses for students to teach each other by developing class cohesion and inquire about the text. The next activity is the teacher can generate silent reading, Anderson (2003) said that the major of reading that we do will be done silently. Anderson explain that silent reading is primarily in reading comprehension it focuses on getting meaning from printed and also re-read to check comprehension.

2.5.3. Post Reading Stage:

For this stage a teacher activity is primarily to evaluate a student's comprehension in particular tasks as suggested by an online publication. Studies on Reading Strategies Used by L2 Students. Scholars of second language reading research suggest that readers employ a variety of reading strategies to ensure their acquisition, storage, and retrieval of information (Singhal, 2006). Most of the researchers investigate the strategies of L2 readers in comparison with L1 reading strategies or some of them compare the strategies of good and poor; successful and unsuccessful; or skilled and not so much skilled L2 readers. Hosenfeld (1977) attempts to identify the variations in strategy use of successful and unsuccessful L2 readers through the execution of think-aloud procedure. The study reveals that the successful reader keeps the meaning of the passage in mind while reading, reads in broad phrases, skips words that are seen unimportant, and has a positive self-concept. On the contrary, the unsuccessful reader loses the meaning of sentences as soon as they are decoded, reads in short phrases, seldom skips unimportant words, and has a negative self-concept (p. 120).

Block (1986) also uses think-aloud procedure to identify the strategies of L2 readers. She categorizes reading strategies into two classes; general strategies and local strategies. She designates two groups of readers one of which is 'integrators' who are characterized by integration of information, being aware of text structure, dealing with the message of the text, and monitoring their comprehension. The other group 'non-integrators', unlike the former group, are not good at integrating information, cannot understand the text structure, and rely much on personal experiences. The latter group reveals less development in their reading skills and less success than the former group.

Padron and Waxman (1988) explore the relationship between students' use of cognitive reading strategies and their performance of reading comprehension with a sample of 82 Hispanic English as a Second Language (ESL) third, fourth, and fifth graders. The results of the study suggest that students' perceptions of cognitive strategies predict their reading comprehension. Anderson (1991) investigates 28 Spanish adult ESL students' individual differences in reading strategy use through think-aloud protocol procedure. The findings of the study demonstrate that high scorers and low scorers of the reading measures seem to use the same strategies while performing the reading activity and taking reading tests. He concludes that "strategic reading is not only a matter

of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them strategically” (pp. 468-9).Tercanlioglu (2004) explores 11 non-native and 6 native English speaking British postgraduate students’ reading strategy use in L1 and ESL contexts. The results of the study revealed that both ESL and L1 groups showed a clear preference for cognitive strategies. Moreover, native speakers of English reported higher and more frequent use of cognitive and meta cognitive strategies. Another finding of the study is that ESL students are more in need of support strategies which are support mechanisms intended to help reader in the comprehension of the text at hand. He (2000; 2001) explore the effects of cultural schemata and goal orientations of 38 EFL Taiwanese college adult students on reading comprehension and strategy use. He employs think-aloud and stimulated recall procedures to explicate their strategy use. The findings of these experimental studies show that the cultural schemata and goal orientations have impact upon the frequencies of students’ using strategies of processing intra-sentential comprehension, processing inter paragraph comprehension, activating background knowledge, and accepting ambiguities. The combined mastery- and performance group’s achievement is better on culturally familiar and culturally unfamiliar essays in comparison to mastery goal oriented group.

In a recent experimental study, He (2008) investigates the effects of achievement goals on 57 EFL college students’ reading strategy use and reading comprehension from the perspective of multiple goals in Taiwan. He uses think-aloud and stimulated recall procedures to have the participants verbalize their strategy use while making sense of an English expository text. The findings of the study show that strong mastery and strong performance goal oriented students used intra-sentential, inter paragraph, intra-paragraph and monitoring/evaluating strategies more frequently at a significant level. On the contrary, students with strong mastery but weak performance goal orientations employ these strategies more often than the students who are oriented with weak mastery but strong performance goals. He concludes that ‘strong mastery and strong performance’ goal orientation is a significant positive predictor of degrees of reading comprehension and frequency of strategy use (p. 238).

Classifications of Reading Strategies

Different classifications of learning strategies were found in the previous studies. Rubin (1981) identifies six general strategies that might contribute directly to language learning. They were clarification, guessing, deductive reasoning, practice, memorization, and monitoring. O'Malley and Chamot (1990) adopted the three-category learning strategies: cognitive, meta-cognitive, and social/affective strategies. There are subcategories under each main category. Another taxonomy of learning strategies that is very popular and has been used in many studies is Oxford's (1990) language learning strategy classification. She divided learning strategies into six categories: memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. Grabe (1991) proposed six general reading skills and knowledge areas as follows: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content or word background knowledge, synthesis and evaluation skills or strategies, and meta-cognitive knowledge and skills monitoring. Shih (1991) and Baker-Gonzalez & Blau (1995) suggested three stages of reading strategy use: before reading, while reading, and after reading.

2.6. Reading Models

It is completely individual experience which takes place in different way such as; reading newspapers, magazines, written texts, levels on medicine, and other materials. The ability to read is such an neutral part of human beings that they seldom try to define reading. There are many views of reading and depending on once situation the approach adopting in developing reading skills depends on specific view from which one is looking at it. These views are often grouped under three different reading models; bottom up, the top down, and interactive models.

2.6.1. The Bottom up Model:

In this model reading is viewed as the process of interpreting meaning (Richard and Rodgers, 2001). It is connived as the process of recognizing the printed letters, words, meaning and build up meaning from smallest textual unites at the bottom to large unites at the top.

2.6.2. Top down Model:

In this model reading was seen as the process in which reading move from the top, the higher level of mental stages down to the text itself. This approach emphasizes the reconstruction of meaning rather than decoding of forms, interaction between reader and the text rather than graphic forms of the printed pages in this reading process the reader proves his activity role by bringing to the interaction his or her available knowledge of and expectation about how language works, motivations, interest and attitudes towards the content of the text. Reading means reading and understanding (Anderson, 1999).

2.6.3. Interactive Model:

Due to limitation of above models new and more insight full reading process the interactive model has been proposed. In this instructive approach Grabe (1991) said that reading comprehension is a combination of different process that are thought to be responsible for providing information that is shared with other process is combined to determine the most appropriate interpretation of the selected reading. To some up the popularity of interaction models show that interactive model can maximize the strength and minimize the weakness of both bottom up and top down models.

2.7. Previous Studies

A number of studies have focused on measuring reading strategy use among FL and L2 students .Some of them have found a significant effect of strategy use on reading performance in various groups. Sheorey and Mokhtari (2001) investigated the reported use of EFL reading strategies among 150 native-speaker and 152 ESL college students in reading academic materials. They found that both groups of students displayed a high level of awareness of almost all the reading strategies included in the survey. Their study also showed that it was the high EFL reading ability students in both groups that reported a higher-level use of cognitive and meta-cognitive reading strategies than the low-reading ability students.

Other studies did not find a significant relationship between strategy use and reading performance. Fitrisia, Tan, and Yusuf (2015) examined the FL reading performance of secondary school students in Indonesia in terms of their awareness of reading strategies. Their results indicated a weak positive relationship between strategy use and scores in reading comprehension. No significant difference was observed in strategy use between good and poor

readers either. NordidGuo and Roehrig (2011) find a significant relationship between strategy use and FL reading comprehension among their participants, concluding that this was due to the low FL/L2 proficiencies of the sample.

Some research investigated reading strategy use during the reading process and found that there were different strategies used by successful and less successful readers in the different phases of reading. Sariçoban (2002) observed upper intermediate EFL students and did not discover a significant difference in strategy use in the pre-reading phase in the two groups. However, in the while-reading phase, the most preferable strategies employed by successful readers were analyzing arguments and focusing on descriptions and certain kinds of verbs, as these strategies aid most in understanding the message of the text. Less successful readers also focused on some kinds of verbs, mostly on those that convey mental processes and actions. After reading, the two groups differed in their use of two kinds of strategies: evaluating and commenting. Efficient readers often evaluated and attempted to comment on the encoded message of the writer to expand their understanding of the text. There has been a huge body of research on language learning strategies since the 1980's. This great amount of research has aimed to investigate the strategies that learners of a second language carry out when learning or using a language (Macaro, 2006). In terms of strategy use in reading, it has been suggested that learners employ different strategies to enable them to acquire, store, and retrieve the information (Rigney, 1978). Therefore, the use of these reading strategies are considered to be the indicators of how readers perceive a task, how they make sense of what they read, and what they do when they are unable to comprehend. In other words, as Singhal (2001) points out, such strategies are the techniques used by the learner to enhance reading comprehension and overcome comprehension errors, which has been confirmed by many different studies. Akkakoson and Setobol (2009) explored the influences of meta-cognitive strategies instruction on Thai students' English reading comprehension. The findings yielded that the high and moderate reading proficiency participants employed more meta-cognitive strategies when reading texts than before. The mean scores of the post-test obtained by the participants of the high, moderate and low reading proficiency groups were statistically higher than those of the pre-test at the significance level of .05. Additionally, Barnett (1988) investigated the impacts of meta-cognitive awareness and strategy use on reading comprehension. The participants consisted of 278 university students taking a French course. The results showed that there was a linear relationship between perceived strategy use and

reading comprehension. The learners who used better strategies in reading displayed a better performance than the others who did not carry out those effective strategies. Meta-cognitive awareness was also observed to be correlated with reading ability. Students using effective reading strategies were seen to perform better on the reading comprehension tests in comparison with the readers who did not. That is to say, the relationships among perceived strategy use, actual strategy use and reading comprehension were positive.

2.8. Reading Approach:

Reading is an interactive process combining top-down and bottom-up processing (Barnett, 1989); as a result, it is very important for the students to use appropriate reading approaches. In other words, reading comprehension requires the integration and application of multiple approaches or skills. Those approaches involve memory, cognitive, metacognitive, compensation, metacognitive, affective, social, test-taking approach (Zhang, 1993; Oxford, 1990; Caverly, 1997). According to Chamot and Kupper (1989), cognitive strategies are approaches "in which learners work with and manipulate the task material themselves, moving towards task completion". Weinstein (2004) defined the cognitive strategy as „a learner-centered approach that takes into consideration the environment or situational context in which learners learn, the learner's knowledge base, intrinsic motivation, in addition to improving the learners' ability to process information via cognitive and metacognitive approaches. Examples of cognitive approaches include the skills of predicting based on prior knowledge, analyzing text notes by writing down the main idea or specific points, translating, inferencing, and transferring (Chamot, 1989; Oxford 1990). These strategies are identified as important cognitive approaches related to academic performance in the classroom because they can be applied to simple memory tasks (example., recall of information, words, or lists) or to more complex tasks that require comprehension of the information (example., understanding a piece of text) (Pintrich, 1999). 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, understanding, etc (Pintrich, 1999). The other type of metacognitive approach 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 approaches can enhance second/foreign language reading by correcting their studying behavior and repairing deficits, in their understanding of the reading text (Carrell, 1989).

CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter presents the researcher design, approaches of data collection, research setting, and participants of the study, sampling techniques, data gathering instruments, validity and reliability of instruments, the procedures of data collection, data analysis and pilot study.

3.2. Research Design

A descriptive correlation design was used in this study. More importantly, the reading strategies students use was pinpointed. Then, the correlation between EFL students' reading strategies use and their reading comprehension was determined.

3.3. Research Approach

The researcher was used a mixed method approach (Quan – Qua l) to collect data. To ensure this, a questionnaire, classroom observation and interview were used in this study. A mixed-method approach (explanatory sequential Qua n-Qual) was used in this study because it was the collection of quantitative and qualitative data that neutralizes the weaknesses of each form of data. In most cases, there were two main reasons for applying this approach in this study. First, a mixed-method approach was used in this study because it was difficult to address all research questions using only one method. A quantitative method approach was used to numerically measure EFL students 'reading strategy use and reading comprehension abilities. It was also used to analyze the relationship between reading strategies use and reading comprehension abilities. Second, this approach was used to triangulate the quantitative data and the qualitative data obtained through the interview. Triangulation is used to coordinate information obtained on the same issue. Quantitative data

(questionnaire and reading comprehension test) was used to make out students reading strategies use and to determine their reading comprehension abilities. It used to describe the relationship between the independent variable and a dependent variable. On the other hand, qualitative data (students' interviews) was used to substantiate the information obtained through quantitative data. It was also obtained additional data to validate the quantitative data. Therefore, this study used a mixed approach, as the collection of quantitative and qualitative data that neutralizes the weaknesses of each form of data collection.

3.4. Research Setting

Silti is found in Siltie zone. 15 kilo meters from Worabe and 154 kilometers from Addis Ababa .In this woreda, there are six secondary schools. They are: Elose, Gunsiltie, Asano, Ashute ,kuno ,and Awaye . Among them, Elose Secondary School was selected as the object of this study. Elose Secondary School was 18 kilometers from SiltiWereda.

3.5. Participants of the Study

The population of this study was grade 9th students of Elose secondary school in SiltiZone.The total number of students was two-hundred thirty-five (235)in number.

Of these, 130 were women and the remaining 105 were men. Researcher selected 21 students from a total number of 235 students. Among them, 12 are female and 9 are male.

3.6. Sampling Technique

The sampling techniques were used in this study to specify the school and the participants.

More importantly, Elose secondary school was selected from the public Secondary schools that were found in Worabe town using purposive sampling techniques to designate the study area and obtain accessible information. This may be also because the school was proximity to the researcher's dwell and it was also the working area of the researcher. Compared to others, the school has the resources

available, including teachers. They are expected to develop a better understanding of learning strategies, approaches, methodologies, and other aspects of reading skills.

The researcher was purposely select 8 students from the entire sample for interviews .Due to various reasons, it was difficult to interview all students, and so 8 students were selected for interview. This sampling method was used in this study for some fundamental reasons. First, conducting detailed face-to-face interviews with many students were impractical due to the participants' interests, finances, time and energy. Second, it helped the researcher to obtain in-depth information and communicate well with the interviewees.

3.7. Instruments of Data Collection

3.7.1. Questionnaire

Questionnaire was the most widely used in this study to gather relevant information. The main objective of this study was to identify the reading strategies EFL students use to develop their reading comprehension skills. To ensure this, the researcher was used standardized questionnaire to identify the writing strategies they use.

The questionnaires were adapted from Oxford (1990) thinking they are good enough to get students' self-reported data for the study. In adapting the questionnaire, the researcher made a little modification at the level of phrases, clauses and structure of the sentences to make the language easy and understandable to the level of secondary school students' standard.

The questionnaire was contain 41 closed-ended items which consisted of six categories highlighted by Oxford (1990). These include meta-cognitive (items 1-10), Cognitive (items 11-19), Memory (items 20-25), social (items 26-28), Compensation (items 29-36) and Affective (items 37-41). In this part, all students was express the degree of their use of reading strategies. The questionnaire items score on a 5-point Likert scale was range from 1 to 5 based on the frequency of strategy use (1= 'never/almost never true of me', 2= 'generally not true of me', 3= 'somewhat true of me', 4= 'generally true of me' and 5= 'always or almost always true of me'). The average score of the speaking strategy was explained based on the adjusted reporting scale.

3.7.2. Reading Comprehension test

The second data collection instrument was reading comprehension test. The purpose of the reading test intends to answer the second research question which aims at determining the relationship that exists between EFL students' reading strategy use and their reading comprehension abilities. The reading comprehension test was designed to check learners' reading comprehension ability. It consisted of 5 paragraphs. The participants answered 16 questions based on the passages.

The researcher made all participants take reading comprehension test purposefully so as to check the effectiveness of the overall and individual reading strategy use on students' reading comprehension abilities. The reading comprehension test was rated by two raters (one experienced volunteer teacher and the researcher himself using analytical scoring guides. This rubric tool contains a set of well-established guidelines which help the researcher get approximately an exact level of students' reading comprehension abilities. The best performance will be assigned to the highest performance level and the poorest was assigned as the lowest performance level on the scale during the rating process.

The scoring rubric provides descriptive criteria for the different levels of performance on the scale. These descriptors afford raters a suitable judgment that allow them keep their rating reliable. The modified analytical rubric version was contain5 domains like the original one. The researcher was made modification on the weighting scheme only so as to give equal-weight scheme since the main aim of this study was to determine the overall writing performance of students' rather than looking at their comprehension of the specific element in reading.

Two raters were markthe students reading comprehension test. The teachers (rater 2) were selected using purposive sampling technique since the researcher thinks rating students' reading comprehension test requires teachers' interest and experience. The rater got 30 minutes of orientation and discussion time with the researcher to score students reading comprehension test based on analytical scoring guides.

3.7.3. Interview

A semi-structured interview was used for students to get qualitative data on their use of reading strategies in EFL writing classes. It was used in order to supplement the data obtained through the self-report questionnaire and reading comprehension test. The researcher was used it to obtain data from learners implicitly on the type of reading strategies they most frequently use in facilitating their reading abilities. It was also give the researcher an opportunity to ask other related questions that helped to obtain additional information. Furthermore, it lets the interviewees to explain the specific issues that rose in an exploratory manner. In addition to this, it was also be administered as a follow up (for triangulation) to the students' questionnaire. The interview questions were developed from the inventory questionnaire's result by the researcher. The interview consists of eight questions which were used to elicit deep information on personal matters based on the topic areas to be covered in this study. The number was limited to eight so as to make it manageable and the researcher would try to assess the issues to be touched on in the study. The interview was conducted one-to-one verbally to maximize the quality of data.

Therefore, the researcher was selected a total of 8volunteer students for the interview to get depth information. The interview was taken 10-12 minutes to be lasted for each interviewee. During the interview, interviewees were given the chance to speakin English based on the questionhe/she inquired. Then, all interviewees soundrecordedbyusing smart hand-phone recorder and some additional notes were taken by the researcher during the interview. Finally, the data was transcribed verbally and analyzed qualitatively.

3.7.4. Classroom Observations

Classroom observation was also used to collect data about students' reading strategies use and their reading abilities because the researcher is to see what is going on in class. This was helped the researcher to collect data about students' strategies of using learning reading strategies to develop their comprehension. The main purpose was to ascertain whether or not teachers used reading comprehension strategies in EFL classrooms while the actual lesson was going on. Classroom observation was held while teaching reading sections (lessons) in EFL class at grade nine by using checklist for three consecutive weeks.

3.8. Instruments of Validity and Reliability

The validity and reliability of data collection tools was checked before administering the data collection. First, the tools' face and content validities checked by the researcher's advisers. Then, the tools were validated by two English teachers Elose secondary school that have rich experience. Finally, based on their comments, unclear questions was avoided or added.

To ensure the reliability of tools, a pilot study was conducted on grade 9th students. More specifically, to check the reliability of the classroom observation, the researcher prepared a check list guideline. Based on the guideline checklist, the researcher by asking permission the teachers was recorded using smart phone.

To ensure the reliability of the questionnaire, the reading comprehension test, inter-rater reliability, was used by two raters. To avoid bias, the learners' reading comprehension test was rated by two raters (one experienced teacher support the researcher). Finally, to maintain the trustworthiness of the interview data, the researcher conduct face-to-face communication with the interviewees.

3.9. Procedures of Data Collection

First, a pilot study was conducted to test the reliability of the instruments. The researcher briefs to the teachers the purpose of the study; he arranged a data collection schedule with the help of teachers: questionnaire, reading comprehension test and interview. After all arrangements was made, the researcher inform the respondents about the objective of the study before the main administration of the questionnaire. The necessary instructions were given to the respondents by reading the script; in addition, general instructions in Amharic were provided for students. This process took 15-20 minutes in each university. The researcher asked the students to complete a questionnaire. What was more, the participants was told to ask questions for any clarification on anything that may not be clear for them to fill in. Then, the questionnaire paper was distributed to them to fill in though most of the respondents have difficulty in understanding the questionnaire's items. It took an average of 30-40 minutes to complete it anonymously and confidentially. As soon as the questionnaire was completed, the researcher selected a rater (experienced and volunteer English language teacher) who can helped him to assess students' reading comprehension test. Then, the students received short-term training (awareness creation) on the purpose and function of the test. After the reading comprehension test was completed, 8 students was selected for an interview. Then, the interview data was used to corroborate the data obtained through the questionnaire and the IELTS reading comprehension test. To ensure

anonymity and confidentiality, the researcher coded the interviewees as in turn. To retain the interview data, the researcher record the interview using a Smartphone and transcribe it verbatim.

3.10. Data Analysis

Qualitative data analysis obtained from interview and questionnaire and it was interpreted on words based on empirical data. Quantitative data was analysis using percentage. The questionnaire, interview and observations were analyzed using percentage.

3.10.1. Quantitative Data Analysis

Statistical Package for the Social Sciences (SPSS) version 23.0 was used to analyse quantitative data. Related to this, the data obtained through the questionnaire was computed as follows.

To address the first research question, descriptive statistics such as mean and standard deviation were used. More importantly, the mean score was calculated to identify the most frequently used reading strategies by secondary school students. The frequency with which students use reading strategies were determined according to the recommended benchmarks: 1.0-2.4 represents a low level; 2.5-3.4 represents an intermediate level, and 3.5-5 represents a high level of strategy use (Oxford, 1990). The Likert scale was transformed into continuous data. Then, the mean value was used to identify the reading strategies used by students. In addition, Pearson momentum correlation (r) was used to determine the relationship between students' reading strategies use and their reading comprehension abilities.

3.10.2 Qualitative Data Analysis

The qualitative data collected through interviews. The data collected through the interviews was analysed according to the following procedure. The audio-recorded interview was transcribed word for word and written in conversation form to identify the interviewee's response. The transcripts of students' interviews was coded and classified 8 interview records. Finally, the responses was analysed qualitatively.

3.11 Ethical Considerations

The researcher has a moral and professional obligation to met ethical consideration while collecting data for this study. Therefore, a consent letter was very important to obtain permission

from the head of the Department of English Language and Literature at Wolkite University. The researcher was submit an official letter to the director of **Elos secondary** school. Then, the researcher introduced the objectives of data collection and identify whether the respondents are willing to take part in the study or not. For the confidentiality of the information, the respondents' names and addresses will be protected from any kind of identification while collecting data.

CHAPTER FOUR: FINDINGS AND DISCUSSION

This chapter presents the findings through a description of the data. More importantly, this chapter presents data obtained through questionnaires, reading comprehension test and interviews. It also explains the results of the data obtained through these three tools

4.2. Results of Students' Questionnaire

LLSs are divided into two types according to their functions, namely: indirect LLS (i.e., meta-cognitive, affective and social strategies, and direct LLS (i.e., cognitive, memory, and compensation strategies (Oxford, 1990). Oxford underlined that the frequency of students' learning strategies is identified mainly through the mean (M) values: mean scores ranging from 3.5 to 5.0 indicate a higher strategy user who usually or almost always uses strategies. A mean score between 2.5 and 3.4 indicates moderate strategy users who sometimes use strategies, and a mean score between 1.0 and 2.4 indicates low strategy users who usually do not use strategies (Oxford, 1990). Since reading strategies are a subset of LLSs, the following data were analysed by considering the mean (M) scores of students reading comprehension strategies used. The students' responses to the questionnaire were categorized based on the above criteria.

Students' response to the first research question: What are the reading strategies used by EFL students most frequently?

Table 1: Descriptive statistics for the frequency use of reading strategies

Strategies	Mean (M)	SD	Level of strategy use	Frequency of use	Rank
Compensation	2.76	0.833	Medium	Sometimes used	1 st
Cognitive	2.68	0.808	Medium	Sometimes used	2 nd
Metacognitive	2.43	0.865	Low	Not usually used	3 rd
Affective	2.34	0.589	Low	Not usually used	4 th
Memory	2.25	0.528	Low	Not usually used	5 th
Social	2.19	.521	Low	Not usually used	6 th
Grand total	2.44	0.691	Low	Not usually used	

Table 1 shows the mean scores of students' reading strategies use that ranged from high 2.76 to low 2.19. Descriptive statistics (M=2.44) using the total score of the reading strategy showed that the respondents were low reading strategy users. Respondents' indicated that they used meta-cognitive (M=2.43), affective (M=2.34), memory (M=2.25), and social (M=2.19) reading strategies were employed less frequently at low level. These results showed that compensation (M=2.76) and cognitive (M=2.68) reading strategies were the most frequently used by students at a moderate level.

Reading Comprehension

Students' response to the second research question: What kind of a relationship is there between students' reading strategies use and reading comprehension abilities?

Analysis of Reading Comprehension Test

The results of the reading comprehension test were computed in the form of percentages and their corresponding grades. The following key was used for the interpretation of the students' reading comprehension test.

Table 2: Ranges of reading comprehension test results

No.	Range of scores	Grade	Status
1	> 90	A+	Exceptional
2	80-89	A	Excellent
3	70-79	B+	Very good
4	60-69	B	Good
5	50-59	C	Fair
6	40-49	D	Satisfactory
7	<40	F	Poor

The students' reading comprehension test results were analyzed based on the above Table (see Table).

Table 3: Students' reading comprehension test results

No.	Range of scores	Grade	Frequency	Percentage (%)
1	> 90	A+	-	-
2	80-89	A	-	-
3	70-79	B+	1	6
4	60-69	B	2	11
5	50-59	C	5	28
6	40-49	D	6	33
7	<40	F	4	22

Table 3 showed that 6% of students passed the reading comprehension test with a B+ grade (very good), 11% received a B grade (good), and 28% received a C grade (fair). However, 33% of participants received a grade of D (satisfactory). Additionally, 22% of participants scored an F

grade (below 40). The results showed that the most of the students' reading comprehension test results were very low.

The percentage of students' achieved grades in the said test can be depicted in the form of a pie chart given below (see Chart 1).

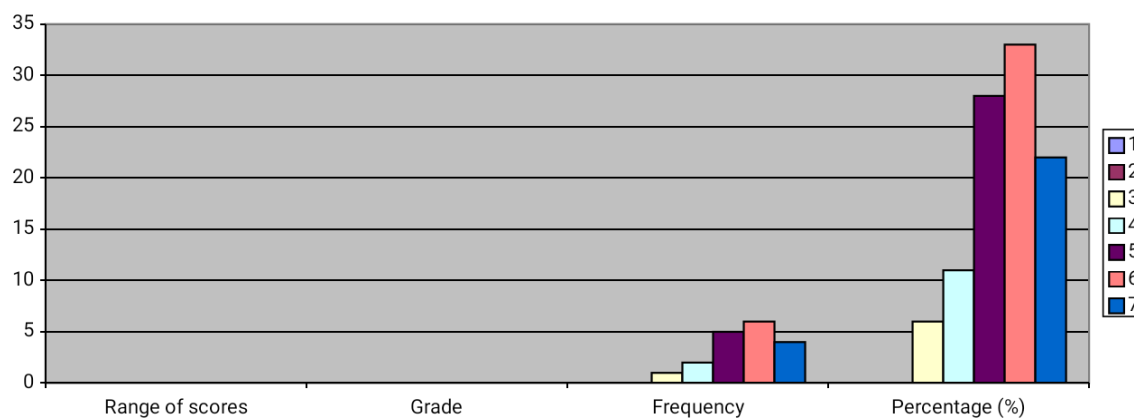


Chart 1: Students' reading comprehension test results

It is apparent from the above data that the learners' showed a very low level of proficiency in text reading comprehension.

Table 4: The relationship between writing strategies and writing performance

		Reading strategies	Comprehension abilities
Reading strategies	Pearson Correlation	1	.383**
	Sig. (2-tailed)		.000
	N	18	18
Reading comprehension abilities	Pearson Correlation	.583**	1
	Sig. (2-tailed)	.003	8
	N	18	1

**. Correlation is significant at the 0.01 level.

Table 4 showed that there was a positive relationship between students' use of reading strategies and their reading comprehension abilities ($r=0.583$, $p=.003$, $p>0.05$). This means that students' reading strategies had a significant effect on their reading comprehension performance. That is, as the learners' reading strategy use increases, their reading comprehension increases in a very low level as their relationship was found to be weaker.

4.3. Discussion on the results of the days of observation

As far as the continuous observations are concerned, it seems that the teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves and comprehend the message. They were rather taught grammar. However, the current English syllabus for grade nine states that “students read the passage independently and then pairs.” (English syllabus guide for grade nine. Federal Democratic Republic of Ethiopia: MoE). It also explains the application of group work and pair work which have never been carried out during the observations. Similarly, the contemporary techniques and procedures of practicing reading i.e. pre reading, while reading and post reading procedure were not employed. The methods of acquiring reading skills such as interpreting, skimming, paraphrasing and the like have not been made use of based on the level of the students. Even though reading text has

its own importance, it's activity in the real situation. Students were not trained for this very nature of reading as it was observed. On this point scholars have said a lot. As Adebisi cited by Ebabu (2013) explained a student is not reading if he/ she merely says the words without understanding their meaning. Thus, all reading sessions should not be dominated by reading comprehension practices. As Nuttal quoted by Abinet (2011) stated in everyday life, it is not normal to reading exercises. In elaborating this idea, the writer says most readings such as reading books, letters, advertisements and the likes are done. Therefore, I think students should practice real life reading i.e. reading as well. As it has been confirmed by the findings with other instruments that will be discussed later on, the teachers understanding of teaching reading and how students gain the reading skill is minimal. They feel that students reading ability is improved when they are reading with comprehension. The advantage of reading is when it is done purposefully in such away as creating relationship between comprehension and its written system (Adebisi as quoted by Ebabu (2013)). Having stated the usual attempt of teachers in teaching reading, Adebisias quoted by Ebabu (2013) explains the draw backs of reading follows:

- In reading students are more concerned in merely reading than understanding. Reading. Our aim is to help students read faster and understand. The teacher does not know whether students have understood or not. Most students in the class are passive while the teacher or one of the other student read and comprehend. To this end, it seems that teachers are not following the actual reading method according to the observations made in the three days. Similarly the importance of pre reading seems to have been neglected according to what has been observed. However, pre reading is a very useful technique in teaching reading. The main purpose of pre reading is to create a positive attitude in the minds of students so that they will be initiated to read the text. It is also to activate their prior knowledge so as to gain new information. Most of the teachers observed however, were unable to understand this fact and not used pre reading activities. While reading activities were also dominated by simply reading that is not advisable if it isn't followed by practice of reading comprehension exercises.

4.4. Discussion on the results of Students' Interview

Most of interviewees express positive approach towards learning reading skills.

Here are some points of responses given by some of interviewees while they are asked whether or not used reading skills :medium using reading, Yes, I do it. Yes, I used reading but I am poor at reading. For me, I used reading but most students didn't think so. They however, expressed that they are very poor in EFL reading comprehensions and therefore, prefer using grammar because reading was not properly taught at all, their abilities in reading is low, and thus, they tend to shift to grammar. In addition to this, most of interviews confirmed that students didn't use reading comprehension exercises since it takes time to understand or comprehend text.

To sum up, it appears evident these students have negative approaches towards their reading abilities. One could assume that if they were taught and if things were favorable, the students might develop as positive approach. Generally, one could say that students are very much used to learning grammar rather than reading because of reading texts took much time and difficult to comprehend compared to grammar. So students tend to grammar.

Discussion

This study aimed to identify the most frequently used reading strategies among secondary school students. The results showed that compensation ($M=2.76$) and cognitive ($M=2.68$) reading strategies were the most frequently used by students. The interview results also ensured that students used the two strategies to solve their reading difficulties. This result is consistent with the previous studies. For example, Gulzar and Qadir (2010) found that EFL learners' reading strategies include summarizing text, reading information, answering comprehension questions, and reading aloud. Banditvilai (2020) noted that most students perform tasks such as fill-in-the-blanks, underlining, column matching, translating text, summarizing, and finding the meaning of new vocabulary words. Hence, their reading was not rich enough to help them to accumulate a good stock of vocabulary, and to use the strategies that could help them in practicing texts, predicting the content of the text and paraphrasing and skimming strategies to become independent readers. This is because their teachers do not teach with strategies and they rely on and seek help from their teachers to translate articles and correct the pronunciation and meaning of new words and vocabulary. These findings lend support to the findings of (Qanwal&Karim, 2014), who found that students are not taught the required reading strategies to become independent learners, the teaching reading strategies adopted by teachers were not in line with

needs and interests of the students. Khan (2007) also reported somewhat similar results that the tasks given to students were not creative and did not develop students' rational skills. The findings also confirmed the findings of Shahzada (2012) that although English students used different reading strategies, their overall performance in reading skills was not up to standard. The results of this study also showed that there is a significant positive relationship between the reading strategies used by students and their reading comprehension ($r=0.583$, $p=.003$, $p>0.05$). The findings of this study are consistent with those of Khezrlou (2012) who reported a significant association between reading strategies and reading comprehension. Some studies ensured that reading strategy is a pledge for students' reading comprehension (Karami&Hashemian, 2012; Zare, 2012; Zare& Othman, 2013). The studies identified the effect of learners' meta-cognitive learning strategy knowledge on their reading comprehension at three different stages of reading (Pre - reading, while- reading and post-reading) found a significant relationship between reading comprehension and use of meta-cognitive strategy by young group of respondents. Tavakoli (2014) confirmed a strong positive correlation between meta-cognitive awareness of reading strategies and reading comprehension performance among English language learners. Even so, Molla (2015) reported that there were no a significant relationship between students' reading strategies and their reading comprehension.

CHAPTERFIVE:

CONCLUSIONIMPLICATIONANDRECOMENDATIONS

5.1. Conclusion

Based on the research results and the above summary, the following conclusions are drawn.

The study revealed that compensation ($M=2.76$) and cognitive ($M=2.68$) reading strategies were the most frequently used strategies by students to develop reading comprehension skills. However, the findings indicated that students used low-level reading strategies to solve their reading problems. They had difficulties in understanding longer texts, paraphrasing and skimming to extract the main points of the text, assigning appropriate titles to reading passages/texts, and expressing and explaining them in English. They were also less aware of using reading strategies to develop reading comprehension skills. In other words, the process and communication methods used to teach reading skills were not used in reading classes.

The results of this study show that there was a significant positive correlation between students' use of reading strategies and their reading comprehension ability ($r=0.583$, $p=.003$, $p>0.05$). This infers reading strategy is a pledge for students' reading comprehension skills.

5.2. Pedagogical Implications

The results of this study have implications for English teachers, curriculum developers and designers that use of strategies by students has positive and significant relationship with students' reading comprehension. This makes it necessary for teachers to focus on teaching reading strategies and motivating learners to use strategies to develop their reading comprehension skills. Correspondingly, curriculum developers and designers should incorporate content and learning experiences in the curriculum that could oblige and encourage teachers and curriculum designers to ensure thoroughgoing use of reading strategies for improving students' performance.

5.3. Recommendations

Based on the research finding of this study the following recommendations were made.

EFL teachers should give due attention on the teaching strategies of reading. They should encourage and train their students to develop their awareness of using effective reading strategies. They should also have a thorough understanding of all possible types of reading strategies and how, when, where, and why they are used.

The reading lesson should also be taught properly from the lower grade. Therefore, students should develop culture of reading. Students should be taught reading and comprehend meaning and message of the text and teachers have to take care of this fact while teaching reading

The current study was only conducted at Elose secondary school, and only included ninth grade students. This study needs to be extended in terms of large-scale studies, using large samples in different contexts, to obtain more detailed information across all regions to understand the generalize ability of the findings.

Last but not least, this study suggests for future researchers to conduct studies related to investigating secondary school students' reading strategy use in learning other language skills (i.e., writing and listening) and language proficiency.

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Appendix A

Wolkite University

College Of Social Science and Humanities

Department Of English Language and Literature

Dear students,

Firstly, I would like

to thank you for spending your precious time to fill this questionnaire. The purpose of this questionnaire is to collect information for MA on **An Investigating EFL Students' Reading Strategies use and their Reading Comprehension Abilities: Grade nine students at Elos secondary school in focus**. This questionnaire is used to collect adequate information about the writing strategies you use to improve your writing performance. Your response to the questions would help me to identify the problems and to suggest the possible solutions. Therefore, you are kindly requested to be honest to give genuine responses to all items in the questionnaire.

Thank you in advance!

Part I : General information

1. Name of the school -----

2. Sex: Female ☐ Male ☐

3. Grade level: 9th ☐ 10th ☐ 11th ☐ 12th ☐

Part II: Rating items

Direction: Read the following items carefully and then put a tick (✓) against your choice.

(Use: Never or almost never true of me=1, Generally not true of me=2, Somewhat true of me=3, Generally true of me=4, and Always or almost always true of me=5) of each statement describing the extent to which you agree or disagree with.

No	Items	1	2	3	4	5
I.	<i>Meta cognitive strategies</i>					
1.	I try to find as many ways as I can to use my English.					
2.	I notice my English mistakes and use that information to help me do better.					
3.	I try to find out how to be a better learner of English.					
4.	I plan my schedule so I have enough time to study English.					
5.	I look to opportunities to read as much as possible in English.					
6.	I frequently check if I understand the contents					
7.	When I become confused about something I'm reading ,I go back and try to figure it out					
8.	When the reading passage is difficult, I never give up.					
9.	I look for opportunities to read as much as possible in order to improve my reading ability in English					
10.	I ask questions in order to improve my reading ability in English.					
II.	<i>Cognitive strategies</i>					
11.	I make summaries of information that I hear or read in English.					

12.	I look for words in my own language that are similar to new words in English.					
13.	I first skim an English passage (read over the passage quickly) then go back and read carefully					
14.	I write notes, messages, letters, or reports in English.					
15	I read for pleasure in English.					
16	I remind myself by underlining the words or phrases I don't understand.					
17	I say or write new English words several times.					
18	I find the meaning of an English word by dividing into parts that I understand it.					
19	I propose some questions according to my thought.					
III.	Memory strategies					
20	I use new English words in a sentence so I can remember them.					
21	I think of relationships between when I already know and new things I learn in English.					
22.	I remember anew English word by making a mental picture of a situation in which the word might be used					
23	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
24	I review English lessons often					
25	I physically act out new English words.					

IV	<i>Social strategies</i>					
26	If I do not understand something in English, I ask the other person to slow down or say it again.					
27	I practice my English with other students.					
28	I ask for help from English speakers.					
V	<i>Compensation strategies</i>					
29	To understand unfamiliar English words, I make guesses.					
30	When I can't think of a word during a conversation in English, I use gestures.					
31	I make up new words if I do not know the right ones in English.					
32	I read English without looking up every new word.					
33	I try to guess what the other person will say next in English.					
34	If I can't think of an English word, I use word or phrase that means the same things.					
35	I look for context clues to help me understand the meaning of vocabulary words					
36	I try to predict what the author will say next					
VI	<i>Affective strategies</i>					
37	I try to relax whenever I feel afraid of using English.					
38	I give myself a reward or treat when I do well in English.					

39	I talk to someone else about how I feel when I am learning English.					
40	I write my own feelings in a language learning diary					
41	I notice if I am tense or nervous when I am studying English.					

42.

List any other reading strategies you use that are not specified in the above list. _____

44. Which reading strategies are the most important to develop your reading comprehension? _____

Appendix B

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Interview questions

1. What looks like your actual usage in reading?
2. Do you think you can read passage in English?
3. Which way do you prefer to comprehend passage?
4. How do you compare your reading with other students?
5. Do you try to remember new English words in passage?
6. Have you practice English with your friends?
7. Do you relax when you feel afraid using English?
8. How often do you express your feeling in English?

Appendix C

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Observation checklist.

Reading Lesson	Rating Frequency		
	Day One	Day Two	Day Three
	Yes/No	Yes/No	Yes/No
Pre-Reading phase			
Does teacher give brief introduction about reading text?			
Are reading topics familiar to the student?			
Are students allowed to work in pairs?			
Is discussion used as away of helping students to get ideas?			
Does teacher sort out difficult words from the texts and discussed with students?			
While-Reading phase			
Are students made to read the written texts?			
Are students made to read the written comprehension texts?			

Does the teacher goes around in class to assist students in their reading?			
Are the students helped to u second textual clues for difficult words?			
Are students advised to assist each other when they have question while they are reading?			
Post-Reading phase			
Are students made to answer questions orally?			
Are students made to answer questions in writing?			
Are students made in pairs to reflect on what have read?			
Does teacher give practical activities for students to demonstrate?			

Appendix D

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Department Of English Language and Literature

Reading Comprehension Exam

Dear Students!

This exam is prepared to get data on your reading comprehension abilities. The data gathered will be used for research purpose. Hence, you are kindly requested to give answers to all of the questions properly.

There is no need to write your name.

Thank you for your cooperation!

Instruction:

Are animals intelligent? If they are, which animal is the most intelligent? This is not easy questions to answer. No one is quite sure what intelligent is. We often say that intelligent means being able to solve problems. Some animals seem to do this. For example dogs and cats often find their way home from long distance. To do this they have to remember and think. But many birds find their way over long distance, too. We do not know how do they do this but we know that they don't use their intelligence young birds are able to make these journey without help as soon as they can fly. They are born with this ability. This is not intelligent. We call this instinct.

Often we cannot be sure whether an animal is acting intelligent or instinctively. When a dog hears a strong noise, it barks. This instinct, But supposing a house is on a fire and a dog barks

Outsideits master's bed room until he wakes up. Is the dog solving the problem by waking its master or is it simply barking instinctively because it is afraid? We cannot be sure.

Many animals,however,can be taught to solve problems, special when they are given rewards. Rats have been trained to know the different between a square and a rectangle. Animal in circus have been taught to do all sort of tricks to muse an audience .In all these cases we may say that an animal is using intelligence. It issaying, "If Ido this, I will get reward." Therefore, I will do it. This may be thoughts of slow kinds of intelligence.

Some animals, however, show a much higher kind of intelligence: they solve problems without any help. Chimpanzees of the ape family are much more intelligence than other animals. A chimpanzee will use a stick a stool to reach a bananaoutside its cages. A chimpanzee once did something even more intelligent. He did not have a stick. He had two short tubes. Neither of tubes was long enough to reach the banana but one was wider than the other. He put the narrow tube inside the wide tube and in this way made one to belong enough to reach the banana. In other words, he did not simply use a tool ,which itself in intelligent, but he made tool.

1. Reference Questions:

Instruction One: Choose the correct answer from the options according to the above passage.

1. This passage mainly about _____

- A. human being C. Animal intelligence
- B. Cats and dogs D. Birds

2. How many questions does the writer want to answer?

- A. Two C. Five
- B. Four D. One

3. According to the passage, intelligence often means?

- A. the ability to fly
- B. The ability to travel thousands of kilometer
- C. The ability to bark.
- D. The ability to solve problems.

4. Which one of the following is true about birds?

- A. They use their intelligence
- B. They can't find their way over long distance
- C. They can find the way over long distance
- D. They are as smart as intelligence as dogs because they use their intelligence.

5. What is the name given to the kinds of ability shown by cats and dogs when they find their way over long distance?

- A. Journey C. Instinct

B. Knowledge

D. Intelligence

6. Which of the following is true according to paragraph3?

A. The animal that use their intelligence are well known

B. We can easily tell whether animal is acting intelligently or instinctively

C. It is usually difficult to tell whether an animal is intelligently or instinctively

D. It is know that all animals use their intelligence.

7. What do Rats and Octopuses have in common?

A. They can be taught to solve problems

B. They can't be trained to solve problems

C. They belongto the same family

D. They can't act intelligently

8. Which animal was able to distinguish a square from a rectangle?

A. A rat

C.A bird

B. An octopus

D.A dog

9. What have the animals in circles been taught?

A. To receive reward

B. To press the liver

C. To make tricks

D. To distinguish as square from a rectangle

10. Which of the following animal is the most intelligent?

- A. A rat
- B. A bird
- C. An octopus
- D. A chimpanzee

11. Why did the chimpanzee one put the narrow tube inside the wider one?

- A. Because the tube is long enough to reach the banana.
- B. Because he was playing a game
- C. Because he was more intelligent than other animals
- D. Because he was learning how to make tricks

Instruction- Two:

Re-read the following passage and choose the best answer according to the passage.

12. "This" (Para. one, line 3) refers to ----

- A. Intelligence
- B. Solve problem
- C. An animal
- D. Asking question

13. "Its" (Para. two, line 3) refers to ----

- A. Do.
- B. Animal
- C. Master
- D. Bedroom

14. "He" (Para. four, line 4) refers to ----

- A. The writer
- B. Intelligence
- C. The scientist
- D. The chimpanzee

15.How many paragraphs have this passage?

A.3

C.4

B.2

D.5

16."Intelligence"according to passage is----

A. Beautifulness

C. Solve problem

B. Being weakness

D. Recreation

Appendix E

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Students interview transcript

Interviewer: Welcome to this interview, I have some questions to ask you related with reading skills?

1. What is your actual usage of reading?

Interviewee: Thank you, its medium using English.

Interviewer: 2.Do you think you can read passage in English?

Interviewee: yes, I do it but not always.

Interviewer: why not always read passage in English?

Interviewee: Because I'm poor in English.

Interviewer: 3.which way do you prefer to comprehend passage?

Interviewee: I think I prefer guess the meaning of text.

Interviewer: 4. how do you compare your reading skill with others?

Interviewee:I don't compare because most of the time we don't use reading texts in EFL class , so I try to read by myself.

Interviewer: Do you know the reason why EFL teachers don't use comprehension reading texts?

Interviewee:It maytakes much time.

Interviewer: 5. Do you try to remember new words in passage?

Interviewee: yes, sometimes I do.

Interviewer: 6. Have you practice English with friends?

Interviewee: No,I haven't.

Interviewer: 7.Do you relax when you feel afraid of using English?

Interviewee: Yes, I do.

Interviewer: 8. how often do you express your feelings in English?

Interviewee: some times.

Student: 2. Interviewer: Thank you for coming to this session. I want you to answer some questions related to reading skills?

What looks like your actual usages of reading?

Interviewee: It is low.

Interviewer : 2. Do you think you can read passage in English?

Interviewee: yes, I read. However, I don't comprehend messages of the text.

Interviewer: why don't you comprehend?

Interviewee: since we don't practice comprehension passages in EFL class.

Interviewer:3. Which way do you prefer to comprehend passage?

Interviewee: I prefer using prediction to comprehend the meaning in passage.

Interviewer:4. How do you compare your reading with other students?

Interviewee: I don't compare myself with others.

Interviewer: why don't compare you with others since I we didn't use reading comprehension texts.

Interviewer: 5. Do you try to remember new words in passage?

Interviewee: I don't think so but sometimes I try to.

Interviewer: 6: Have you practice English with friends?

Interviewee: No, I haven't because we didn't do comprehension exercise in group.

Interviewer: 7. Do relax when you feel afraid of using English?

Interviewee: Yes, I do sometimes.

Interviewer: 8. How often do you express your feelings in English?

Interviewee: Sometimes I express my feeling in English.

Student: 3. Interviewer: what looks like your actual usage in reading?

Interviewee: If you ask me reading skill only, I am average student.

Interviewer: Do you think your teacher works hard to improve your reading ability?

Interviewee: I do n't think so because he usually focuses on grammar rather than reading activities and home works.

Interviewer: Do you think you can read passage in English?

Interviewee: yes, I sometimes do but I am not good at reading.

Interviewer: Why not good at reading?

Interviewee: Because reading passages are difficult to comprehend.

Interviewer: Which way do you prefer to comprehend passage?

Interviewee: I prefer guessing meaning from context rather to know every word in texts.

Interviewer: How do you compare your reading with others?

Interviewee: I am somehow medium.

Interviewer: Do you try to remember new English words in passage?

Interviewee: Not that much.

Interviewer: what do you lack?

Interviewee: The main problem is my background in reading is very low.

Interviewer: Have you practice English with your friends?

Interviewee: If you ask me in reading comprehension practice, we don't practice about comprehension reading questions.

Interviewer: Do you relax when you feel afraid of using English?

Interviewee: yes, I do relax.

Interviewer: How often do you express your feelings in English?

Interviewee: In ever express my feeling in English.

Student:4. Interviewer:What looks like your actual usage in English?

Interviewee: It's not bad at all.

Interviewer: Do you think you can read passage in English?

Interviewee: I will try but I'm afraid to do that.

Interviewer: How do you compare your reading with other students?

Interviewee: I am low.

Interviewer: Do you try to remember new English words in passage?

Interviewee:yes,I do but I'm in effective.

Interviewer:Have you practice English with your friends?

Interviewee: No, I have not.

Interviewer: Do you relax when you feel afraid of using English?

Interviewee: Yes, I do because I don't practice it.

Interviewer: How often do you express your feelings in English?

Interviewee: sometimes I try to express my feelings in English.

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Interviewee: I never express my feeling in English.

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