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**SCHOOL OF GRADUATE STUDIES COLLEGE OF SOCIAL
SCIENCES AND HUMANITIES DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE**

**AN INVESTIGATION OF EFL TEACHERS THE PRACTICE OF
READING STRATEGIES IN READING LESSON IN GRADE 10
STUDENTS IN FOCUS. THE CASE OF SELECTED SECONDARY
SCHOOLS IN GURAGE ZONE CHEHA WOREDA.**

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An Investigation of EFL Teachers Practice of Reading Strategies in Reading Lesson in Grade 10 Students in Focus: The Case of Selected Secondary Schools in Gurage Zone Cheha Woreda.

A Thesis submitted to the department of foreign language and literature

A Thesis presented to partial fulfillment of the requirements for the degree of Master of Arts in teaching English as a foreign language.

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Approval sheet WOLKITE UNIVERSITY

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We hereby certify that we have read and evaluated this thesis titled “An Investigation of EFL teachers the practice of reading strategies in reading lesson in grade 10 students in focus. The case of selected Gurage Zone Cheha Woreda High schools. Prepared under guidance by Yakob Argaw W/Mariam. We recommended that the thesis shall be submitted as fulfilling the requirements for the award of MA, degree in TEFL.

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As members of the board of examiners of the Master of Art Thesis open defense examination, we have read and evaluated this Thesis prepared by Yakob Argaw W/Mariam and examined the candidate. We hereby certify that, the thesis is accepted for fulfilling the requirements for the award of the degree of master of Art (MA) in TEFL

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Final approval and acceptance of the thesis is contingent upon the submission of its final copy to the council of postgraduate program (CPGS) through the candidate’s department or school graduate committee (DGC or SGC)

DECLARATION

I, Yakob Argaw, hereby declare that this MA degree thesis report entitled “ An Investigation of EFL Teachers Practice of Reading Strategies in reading lesson in grade 10 students in

focus: The case of selected Secondary Schools in Gurage Zone” is my original work and has not been presented for a degree in any other university, and all sources of material used for this thesis work have been duly acknowledged.

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Abbreviations and acronyms

BA	Bachelor of Arts
MA	Masters of Arts
EFL	English as a Foreign Language
EGSEC	Ethiopian General Secondary Education Certificate Examination
ESL	English as Second Language
MOE	Ministry Of Education

Abstract

The objective of this study was to investigate the EFL teachers' practice of reading strategies in reading lesson in grade 10 students of four high schools in Gurage zone, SSNP now (Central Ethiopia Regional State). The researcher employed a purposive sampling technique to select the schools on the base of their accessibilities and number of EFL teachers. To attain the objective, the data were gathered using observation, questionnaire and interview. The questionnaire was administered to 32 EFL teachers who taught in the Emdibir St. Anthony, Moche and Awuyatiye high schools. The data obtained through closeended questionnaires were analyzed using percentages and mean values with the integration of observation results that was analyzed using percentages. Furthermore, the open-ended and semi-structured interview questions were analyzed qualitatively in relation to the objectives designed. The findings, therefore, indicated that grade 10 EFL teachers' of the studied schools employed two strategies: inferring and summarizing when they were teaching reading. The kinds of strategies EFL teachers commonly used in the reading classroom were silent and individual reading, reading by chunks, individual and group task, presenting and/or reporting the group task and translation. Other effective strategies were mostly ignored. This study showed the current practice of reading strategies were not effectively implemented. Based on the findings, it was concluded that the studied schools' EFL teachers were not effective in using reading strategies in teaching reading skills. Lastly, the study recommended that EFL teachers could change their methods of the practice and strategies of teaching reading in grade 10 so that current techniques and procedures of teaching reading could be employed

CHAPTER ONE

1. Introduction

1.1. Background of the study

Now a days, English language is used by people in almost every part of the world. Therefore, it is a global language. Rohmah (2005), states that English language as a global language has been used by people all over the world as a first language, a second language and a foreign language, and now it is a world language. English language has different roles in many countries in the world. According to Graddol (1997), as a second language, English is used as official language or the language of the administration and means of communication in varies contexts. As a foreign language English is most likely to be taught to children and learned by adults for various reasons such as for business and trade, academic pursuit's cultural and technological contact to political convenience. In addition, English language is used as the lingua franca by people diverse cultural and backgrounds for the purpose of communication. English as a foreign language refers to the use of English as a common means of communication among people with different mother tongues. For instance, a Danish tourist in Athens asking a Greek passer-by for directions; a French teacher are discussing with a Spanish colleague during an international conference; a group of Italian students chatting with Portuguese and Turkish students Via Skype about their Twinning program; German, Chinese and Hungarian co-players sending each other online messages about their team's future strategy in the game; they all communicate in English as a lingua franca (<http://googleweblight>).

In Ethiopia also the beginning of teaching and learning English as a foreign language dates back to the emergence of modern education in the country in 1908 (Dereje, 2013). The education and Training policy states that English should be given as a subject starting from grade one or kindergarten used as medium of instruction in the secondary and higher education. Apart from this nationally consistent practices, different regions have adopted different regional policies and attitudes towards

English in their education system; Southern Nation Nationalities and People Regional States of Ethiopia has made English used as a medium of instruction from grade 5, some from grade 7 and some from grade 9 (Amlaku, 2008). For example in schools of south Nation, Nationalities and people regional states of Ethiopia, English is to be a medium of instruction from grade 5 and taking as a subject ,so English is the language of all text book except Amharic and mother tongue subjects.

Reading is one of the effective means of extending command of language so it has considerable place in language learning programs. It determines learners' success in academic studies and personal development. It also enhances learners' language proficiency. Most importantly, in an educational setting where a foreign language serves as a medium of instruction, as it is the case in Ethiopia, the role of reading skill is significant in the students' academic career. This is because the students are daily involved in tasks that require reading and comprehending large amount of materials written in English. As a result, effective reading becomes one of the determinants of students' success. As Natal (1982), point out, "reading is the most important foreign language skill, particularly in cases' where students have to read English material for their own specialist subject. Reading plays crucial role in promoting learning and serving as an instrument by which students could study subjects in the curriculum. In addition to this, students' general educational achievement depends mainly on their ability to read (Wells, 2007).

Reading proficiency is a significant skill for English as foreign language students who possess a good reading skill will be able to make a great progress in most academic areas. Grabe and Stoller (2002) indicate that of the four basic language skills, reading can be regarded as especially important because reading is assumed to be the central means for learning new information. In addition, Huang et al, (2008) and Lien (2011) cited in Simachew (2019) stated that reading plays important role in determining academic success or failure of learner at different levels. Reading can enhance not only language proficiency but also other content related learning and it helps to gain understanding of the world, enabling the students to think about and react to what they

read; it is because knowledge is highly depends on how much a person reads. It means reader can expand knowledge in various fields when he or she reads more. Therefore, it is concluded that reading plays a significance role at both school and throughout life learning.

Reading strategies is important in teaching reading. According to Bell (1990) cited in Vargas (2006) suggested that reading strategies for teachers to help the reader gain confidence and could encourage and help students develop a better understanding and perspective for reading. Furthermore, reading strategies can help learners to resolve language barriers such as vocabulary and grammar (www.ijels.com). Therefore, in teaching reading it is advisable for teachers using reading strategies to improve students' reading skill.

This investigative study would help for students to improve their reading proficiency, teachers employ the reading strategies effectively and allow their students to practice the strategies in teaching reading. When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read in the foreign language.

Since the reading skill can be considered one of the most important skills in academic context as well reading strategies is necessary in teaching reading, this research focused on to investigate the EFL teachers practice of reading strategies in reading lesson the case of grade 10 students at Emdibir, St. Anthony, Moche and Awuyatiye high schools.

1.2. Statement of the Problem

Although reading skills is essential and critical for language proficiency, it is one of the most challenging areas in the education system. Fatmawati (2014) indicated that students usually have difficulties to comprehend the information from the text. They

also feel board when they are reading. The writer discusses some problems in teaching reading such as difficulties to catch specific information from the text, to understand the text and to answer the questions based on the text. Nada M. K. (2012) stated that constructing meaning from a text is a problem amongst South Africa learners. Based on the students difficulties teachers need to choose suitable text and reading strategies to teach the reading activity. Similarly, Atkins J, Hailom, and Nuru (1996) find out many high school students have lack of reading proficiency in English which exhibits itself in slow and difficult reading and poor comprehension. This ineffective reading practice hinders their broader studies and inevitably limits their academic performance the learner cannot get the reading achievement which is the most important aspect in reading comprehension, especially in English language. The following researchers reported that many EFL teachers do not consider that reading skill is important and they do not apply new teaching reading approaches properly in actual classroom Dereje (2013) found out that teachers have been giving less emphasis to the usefulness of efforts in promoting students' reading skills and engagement. He also added that EFL teachers have not understood the importance of basic reading phases and related strategies. Therefore teachers have responsibility to solve the problem. Teachers should be effective in teaching reading by employing useful strategies that are helpful to make students good in reading skill. Robins (1999, as cited in Gilani and Ismail (2012) stated that it is essential for EFL instructors to be familiar with reading strategies and expose their students to know how and when to utilize them.

The following listed researches indicate that there is an overlap between the teacher's guidebook suggested and teachers' actual classroom implementation of reading lesson in secondary schools. For example, Melkamu (2002) in his MA thesis also indicated the implementation of teachers reading strategies in teachers guide and reported as there is mismatch between what is going on in actual classroom and text book. Another local researcher Teshome (2016) conducted his research on English language teachers' implementation of reading lessons in the new course book for grade 9 in Arba Minch University. The finding revealed that the majority of teachers were not eager to implement the three most common strategies that are pre-reading, whilereading and

post-reading for teaching reading lesson even if they claimed that they sometimes implement the reading strategies. Similarly, Ahmed (2018) conducted a study on the reading strategies employed by EFL teachers and students in secondary school. He claimed that EFL teachers do not pay much attention on the teaching reading strategies. Moreover, Nardos (2016) conducted a study on students reading attitudes, reading instruction and reading performance at secondary school in Addis Ababa. Her finding showed that teachers did not use current methods of teaching reading such as briefing on the topic and activating prior knowledge of the students are being carried. In other words, the process and communicative approaches of teaching reading skills are not employed. Additionally, Yenus (2017) reported that there are too many students who have a limited ability to understand reading text by referring the score of (2010) National Examination for grade 12. That is English was below the minimum requirement. It means the percentages achieving 50% and above on the course was only 25.9% for grade 12. The findings indicate that teachers need to consider the strategies they can use in helping the students while teaching reading.

According to Tutyrahiza (2008), teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way. Understanding main ideas, predicting outcomes and guessing vocabulary from the context are some of the reading skills that students need to acquire. In addition to this, Tercanlioglu (2004) cited in Ekrem and Firat (2014), suggested that readers can face some comprehension troubles and use strategies that lead to target in a faster and clearer way. EFL teachers can help improve students' comprehension through instruction of reading strategies (Block and Israel, 2005). Similarly, Grab and Stoller (2002) said that to improve the effectiveness of students' comprehension, one should identify students' problem and toward appropriate strategies to be implemented by the students. For this reason teachers are expected to help students using effective strategies while they are teaching reading to improve students' ability to comprehend written materials.

Therefore, the difficulties of reading for learning and low achievement of students in reading could be related with ineffective kinds of reading strategies and practice of reading that teachers are employing. The researcher observed from his teaching experience and informal EFL classroom observations, teachers have lack of using effective teaching reading strategies and students have poor practice of reading proficiency. This is the reason why the researcher was motivated to do this study.

However, the above mentioned researchers did not touch the practice and effectiveness of reading strategies used by teachers in grade 10 EFL classroom in order to improve the method of teaching reading skill. Hence, this study will attempt to fill this gap.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study was to investigate the practice of reading strategies employed by EFL teachers in grade ten class students of Emdibir, St. Anthony, Moche and Awuyatiye high schools.

1.3.2. Specific objectives:

The specific objectives of the study were:

To identify kinds of strategies that EFL teachers use in teaching reading.

To assess how EFL teachers employ the strategies in reading class.

To examine the effectiveness of the strategies used by the teachers.

1.4. Research questions

In order to achieve the stated objectives, this investigation attempted to focus on the following specific research questions:

What kinds of reading strategies the teachers use in teaching reading skills?

How do EFL teachers employ the reading strategies in reading classroom?

How the teachers are effective in using the strategies during teaching reading skills?

1.5. Significance of the study

The researcher hopes that this study would help teachers to reconsider what they have been doing in teaching reading skill and take some action in favor of the effective implementation of the practice of teaching reading skill. Beside this, it may help students increase their participation, motivation, interest during lesson and create good awareness of reading skill. Finally, it can serve as a source of information for other researchers for further studies.

1.6. Scope of the study

This study tried to investigate the reading strategies and practice of teaching reading skill with reference to grade 10 students of four governmental schools found in Southern Nation Nationality Regional states of Ethiopia Gurage zone in Cheha Woreda four different districts namely, Emdibir, St. Anthony, Moche and Awuyatiye Secondary Schools. The selection of the schools is purposeful. The schools were chosen because of the researcher was observed this problem in these selected schools directly and indirectly. In addition to this, the schools are convenient for the researcher to get enough number of English language teachers for collecting data by questionnaire and other tools. Also the schools are selected because of their accessibility to the researcher close to the schools and familiar to get more information.

1.7. Organization of the study

The research is organized in five chapters. The first chapter presents a brief account on the research problem, followed by objectives, significance and scope of the study. Chapter two discusses the review of related literature. It deals with at concepts of reading for academic purpose, the type of reading strategy, phase in teaching reading and types of reading. In addition, reading strategies instruction, the role of teacher and challenges are presented. Chapter three focuses on the methodology and design which the researcher employed for the main study. It specifically map out target population,

tools of data collection and data analysis procedure of the study was presented. Chapter four consists of the data analysis and interpretation. The last Chapter deals with the conclusion and recommendations of the study.

CHAPTER TWO

2. Review of related literature

This chapter presents a review of related literature and scholarly experiences concerning reading strategies and teaching practice of EFL teachers. The main topics

incorporated in this chapter are: concepts of reading for academic purpose, teaching reading, type of reading strategies, stages in teaching reading, types of reading, reading strategy instruction and the role of teacher.

2.1. The concepts of reading

Different scholars have given meanings for reading in various ways. Anderson (1999) defined reading as an active and smooth process that involves the reader and the reading material or text in order to construct meaning. Similarly, Lee (2012) defined as reading is a psycholinguistic process for active reconstruction of a message from written language. Reading is a cognitive process and the reduction of uncertainty about meaning. In addition, Whittkar (2006) states reading as a fundamental aspect of academic work. It is likely to be the major way to gather information. One of the ways to develop the ability to think about and describe the world in terms of a particular approach is through reading. Reading will provide an understanding of the academic discipline being studied. Reading opens up the possibility of gaining access to and an understanding of the thinking of all the people who have developed models and theories or written about a particular discipline or subject.

The term reading is defined by different scholars in different ways: this makes much confusion raise from the consequent misunderstanding. So that we had better making short that we use thinking about something when we use the term. First it would be useful to find out what preconception we have about reading. To express this idea, when we read any written material we should have specific purpose or setting task. Second, we have reason to read that written material. Nuttall (1982) stated that if we read without reason, it is meaningless. Wallace (2003) explicitly deals with the definitions of reading as reacting to a written text, the reader communicates with understanding of the specific and general messages.

2.2. Types of reading

Ekrem & Firat (2014), has discussed the types of reading using references (William, 1984), Nuttall (1982), Brown (1989) and Gralet (1986).

2.2.1. Academic Reading

It is an active process that goes beyond understanding merely reading and highlighting the given text. You need to interact with the text by taking notes, making connections between the text and what you already know or have experienced, and asking critical questions about the material you are reading. A student has to pass various examinations during his/her whole course of academic life. A given passage is the goal for a reader to answer any kind of questions in the examinations because readers comprehend the text properly if they extract the required information as effectively as possible (Grellet, 1996).

2.2.2. Non-academic reading

Besides academic reasons, there are various non-academic reasons for reading. In an academic reading, students tend to read texts because of the syllabus and the thinking of passing the examinations. But non-academic reading is open and readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time Nuttall (1982).

2.2.3. Intensive reading

In intensive reading, readers extract specific information in shorter texts. Brown (2002) resembles intensive reading to a zoom lens strategy and states that “intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships.”

2.2.4. Extensive reading

Williams (1984) describes extensive reading as the “relatively rapid reading of long texts.” According to Nuttall (1982), extensive reading is essentially a private activity and the reader dwells in his/her private world of reading for his/her own interest. Nuttall (1982) has pointed out two reasons for extensive reading. The first reason is that extensive reading helps to improve the reading skills of the students. The second reason is that extensive reading not only serves a different atmosphere for the students but also provides them with enjoyment.

2.3. Approaches to reading

Anderson (1999) as cited in Ekrem S. &Firat A. (2014) stated that Top-Down and Bottom-Up are the two ways which readers process the text. Bottom-up can be defined as processing a text to figure out the meaning by reading word for word and letter for letter. On the other hand, Top- Down processing is to comprehend the global meaning of the text through clues in the text and the reader's good schema knowledge. Expectations of the reader play a crucial role in this process. The reader brings his/her personal experiences and views with him/her, and those aspects largely affect the way of interpreting a text. While bottom-up process is text-driven, top-down approach uses the meaning brought by the reader, namely, it is reader-driven. The most effective model is the interactive model which is a combination of both bottom-up and top down elements.

2.4. Teaching reading

Teaching does not mean simply giving the information from the teacher to the students; there are many activities that can be done in the process of teaching and learning in the classroom. According to Wallace (2003) teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see his/her student's progress and he/she has helped to make it happen. Teaching is the activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose (Ranggi, 2019).

Teaching reading in secondary school will help students to get a purpose of reading focus on what they are learning, think actively as they read monitor their comprehension and review what they have learned to what they already know. In order to apply the strategies effectively in new instructional setting, teachers must have a clear understanding of the reading comprehension process and the natural reading strategies that commonly applied by our students (Sofyan M. 2019). In addition, Ranggi (2019) mentioned that in the classroom, reading is one of ways to make the

students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson.

The strategy of teaching reading which the teacher is present one of ways in the classroom.

Therefore teachers should plan by selecting appropriate reading strategies and employ it in the reading classroom. This makes teaching reading is meaningful and students are motivated to learn reading lesson.

2.5. Reading strategies

2.5.1. Meaning of reading strategies

Tercanlioğlu, (2004) defines reading strategies “as an action or series of actions employed in order to construct meaning”. Readers benefit from some strategies to help them with the acquisition, storage and retrieval of information. Readers can face some comprehension troubles and use strategies to get rid of the difficulties. Using these strategies lead to target in a faster and clearer way. Strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned, designs, for controlling and manipulating certain information (Brown 2000). In addition to this Pani (2004) cited in Karami (2008) defines reading strategies as “the mental operation involved when readers approach a text effectively to make sense of what they read ...Good readers apply more strategies and more frequently...and more effectively than poor readers.” Hence, reading strategies is a way that guides readers how they face difficulties in understanding and interpreting the text they read. Another scholars Harmer, J (2001) mention that some reading strategies employed by teachers according to the role they play are pre-reading strategies, while-reading strategies and post-reading strategies.

“Pre-reading reading strategies assist the students to overcome the common urge to begin reading a text closely right away. These strategies prepare the student for actual reading by activating both linguistic and content schemata. The teacher intervention through instructions is seen as a necessary thing at any of these stages to build background knowledge that students

lack by teaching it. While-reading strategies can improve the student's ability especially in the areas of speaking and reading. The while-reading strategies will help them problematic and greyer areas of text, such as identifying the main ideas of the text. Another examples of while reading strategies are guessing word meanings by using context clues, word formation clues or cognates, scanning and skimming for specific pieces of information, predicting text content, identifying topic sentence, recognizing connecting ideas via connectors and making conclusions and drawing inferences. Post reading strategies help students deepen their understanding of the content, build further connection and expand their prior knowledge of the subject matter. Some examples of post-reading strategies include rereading, evaluating text purpose, confirming predictions, summarizing, reflecting, questioning and connecting materials to one's life."

Reading strategies were also classified by Salataci (2002) and Anderson (1999), and they are cognitive reading strategies (thinking) and metacognitive reading strategies (thinking about your thinking or planning). These models described how the readers process and use the strategies when they are reading the texts. The meaning of the term cognitive is related to the process of acquiring knowledge (cognition) through the information received by the environment, learning. While metacognition refers to the ability of people to reflect on their thought process and the way they learn. Furthermore, Nuttall, C. (1996) stated that to encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stages of reading at which they occur

2.5.2. Types of reading strategy

There are different types of reading strategies suggested by different scholars but all of them have similarities and are valuable tools in teaching reading. Jaime J. (2010) claimed that the type of reading strategies is very ample and varied according to different authors. For example Nuttal (1982) mentions strategies related to the text itself which refer to the interpretation of the text as a whole, to enrich the vocabulary which call for the use of the contextual keys, synonymous words, grammatical analysis, inference and dictionary use. Brown (1994) proposes strategies related to the referential device, which means to use graphic conventions such as font, symbols, titles, index, and table of contents, diagrams, graphics, charts and maps in order to

grasp the meaning of the text. Cardona (1999) summarizes reading strategies described by Grillet, Nuttall and Mikulecky. Nunan(1999) shares a comprehensive typology of reading strategies that was developed by some teachers in a Chinese university, and Grabe & Stoller(2002)propose another list of reading strategies. The scholar concludes that we can choose the best strategies according to the purpose of the reading.

Additionally, Jaime (2010) used the reading strategies typology proposed by Nunan (1999) as a tool or frame work evaluate and suggest changes to improve the teaching and learning of reading comprehension process. The reading strategies typologies are having a purpose, previewing, skimming, scanning, clustering (reading clusters of words as a unit), predicting, inferring, avoiding bad habit such as reading word-by word, identifying paragraph and sentence structure, evaluating, reviewing, and so on. In another way the type of reading strategies according to Block & Israel (2005) and Duke and Pearson (2002) cited in, Hulya (2012), identify as follows:

2.5.2.1. Predicting

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Duke and Pearson (2002) stated that making prediction when reading a text entails activities that come with different labels: activating prior knowledge, previewing, and over viewing. Explicit attempts to get students to engage in prediction behaviors have proved successful in increasing interest in and memory for stories.

2.5.2.2. Visualizing

Another strategy that the good readers employ when comprehending a text is visualization. This help a reader see the information allow readers to see the relationships, understand, organization, connect ideas and make abstract ideas concrete. Adler (2001). Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text Wallace, C (2003)Teachers can motivate students to visualize

settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

2.5.2.3. Making connections

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the other world. “Text-to-text, Text-to-Self, Text-to-world” is a strategy that helps students to make connections. Students can make text-to-self connections through drawing, making a chart, or writing graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004, cited in Hulya K. 2012). Giving a purpose to students’ reading by asking them to find connections would help them comprehend the ideas better in the text.

2.5.2.4. Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. (Pearson & Duke, 2002) reported that students to summarize what they read is another way to improve their overall comprehension of text as many students require instructional practice in summarizing before they are able to produce good oral and written summaries of text.

2.5.2.5. Questioning

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new

information (Harvey & Goudvis, 2000). No comprehension activity has a longer or more pervasive tradition than asking students questions about their reading whether this occurs before, during or after the reading (Duke & Pearson 2002).

2.5.2.6. Inferring

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

2.5.2.7. Skimming

Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for the gist. One of the effective procedures for approaching a reading text (Brown, 2001) starts with skimming the text for an overview of main ideas and then readers embark on more focused reading tasks. When introducing new lessons in the textbook, I believe it is more desirable to start with skimming rather than interpret the text word by word or sentence by sentence, in terms of enhancing reading skill.

2.5.2.8. Scanning

Scanning is a rapid reading technique to locate a specific bit of information that the reader needs, such as data, name or figure. In scanning, readers attempt to find only information they demand passing quickly over all the irrelevant information. As Grab and Stoller (2002) claim, in reading to search, we typically scan the text for a specific piece of information or a specific word. Scanning is purposeful for students when they do activities that are done reading the whole text. Although skimming and scanning reading techniques are included in English for Ethiopia secondary school syllabus, teachers do not give much attention to employ them on a regular basis Phases in teaching reading.

Bratmeir (2002,as cited in (Dereje (2013) summarizes the reading strategies involve as skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references and separating the main ideas from supporting ideas.

2.5.3. Stages of reading

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning, strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers. Struggling readers, and English language learners.

2.5.3.1. Pre-reading

“Pre-reading” (warm-up, in to, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. Previewing a text with students should arouse their interest and help them approach the text in more meaningful and purposeful manner as the discussion compels them to think about the situation points rose in a text. The prereading phase helps students define selection criteria for the central them of a story or the major argument of an essay. Pre-reading activities include: discussion author or text type, brainstorming, reviewing familiar stories, considering illustration and titles, skimming and scanning. According to Alan (2011), it is necessary to skim the text and already know about a given topic and predict what they will read or hear. Before students read any text, teacher can direct their attention to how a text is organized, teach unfamiliar vocabulary or other concept which is related to the text, and they connect the relationship between the same text of part to this text.

2.5.3.2. While-reading

“While-reading” (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping to students to employ strategies while reading can be difficult due to the fact that individual student controls and needs different strategies. Nevertheless, the teacher can pinpoint valuable strategies; explain which strategies individuals most

need to practice, and offer concrete exercise in the form of guided reading activity sheets. Such practice exercises include guessing word meanings by using context clues, word formation clues or cognate practice: considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively Toprak (2009).

2.5.3.3. Post- reading

“Post- reading” (after, follow up, beyond reading) exercises first check students’ comprehension and then lead students to deeper analysis of the text, when warranted Hedge,T(2000)Because the goals of most real world reading are to memories an author’s point of view or to summarize text content, but rather to see in to another mind, or to connect new information in to what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize the different strategies are appropriate with different text type. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting the following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussion of this nature can lead the students directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the text Toprak (2009).

Moreover, Vaez (2006) states that the post reading activities are very crucial for students to extend their thinking and understanding of what they have read. By talking and writing in response to reading they become more engaged reading and developing a deeper understanding and appreciation of texts.

2.5.4 .Vocabulary

Vocabulary has a significant role to comprehend the text what the students read. Anderson (1999) reported that having lack of vocabulary will affect student’s understanding of the text. Thus teachers need to cultivate the student’s vocabulary

because the development of student's vocabulary has effect on their reading as well as enhance the students understanding in what they read. Reading involves the reader and the reading material in building meaning. Again Tercanlıoğlu (2004) mentioned that vocabulary development can facilitate students in their reading because when they understand the meaning of the word and word in context. This will help them in comprehending the text because they have some basic knowledge of the text. So, we can say that there is a strong connection between vocabulary knowledge and reading. For this reason, teachers should take in to account the impotence of vocabulary in teaching reading and let the students to practice some key words in pre or while reading stage.

2.5.5. Reading strategy instruction and teaching practice

Strategy instruction is a teaching practice that shows students how to learn the content or skill they need to acquire. It provides students with clear strategies (such as notetaking or thinking aloud) to help them process, remember, and express the information they learn. (<https://www.understoc>). Learners need to learn how to use effective reading strategies to achieve their desire goal. Williams,E (1984) stated that language class rooms should have a dual focus, not only teaching language content but also selecting appropriate strategies to accomplish their learning goals.

Janez (2001) cited in Dereje (2013) indicates that, in order to improve reading teachers should embed the following essential features of reading strategy instruction in the course syllabus:

Explicit discussion of what reading strategies are, along with where, and how to use them.

Teacher modeling of strategic reading behavior

Students reading and thinking aloud while practicing targeted strategies

Classroom discussion

Furthermore, Medina (2011) reported that when teachers apply strategy instruction in a consistent and realistic manner, students are engaged this may increase their motivation. A motivated reader is better equipped to negotiate the process of reading comprehension. Another Mikulecy and Jeffirs (2004) Stated that when learners receive strategy instruction, they build on their already established cognitive abilities and background knowledge. This implies strategy instruction can motivate the students to read the text and engage actively in practice of doing the given task.

Medina (2011) described a set of pedagogical activities of reading strategy instruction as follows: ‘The teacher told the students the purpose for each reading strategy. He also emphasized the benefits of using them. Both the teacher and students looked at the title of the selected text and predict the possible content of the reading. The teacher always motivated the students to activate their background knowledge related to content of the text. The teacher usually introduced a reading strategy by explaining and modeling how to approach and apply the reading strategy to the text. During this process the teacher highlighted some repair strategies such as using the context to guess the meaning of unknown words, finding the most important parts of the text, etc. After the explanation, the teacher asked the students to do some exercise with the reading in order to apply a reading strategy or a set of reading strategies which had been just introduced. In order to apply the said reading strategies, the teacher designed pre, while, and post activities for each reading. In the classroom, the teacher was always around the small groups in order to observe their reading endeavors and was always available to answer questions or guide students. When time for a specific activity was up, the teacher asked certain students to socialize to the whole group. At this socialization stage, the teacher encouraged the students to relate the content of the reading to their personal experiences by applying the Experience-Text- Relationship method. The teacher demonstrated to students how they could assess the process of applying the reading strategies. Public praise was given by the teacher as a motivational strategy for learners. The teacher took notes in his diary during the development of the class. Home work was assigned for each class, and students

socialized it with the whole group class, Most of the homework emphasized the reading strategy being worked in class; the homework had to be done individually.”

2.5.6. The role of Teacher

The teacher plays an important role in the reading lesson. Ayalew (2009), reported that whatever curriculum changes is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teacher. According to Rasinski and Padak (1996) cited in

Turtyrahiza (2008) teachers’ roles are make learning meaning and enjoyable for students. There for teachers have to make the reading lesson meaningful and enjoyable while transferring the knowledge to students so that they can understand the lesson better and acquire the skill and strategies to achieve reading comprehension.

Teachers should select appropriate reading strategies according to the students’ abilities and needs to facilitate the students in teaching reading. Pani, S (2004) mentioned that teacher provides leadership to their students through planning, motivation and facilitation of learning. Teachers facilitate their students in learning by using strategies that can help the students to learn. They can relate the text with previous knowledge to understand the meaning in the reading text, predict what will come next, and guess the meaning of new words according to context and the like. The help given by the teachers in reading lesson will be able to improve the students understanding in the text that they read.

The strategies used by teachers are the one factor that influences the success of teaching reading. The source of variation in the use of learning stages, situational factors include many contents among which classroom setting, teaching method, tasks and other factors. According to (Oxford, 2010) teachers’ methodology is directly hooked the use of learning strategies. For example, if a teacher spends much time explaining the use of words, phrases and sentences in extensive reading class, is his/her students tend to use bottom-up theory

that they learn is the meaning of words, phrases, sentences and they cannot touch the variety of contents. In contrast, in a teacher tends to convey input to students with grammatical teaching methods, his/her students undoubtedly make the best of translation strategy.

In order to teach successfully, teachers must be aware of variables such as gender, age, motivation, anxiety, language learning strategy and many other factors (Oxford, 1992). On the other hand, (Oxford,2010) indicated that a wide range of individual differences have been identified as factors that influence the choice and use of learning reading strategies in reading comprehension. As explained above, it is difficult to apply effective reading skill unless we take into account our student' performance individually. To avoid this, it is better to divide the class in three different levels and provide supportive lesson that benefits each learning level.

Riyana and Deci (2000) state that motivation concerns energy, direction and persistence for all aspects of activation and intention. On the other hand, interest is vital and core for increasing motivation which brings a significant factor in the development of the reading fluency. This means when students are motivated to read a text, they increase their reading skill. Even if the challenges are found, teachers can face the most problems by planning and applying appropriate strategies or method of teaching reading.

To sum up, researchers have found the teaching reading strategy is a key element in developing students' comprehension. Consequently, teachers are important agents in making reading class more meaningful and purposeful using a set of effective reading strategies and instructions, for example, predicting, making connections, visualizing, inferring, questioning, summarizing, skimming and scanning and so forth. These reading strategies help students to develop their knowledge about the reading process to specific strategies and provide them with opportunities to discuss and practice strategies when they are reading. Because the ultimate goal of reading instruction is

not only to teach individual reading strategy but also to develop strategic readers. There are a lot of previous local and abroad studies which have been discussed in the above about investigating reading strategies available. However, there have been little linguistic researches in focus area conducted to evaluate the effectiveness and practice of reading strategies employed by EFL teachers in secondary schools. The researcher believes that there is a gap between appropriate use of reading strategies and the current practice of teaching reading. The present study was conducted to fill the gap by investigating the current practice of teaching reading in the studied schools.

2.6 Theoretical framework

The theoretical framework that leads this study is related to the lens of Rosenblatt's (1978) transactional theory.

Transactional theory adopts the notion that the transactional process that students involve with to construct meaning from a passage is unique for each student based on what she/he brings to the text (Rosenblatt, 1978). That means that even though different students read the same passage, each individual student would interpret it differently. That is also true when an individual student reads the same passage once and rereads it again after a period of time.

I have decided to use Rosenblatt's transactional theory as a framework to lead my study. That because I have found that her point of view regard reading comprehension matches my own believes. We both acknowledge that reading comprehension requires students to interact with the provided text in order to gain meaning. Also, meaning cannot be gained only from a text itself; thus, through that interaction they need to bring their own background knowledge and experiences to that text. In addition, I believe that teachers play a critical role in facilitating the students' interaction with the text, helping students make a connection between the text and their own previous knowledge through using variety of reading comprehension strategies, which all result in improving the students' reading comprehension. For this study, I wondered teachers who are teaching reading comprehension strategies will look at reading comprehension as a process that requires students to make a connection between the

text and their own background knowledge in order to gain meaning from that text. Also, I wondered if these teachers will either implicitly or explicitly teach strategy based on Rosenblatt's transactional theory too.

CHAPTER THREE

3. Research methodology and Design

This part focused on the methods that were used in the study. These include the research design, the instruments of data collection, the sample and sampling techniques.

3.1. Research design

A descriptive survey research design was used to investigate the reading strategies and teaching practice of Emdibir, St. Anthony Moche and Awuyatiye High Schools. A descriptive research method is an approach or design that blends quantitative and qualitative data to provide relevant and accurate information. It is also a time-efficient research method. Moreover, descriptive research method is enabling the researcher to explore the current status of an area of study. Descriptive research method is persistent to investigate the existing situations, beliefs and perceptions and practices (Gall et al. 1996). These are the reasons why the researcher employed this research method to study the problem.

In order to achieve the intended objectives of the study, the researcher used the mixture of both qualitative and quantitative research methods. Onwuegbazie & Leech (2006) as cited in Kebede (2013) state that the mixed methods are required to understand the different complexity nature of social phenomena. They help the researcher freely use different research method so as to get comprehensive information in studying the proposed problem than either quantitative method alone.

3.2. Population of the study

The participants of the study were high school English language teachers. To make the study manageable the researcher took samples from four high schools which are found Southern Nation Nationalities People Regional State (Now a day, Central Ethiopia), Gurage Zone Cheha Woreda in different districts.

3.3. Sample and Sampling technique

The study targeted grade 10 teachers of Emdibir, St. Anthony, Moche and Awuyatiye secondary schools. In this research purposive sampling technique was used to select English teachers from the selected four high schools since the population was small in number. The researcher was used random sampling techniques to select the schools as sources of data. In addition to this, the selected schools are accessible to get appropriate information for the study based on the geographical locations.

3.3. Data gathering instruments

The researcher employed three types of instruments: questionnaire, observation and interview. All these data gathering instruments were adapted from other sources.

3.3.1. Questionnaire

The study employed questionnaires for all English teachers in the selected schools: they were 32 in numbers. The researcher used twenty close -ended questions were prepared to investigate how teachers employ reading strategies in reading classroom. Questionnaire is useful instrument to collect appropriate information on a variety of issues in relatively short time as well as it allows the researcher to compare the respondents' answer. According to Best and Khan (2006) cited in Sintayehu (2015), questionnaire is one of the important means of collected data. Besides, it is suitable for a long scale inquiry. Additionally, it gives enough time for the respondent to read and give well thought response. For this reason the researcher prepared questionnaire for teachers. The open-ended items will give chance for the respondents to freely explain their ideas.

The close ended questions were prepared with five scoring of Likert Scale ranging from always to never. In scoring a point was assigned 5 represent for "always", 4 represents for "usually", 3 represents for "sometimes", and 2 represented for "rarely" and 1 represents for "never". The questionnaire was prepared by the researcher based on literature adapted from Nunan's reading strategies typology cited in John Jaime (2010), investigating reading strategies instruction by Wallace. (2003) and the practice of teaching reading skill Allington R. (2012), and I modified the questions based on the given comments.

3.3.2. Observation

The researcher used observation as the major data gathering tool because this tool was very important to get primary sources of data by observing every activity performed by the teacher in the real situation. Observation gives the first-hand account of data (Robson, 2002). In doing so; the researcher made observation to examine the strategies of teachers using in actual reading class room. Therefore eight English teachers were

selected randomly and each of them was observed three times. In classroom observation, the researcher used a checklist which was focused on the strategies of reading skills used by EFL teachers in the reading class room and its application. The content of the checklist was similar to the teachers' questionnaire.

3.3.3. Interview

For the purpose of the research, the researcher used semi- structured interview questions to identify the kind of reading strategies that teachers used in reading class room. Brown, H. (2002) cited in Cherie (2003), confirms that semi-structured interview can help the researchers to get themes and topics which may not have been anticipated while designing the interview. The interview was conducted with 5 teachers who would be observed teaching reading skills.

3.3.4. Data analysis procedure

After gathering the data, using the instrument of data collection mentioned under section 3.2 from all the participants of the study, the data were analyzed and interpreted both qualitatively and quantitatively because the nature of the study is a mixed one. The data gathered from close- ended questionnaires and observation were analyzed and interpreted using descriptive statistics method in percentage and mean value. Descriptive statistics are used to summarize data in organized manner by describing the relationship between variables in a sample or population (Yellapu, 2008). On the other hand, data were gathered using open-ended items of questionnaire and semistructured interview were qualitatively analyzed.

3.3.5. Validity and Reliability

The reliability and validity for the instruments were checked before the researcher distributed and hold on to the respondents. The researcher gave the questionnaire to English language teachers who have been working at the education office in the Cheha Woreda as qualities of education assurance. They were certified in MA in EFL and they are well experienced at English language teaching and they are also researchers to review the items of the questionnaire and assess whether the items were suitable for the purpose of the study. After all, the questionnaire was revised based on the comments and suggestions given by the teachers regarding the use of some words and

the structure of some statements. To avoid ambiguity of the classroom observation checklist were piloted with two English teacher.

3.3.6. Ethical considerations

After receiving official letter of cooperation from Wolkite University, the researcher communicated with schools' director and individual respondents legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents would be kept confidential.

CHAPTER FOUR

4. Data Presentation, Analysis and Discussion

This section deals with detail presentation, analysis and discussion of the data obtained through questionnaire, observation and interview on the bases of the objectives of the study. The chapter has four sections. Section one presents the analysis of the teachers'

responses of questionnaire. Section two deals with what is actually observed in class room, while section three presents the analysis of teachers' interview.

Table1. Background information of the respondent

The questionnaire was administered to thirty-two teachers who were teaching English as a foreign language in the selected schools. The following table presents the biographical data of the teachers found in the school.

Number of service year	Sex		Total	Qualification		Total
	M	F		BA	MA	
1-10	3	1	4	4	-	4
11-20	7	3	10	7	3	10
21-30	10	5	15	14	1	15
> 30	3	-	3	3	-	3
Total	23	9	32	28	4	32

4.1. Analysis of data obtained through questionnaire

English teachers' responses to the twenty closed-ended and two open-ended items of the questionnaire are presented in the following tables according to the stages of reading. The criteria for the interpretation of the mean value in the questionnaire were taken Tavacol (2012). Thus the range for the mean value shows that: 0.0 up to 1.80 = Never, 1.81 up to 2.60 = Rarely, 2.61 up to

3.40 = Sometimes, 3.41 up to 4.20 = Usually and 4.21 up to 5.00 = Always.

Table2. Teachers' response on pre-reading practice

N-32

	Number of respondents
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Pre-reading practice	Never(1)		Rarely(2)		Sometime s(3)		Usually(4)		Always(5)		Total		Mean
	No	%	No	%	No	%	No	%	No	%	No	%	
I make the purpose of reading clear	2	6.25	10	31.25	14	43.75	5	15.62	1	3.125	32	100	2.7
I teach some key or difficult words using synonyms, antonyms, word formation, etc.	0	0	6	18.75	10	37.5	11	34.37	5	15.62	32	100	3
I let students look at the topic and visual supports like pictures, charts and predict what the text is about.	1	3.12	15	46.87	13	40.62	3	9.375	0	0	32	100	2.3
I ask some general questions about the students background knowledge related to the reading text before reading.	5	15.62	13	40.62	8	25	5	15.62	0	0	32	100	2.34
Total mean													2.58

As indicated in Table 2 above 10 teachers (31.25%) responded that they rarely make the purpose of reading clear before reading; whereas 14 (43.75%) of the respondents reported that they sometimes make the purpose of reading clear and 5(15.62%) of them usually make the purpose clear. 2(6.25%) respondents never do it. The mean value of item 1 is 2.7 this shows teachers sometimes use this strategy or almost half of the EFL teachers make the purpose of reading clear before reading.

As can be seen from the table item two, 11 (34.37%) and 10 (37.5%) of teachers respectively responded that they usually and sometimes teach key or difficult words before reading. In addition, 5(15.62%) of them always use this strategy. Only 6 (18.75%) teachers rarely teach the difficult words before the students read the text. The mean value of item is 3 and this shows teachers sometimes teach key or difficult words before reading.

Item 3 asked the teachers if they let the students look at the topic or visual support and predict what the text is about on pre-reading stage. Therefore the data portrayed that 13 (40.62%) of the teachers let sometimes students look at the topic or visual supports and predict what the text is about; however, 15 (46,87) of them reported that they use this strategy rarely. And only 3 (9.375%) of the teachers usually allow the students to predict what they are going to read. 1 teacher (3.12%) never did such kind of activity. The mean value (2.3) refers teachers rarely let students look the topic and visual supports like pictures, charts and predict what the text is about rarely before reading.

According to the table, the result obtained from the teachers' response on item 4 indicates 8 (25%) of the teachers ask their students to relate the text to their backgrounds. However, 13(40.62%) of the respondent responded they rarely ask to the students to practice this strategy. In addition, 5 (15.62%) of teachers usually ask their students to relate the topic to their background knowledge; on other hand, 15.62% of teachers never do so. The mean value (2.34) shows nearly rarely teachers ask some questions about the students' background related to the text.

Table 3. Teachers' response on while-reading practice

N=32

Item	Number of respondent												Mean
	Never (1)		Rarely (2)		Sometimes(3)		Usually(4)		Always(5)		Total		
	No	%	No	%	No	%	No	%	No	%	No	%	
I ask the students to find out specific information.	1	3.12	2	6.12	16	50	8	25	5	15.62	32	100	3.12
I instruct students to read silently and individually.	0	0	0	0	3	9.37	12	37.5	17	53.12	32	100	4.4
I encourage the students to confirm if the prediction they make before reading was right.	4	12.5	13	40.62	10	31.25	5	15.62	0	0	32	100	2.17
I ask the students to find out the meaning of new words using contextual clues in the text.	3	9.37	10	31.25	10	31.25	7	21.87	2	6.25	32	100	2.21
I ask the students to read for the gist of the text.	2	6.25	9	28.12	15	46.87	6	18.72	0	0	32	100	3.03
I ask students individual task to respond the Comprehension question on the passage.	0	0	0	0	0	0	12	37.5	20	62.5	32	100	4.6
I allow the students to take note from the passage.	5	15.62	15	46.87	10	31.25	2	6.25	0	0	32	100	2.28
I make the students to avoid reading word by word	1	3.12	1	3.12	3	9.37	16	50	15	46.87	32	100	3.75
I tell the students to identify the main idea from the supporting details of the passage.	2	6.25	12	37.5	12	37.5	6	18.72	0	0	32	100	3.06
Total mean													3.18

According to Table 3 item one, the teacher response shows that 16(50%) of the respondents reported that they sometimes ask their students in order to get the specific information from the text during reading. Similar to that 8(25%) and 5(15.62%) of the teachers reported that they usually and always use this strategy respectively. On the other hand, 2(6.12%) of them apply this strategy rarely. Only one of the teachers (3.12%) never do so. The mean value of this item is 3.12 and revealed that EFL teachers sometimes ask their students to find out specific information during reading.

Moreover, the teachers response to item two shows 17 (53.12%) of the teachers always instruct their students to read silently and individually. Furthermore, 12(37.5 %) and 9.35% of them usually and sometimes order their students to practice the silent and individual reading respectively. The mean value (4.4) shows teachers usually deal with this strategy.

Item 3 was aimed at gathering data on whether teachers encourage the students to confirm their prediction was right, so the data indicates 5 (15.62%) and 10 (31.25%) of teachers usually and sometimes engage the students in this strategy respectively. On the contrary 13 (40.62%) of the teacher rarely and 4 (12.5%) never do so. The mean value (2.18) shows teachers rarely encourage their students to check their prediction.

The response on the above Table3 in item four replied that 10 (31.25%) of the respondents rarely ask their students to find the meaning of new words using contextual clues in the text. Equally or the same number of the respondent 10 (31.25%) reported they sometimes let the students practice different word guessing method during reading. Again 7(21.87%) and 2(6.25%) of the teachers usually and always use this strategy respectively. The remaining 3(9.37%) of teachers never do so. The mean value (2.21) shows teachers sometimes engage their students in this strategy.

The result from item 5 on the above table revealed that 15 (46.87%) of teachers ask sometimes students to get the main or essential part of the text and the same number

of respondent 6 (18.72%) said usually doing so. On the other hand, 9(28.12%) and 2(6.25%) rarely and never do it respectively. The rest of them 6(18.78%) always employ it. The mean value (3.03) shows teachers nearly always make the students read the gist of the text.

The teachers' response on the above table in item 6 portrayed that 20 (62.5%) of the respondent always ask students individual task to respond the comprehension question on the passage and 12(37.5%) of teachers usually engage the students in individual work respectively. The mean value (4.6) indicates teachers nearly always let the students practice the strategy.

On the other hand, based on the teachers' response in item 7, responded that 10(31.25%) teachers sometimes teach the students taking note from the text while, 15(46.87%) of them rarely engage the students in this strategy. In addition, 5(15.625%) of respondent never and 2(6.25%) of the responds never do so. The mean value (2.28) showed teachers rarely allow the students to practice taking note from the text during reading.

Concerning to the respondents' response 12(37.5%) always inform the students not to read word by word and half of the respondent 16(50%) usually implement It. 15(46.87%) of teachers sometimes do. The same numbers of respondents 1(3.12%) never and rarely use the strategy. The mean value (3.75) represent teachers almost usually use this reading strategy during reading. The response in the above table shows 12(37.5%) and 6 (18.72% respondent said they sometimes and usually tell the students respectively to identify the main idea from the supporting details during reading. On other hand, 12(37.5%) of them rarely teach reading lesson using this strategy. The remaining 2(6.25%) never do so. The mean value (3.06) which shows teachers sometimes use this strategy in teaching reading.

Table4. Teachers’ response on post-reading practice

N=32

Post-reading practice	Never(1)		Rarely(2)		Sometime s(3)		Usually(4)		Always(5)		Total		Me an
	No	%	No	%	No	%	No	%	No	%	No	%	
I allow the students to discuss the passage after reading.	1	3.12	1	3.12	7	21.5	16	50	7	21.5	32	100	3.78
I move from group to group and support the students.	0	0	4	12.5	20	62.5	5	15.62	3	9.37	32	100	3.21
I ask the students to report the result of discussion for whole class.	3	9.37	7	21.5	7	21.5	10	31.15	5	15.62	32	100	2.59
I encourage the students to assess the value of the text information.	5	15.62	18	50	7	21.5	4	12.5	0	0	32	100	2.18
I encourage the students to read the passage at their home and identify sentence structure, relationship, style, etc. of the text.	5	15.62	25	78.12	2	6.25	1	3.12	0	0	32	100	2.03
I let the students connect the text to their real life situation.	6	18.72	12	37.5	10	31.25	4	12.5	0	0	32	100	2.06
I inform the students to summarize the text in their own English.	2	6.25	15	46.8	12	37.5	3	9.37	0	0	32	100	2.25

The result from question number 5, informed 5(15.62%) teachers rarely make their students to read the text at their home and identify the structure, relationship or style of sentences in the text after they read. The rest of them 2(6.2%) usually, 25(78.12%) sometimes and 1(3.12%) are never doing so. The mean value (2.03) shows teachers rarely use this strategy in teaching reading.

Teachers' response in item 6 reported that 10(31.25%) and 4(12.5%) teachers sometimes and usually encourage the students to connect the text to their real life situation respectively after they read the text. Even though, 12(37.5%) of them rarely apply this strategy. The remaining 6(18.72%) never do so. The mean value (2.06) which shows teachers rarely implement it.

As can be seen from item 7 on the above table 12(37.5%) and 3(9.37%) teachers sometimes and usually respectively inform their students to summarize the text. Whereas, 15(46.8%) teachers rarely instruct the students to condense the text what they read after reading. And 2(6.25%) of them never do so. The mean value (2.25) indicates teachers rarely use this strategy.

Regarding to the result of open ended questions, most teachers almost use the same reading strategies in for all text. However, there are different types of texts and a single strategy may not work appropriately for all of them. Therefore teachers should select and use appropriate strategies according to the text. Moreover, all teachers do not explain the importance and benefit of the reading strategies which they have already practiced to the students.

4.1.2 Analysis of data obtained through classroom observation

The following tables presented below containing observation result on the issue of the reading strategies that are employed by EFL teachers in reading class room.

Table 5. Classroom observation results on pre-reading stage

N=8

Item	Classroom observation session										
	1st day		2nd day		3rd day		Total frequency				Total
The English teacher	Yes	No	Yes	No	Yes	No	Ye s	%	No	%	24
Makes the purpose of reading clear.	2	6	3	5	3	5	8	33.33	16	66.33	24
Teaches some key or difficult words found in the text using synonyms, antonyms, word formation, etc.	2	6	2	6	2	6	6	25	18	75	24
Let's students look at the topic and visual supports like pictures, charts and predict what the text is about.	1	7	2	6	4	4	7	29.16	17	70.83	24
Asks some general questions about the students background knowledge related to the reading text before reading.	2	6	4	4	2	6	8	33.33	16	66.33	24
Frequency total							7	30.2	17	69.62	24

As can be seen from the above table item one, the observation result reported that 33.3% Of teachers make the purpose of reading clear before reading. However, 66.33% of the teachers do not make the purpose of reading before students read the text. This means a lot of EFL teachers fail making the purpose of reading clear to the students before reading.

Regarding item 2 of table five, the observation result shows 25% of teachers teach some key or difficult words in the text, while 75% of them do not teach key words in the text before reading. This means a large number of teachers never teach key or difficult words using vocabulary teaching strategies before the students read the text.

In item 3 of Table 5 the classroom observation result reported that 29.16% of teachers let the students look at the topic and visual supports like pictures, charts and predict what the text is about. On the other hand 70% of teachers do not let the students to predict about the text before reading by looking the topic and visual supports. This refers to plenty of teachers don't engage their students in such kind of activities in a pre- reading stage.

According to table five item 4 the observation result shows 33.33% of teachers ask some general questions about the students' background related to their reading text but, 66.33% of the teachers do not ask background knowledge questions related to the text. According to this observation result most teachers don't implement this strategy.

Therefore with reference to the cumulative observation results of the pre-reading practice, 61.25% of the teachers could not carried out the reading strategies that are used in pre-reading stage.

Table 6. Classroom observation results on while- reading N=8

Item	Classroom observation session										
	1st day		2nd day		3rd day		Total frequency				Total
The English teacher	Yes	No	Yes	No	Yes	No	yes	%	No	%	
Asks the students to find out specific information.	2	6	4	4	4	4	10	41.66	14	58.33	24
Instructs students to read silently and individually.	5	3	4	4	6	2	15	62.5	9	37.5	24
Encourages the students to confirm if the prediction they make before reading was right.	1	7	1	7	2	6	5	20.8	19	79.16	24
Asks the students to find out the meaning of new words using contextual clues in the text.	2	6	2	6	3	5	7	29.14	17	70.83	24
Asks the students to read for the gist of the text.	2	6	3	5	2	6	7	29.14	17	70.83	24
Asks students individual task to respond the comprehension question on the passage.	6	2	4	4	6	2	16	66.66	8	33.33	24
Allow the students to take note from the text.	1	7	2	6	3	5	6	25	18	75	24
Tells the students avoid reading word by word.	4	4	5	3	6	2	15	62.5	9	37.5	24
Tells the students to identify the main idea from the supporting details.	1	7	2	6	1	7	4	16.66	20	83.34	24
Frequency total							9.66	40.26	14.33	59.72	24

As can be seen from the above table 6 item one the observation result revealed 41.66% of teachers ask the students to find out specific information and 58.33 % of the teachers do not ask their students to find out specific information during reading. This means above half of the teachers never engage their students to scan the text.

Regarding item 2 of table 6 the observation result indicated that 62.5% of teachers instruct students to read silently and individually, while 37.5% of them do not instruct their students to read and silently and individually. Based on this result, we can say that more than half of the teachers enable the students to exercise silent and individual reading.

Moreover, item three in the table, the classroom observation remarked that 79.3% of teachers do not encourage the students to confirm if the prediction they make before reading was right and the remaining that is 20.8% of them engage the students in this strategy. Most teachers fail to train their students this strategy.

As indicated the above table 6, item four, the observation finding of the researcher reported that 29.14% of teachers ask their students to find out the meaning of new words using contextual clues, word building, antonyms, synonyms, and the like. Nevertheless, 70.83% of the respondent does not teach new words using contextual clues. Regarding to this result, more of the teachers teach new words absence of word guessing method when they are teaching reading. In item 5 of table 6 the observation result replied that 29.14 % of teachers ask the students to read for the gist of the text. However, 70.83 % of the teachers do not let the students skim the text. More than half of the teachers failed to use this strategy.

In item 6 of table 3 the classroom observation result reported that 66.66% teachers ask the students' individual task to respond comprehension question and 33.33% of them never do it. This implies more than half teachers employ this strategy.

According to the observation result in item seven 25% of the respondent said they allow the students to take note from the text during reading. On other hand, 75% of reported they do not allow the students to take note from the text. This means most teacher do not let the students practice this strategy. From item 8 the result of observation revealed 62.5% of teachers tell the students to avoid reading word by word while, the remaining 37.5% never do it. Based on this result, more teachers employ this strategy while the students are reading the text.

Regarding item 9 of table 3, the result of the observation revealed that 16.66 % of teachers tell the students to identify the main idea of the text. Even though, 84.34% of the respondent do not inform the students to identify the main idea of the text in a while reading. This indicates nearly all teachers never teach the students how to distinguish the main idea with the supporting details. The cumulative classroom observation results of the while-reading strategy employment of teachers revealed that 59.72% of the teachers could not use during reading.

Table 7. Classroom observation results on post-reading activity

N=8

Item	Classroom observation session										
	1st day		2nd day		3rd day		Total frequency				Total
The English teacher	Yes	No	Yes	No	Yes	No	yes	%	No	%	
Allows the students to discuss the passage after reading.	6	2	6	2	5	3	17	70.8	7	29.1	24
Moves from group to group and support the students.	4	4	5	3	4	4	13	54.1	11	45.8	24
Ask the students to report the result of group discussion for a whole class.	6	2	4	4	5	3	15	62.5	9	37.5	24
Encourages the students to assess the value of the text information	2	6	2	6	3	5	7	29.1	17	70.8	24
Encourage the students to read the passage at their home and identify sentence structure, relationship, style etc. of text.	1	7	3	5	1	7	5	20.8	19	79.1	24

Let the students connect the text to their real life situations.	2	6	2	6	2	6	6	25	18	75	24
Informs the students to summarize the text in their own English.	1	7	2	6	3	5	6	25	18	75	24
Total							9	38.3 9	15	61.3 1	24

As can be seen from the above table item one, the result of the observation indicates 70.08% of teachers allow the students to discuss the passage after reading and the remaining (29.14) do not do it. This result shows most of EFL teachers engage the students to discuss the passage after they read.

In item 2 of the table 54.16% of teachers move from group to group and support the students. On the other hand 45.85% of them do not support each group of students in the actual classroom.

Almost half teachers do not assist the students who work in groups.

Regarding item 3 of table 7, the observation result replied 62.5% teachers ask the students to report the result of discussion for whole class, however; 37.5% of them do not employ it. This means most teachers employ this strategy after reading.

In addition, the result of the observation in item 4, the classroom observation revealed 29.14% teachers encourage the students to assess the value of the text information, but 70.83% of the teachers do not engage the students to evaluate the text after reading. This shows most teacher do not employ the strategy.

As indicated in table 7 of item 5, the result of the observation portrayed that 20.83% teachers allow the students to read the text at their home and identify sentence structure, relationship, style etc in a post-reading stage. However, 79.16 % of them do

not do so. It means a large number of teachers forget employing this strategy after reading.

Regarding to the table, item 6 the classroom observation revealed that 25% of the respondent let the students relate the text to their real life situation whereas, 75% of them never do so. This indicated that a large number of teachers do not implement this strategy after reading.

Finally, from item 7, from the observed class 75% of the teacher never inform the students to summarize the text in their own English. On the other hand 25% teachers tell the students to condense the text. This refers most teachers do not encourage their students to summarize what they read. Based on the actual classroom observation result of the post-reading strategy practice,

61.31% of the teachers could not employ after reading.

4.1.3 Analysis of data obtained through Interview Data

To get further information about the reading strategies used by EFL teachers in teaching reading the researcher employed semi-structure interview which could support the responses gathered through questionnaire and observation. Therefore the responses from the teachers were used to triangulate the data gathered through other tools. A total of five teachers from all schools were interviewed.

First, teachers were asked about kinds of strategies they use before students read the text. For this concept four teachers said that they didn't make the purpose of reading clear. One of them reported he did it. Similarly, in other strategies four or most of the interviewees mentioned that they teach difficult words before reading. One interviewee said he didn't teach difficult words found in the text using vocabulary teaching strategies. And also three of the interviewees said that they let the students predict what the text is about. Others two teachers reported they didn't use the strategy. About activating the students' background knowledge, most teachers replied that they didn't activate the students' background knowledge before they read the text. Only one interviewee said he engage the students in such kind of activity.

Secondly, the interviewees were asked about kinds of reading strategies they use in while-reading practice. In response to this question two of the interviewees mentioned they asked the students to scan the text, whereas three teachers said they didn't use the strategy. Five of the interviewees reported that they instructed the students to read silently and individually. Four teachers said they encourage the students to check their prediction. Only one teacher replied that she didn't employ it. Also three of the interviewees mentioned that they ask the students to find out the meaning of the new words using contextual clues in the text. Two of them said they didn't use this strategy. In addition, four mentioned that they asked the students to skim the text, but one interviewee said he didn't use it. Likewise, four teachers reported that they ask the students' individual task respond to the comprehension question on the passage. And one teacher said that he didn't implement it.

All interviewees said that they didn't allow the students to practice taking note in a while-reading stage. Beside, all interviewees claimed that they inform the students to avoid a reading word by word and encourage identifying the main idea from the supporting details.

Thirdly, the researcher was asked about kinds of reading strategies they use after reading from the lists. Four teachers said they allow the students to discuss the passage after reading. One said he never does it. Again four interviewees reported that they round and support each group. One interviewee said she doesn't implement it. All interviewee said they ask the students to report the result of group discussion for a whole class. Four teachers reported that they encourage their students to assess the value of the text information. One of them said he didn't do it. All the interviewees said they didn't encourage their students to read the passage at their home and identify sentence structure, relationship, style and so on. Again all the interviewees mentioned they never connect the text to the student's real life situation. Four teachers reported that they didn't inform the students to summarize the text using their own English. One of them reported that he did it.

The EFL teachers told that to apply all these strategies, the given time is not enough.

In addition, the researcher asked if they use another strategy different from the lists. Two interviewees said sometimes they use loud reading, while another three teachers said they use translation. They said that if they don't translate what they have said their students couldn't understand to answer the comprehension questions. Similarly all interviewees claimed that they use the same strategy when they are teaching reading. All interviewees reported that they didn't explain the importance or the benefit of the strategies they have already used because they didn't think it is important.

4.2. Discussion of results

In this part of the paper, an attempt is made to explain the results of the study with reference to the basic questions formulated understatement of the problem. The major ideas or theme of the discussion are:

The kind of strategies teachers use in teaching reading

How teachers employ the reading strategies in reading class

Effectiveness of teachers in using the reading strategies in reading class

4.2.1 The kind of strategies teachers use in teaching reading

The result of the teachers' questionnaires and interview, most of EFL teachers make the purpose of reading clear; however, the classroom observation confirmed that a lot of teachers failed making the purpose of reading clear to the students before reading. Nunan (1996) explained that it is important for students to have a clear purpose and to keep in mind what they want to gain from the text. Similarly, even if the EFL teachers reported to teach difficult words before the students read the text, the result of the classroom observation did not confirm it. The researcher observed that the strategy was not used by most of EFL teachers. Furthermore, based on the result of the interview, teachers encouraged their students to predict what the text is about.

Nevertheless, the result of the questionnaire and classroom observation didn't support it. Chali (2018) stated that reader should predict what comes next to make sense of sentences and increase the development of reading skills. Predicting helps the reader to make sense of sentences. Majority of the EFL teachers taught reading without activating the students' background knowledge. Nevertheless, Melkamu (2002) indicated that prior knowledge activation is important for effective comprehension in the reading lesson presentation.

In a while reading stage, some teachers but not all allow their students to scan the text or teach students how they identify the unwanted information from the text. As Teshome (2016), scanning is useful strategy for teaching reading. If students practice to find out specific information of the text they can develop the ability to identify the irrelevant information from the text. EFL teachers engage their students to read silently and individually. Atkins et al. (1996) suggested that it is advisable to the students to read the text silently and individually for a detail understanding of a text and answer the questions. Moreover, most EFL teachers encourage their students to check their prediction. However, the questionnaire and the observation revealed that most teachers fail to train their students this strategy. In pre-reading stage teachers didn't let the students predict about the text, it is difficult to encourage the students to check whether the prediction is right or not. The result of the questionnaire and interview indicate some EFL teachers taught unfamiliar words using contextual clues or others vocabulary teaching strategy in teaching reading. Even though, in actual classroom, the researcher didn't observe teachers use context to teach new words. As Toprak (2009), teachers should enable students guess the new words in the text using context clue, word-building or word formation etc. In addition, the result of the questionnaire and interview, EFL teachers make their students skim the text.

However, in actual classroom observation plenty of teachers didn't practice this strategy. Few teachers encouraged their students to take note during reading to help them understand what they read the text and identify the main idea from the supporting detailed during reading.

After reading, the result obtained through all data collection instruments revealed that enough number of EFL teachers engaged their students in group discussion. Toprak (2009) stated that discussion can lead the students getting clear information about the text. Even if teachers allowed the students to work in group, they didn't assist or support the participants well. Teachers asked the students to report or present the group activity, but the students were not participating actively.

The teachers' interview result shows most EFL teachers encourage the students to assess the value of the text information. Nevertheless, the questionnaire and the observation result did not confirm it. It means most teachers did not let students draw conclusion and make their judgment about the text. Nuttel (1999) stated that assessing the true value of textual information is helpful for readers to read the text critically.

Again teachers didn't relate the text with student's real life situation. This strategy is helpful to make the text meaningful for the students. According to Teele (2004) cited in Hulya (2014) reading becomes meaningful when the readers connect the idea in the text in to their experience. Additionally, teachers never encourage their students to summarize or condense the text after reading the text. According to

Alder (2001) and Pearson and Duke summarizing the text we read is important to improve the overall comprehension of the text and distinguish the main idea from the supporting detail. This strategy also helps to relate the reading skill to the writing skill. Also teachers didn't allow their students to identify the structure, style and relationship of the text at their home. Most teachers think that the given time is not sufficient to employ these strategies. According to Medina (2012), it is advisable to teachers to assign homework if the time for a specific activity was up. The open-ended items of the questionnaire and classroom observation result revealed that teachers also use another translation as a strategy in order to increase the students' participation.

Generally, EFL teachers in the selected schools do not use variety of strategies in teaching reading. They used limited number of reading strategies. The kinds of

strategies the teachers used in teaching reading were silent and individual reading, reading by chunks not word by word, individual and group task, presenting or reporting the group task and translation. However, these strategies weren't supported by others useful reading strategies.

4.2.2. How teachers employ the reading strategies in reading class

As the teachers' response indicate the grand mean value of frequency in which teachers teach pre-reading activities is 2.58. This implies teachers rarely employ the strategies that are used to activate and motivate students before they read the text. Lots of EFL teachers in the selected school missed using before reading strategy. As the researcher observed, the majority of teachers taught reading lesson without considering the importance of pre-reading strategies. They simply introduced the lesson and wrote the topic on the board, then ordered the students to read silently and individually. However, pre-reading is a very crucial strategy in teaching reading. Mesfin (2008) indicated that students should create a positive attitude in the minds of students in order to be initiated to read the text and to activate their prior knowledge so as to gain new information before they read the material.

Concerning the while reading stage the grand mean value is 3.18. This implies EFL teachers sometimes employ the strategies used during reading. While reading activities were more frequently applied or had better implementation than those in prereading and post-reading activities.

However, most EFL teachers didn't carry out the strategies properly. For example, most teachers rarely engage their students to vary their reading according to the purpose such as how to skim and scan. Teachers asked their students individual task to respond the comprehension question on the passage, but teachers give the task randomly selected from the lists without considering and informing the purpose of each comprehension questions. Likewise, teachers teach vocabularies by asking the meaning of the word without word guessing method. Mostly they teach by translating the word in to students' first language (Amharic). The actual classroom observation is also the witness of this result. According to Nuttall (1982) as cited Teshome (2016)

the while reading phase is an important part of reading lesson strategy, so teachers are responsible for helping their students use every possible strategy to develop efficient reading skills at this stage. Moreover, it is a strategy where teachers' close and right kind of guidance enables the learners to comprehend the content and the rhetorical structure of a text.

On the post-reading phase of the strategy implementation, the grand mean value is 2.58. This implies the strategies are rarely or never employed. The cumulative observation result also portrayed the majority of English teachers didn't give attention for many useful strategies after the students read the text. For example, assessing or evaluating the text, connecting the text to the students' real life situation and summarizing were not carried out on after reading phase. In addition, the English teachers engaged their students in group discussion, but they rarely move group to group to coordinate and check their students' discussion whether the students were participating actively. Thus, few students reported or presented the result of the group work for the whole class, when the teachers asked the students. Similarly, as it is stated in the review literature, Vaez (2006) discussed the impotency of post reading activities for students i.e. extend their thinking and understanding of what they have read. And by integrating the reading skill in to speaking and writing become students more engaged reading and developing a deeper understanding and appreciation of texts.

Therefore, the result of all instruments depicted those EFL teachers in the selected schools the actual classroom implementation of the reading strategy was not performed appropriately.

4.2.3 Effectiveness of teachers in using the reading strategies in reading class

In relation to the result of the instruments, the finding revealed that a large number of

EFL teachers in the selected schools didn't engage their students to practice effective reading strategies to comprehend the reading material. For example, majority of the teachers made the students read the material without giving a clear picture of what their students are going to do and also without making the purpose of reading clear. This made the students didn't try to concentrate and visualize what they read to construct meaning. Furthermore, after the students read the material, they poorly practiced suitable strategies such as relating the text with the background knowledge or experience, summarizing the text, and evaluating the idea of the text. For this result, most students were not good at reading. They were not actively participated in order to answer the comprehension question as well as at the time of discussion and presentation. N'Namdi, K. (2005) pointed out the purpose of reading strategy instruction. They said that strategy instruction can motivate the students to read the text and engage actively in practice of doing the given task.

Therefore, the findings show that the grade 10 EFL teachers in the selected schools didn't made their students practice reading strategies appropriately to understand the meaning from the text while they are teaching reading. Thus, it is concluded that the teachers are not effective in using reading strategies in teaching reading. Ahimed (2018) pointed out in his study teachers should train the language learners to employ appropriate strategies when dealing with a specific task in order to boost their achievement in reading.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This chapter is meant to summarize the steps followed to conduct the study and to state the result found in brief. It also deals with what should be done to solve the problem indicated. The main aim of the study was investigated the effectiveness and practice of reading strategies employed by EFL teachers at grade 10 in four selected secondary schools in Gurage zone. In order to achieve the purpose of this study, the following research questions were proposed.

To achieve the three objectives of the study, three data gathering tools were employed namely questionnaire, classroom observation and semi-structured interview. The participants of the study were EFL teachers in those schools. In the selection of participants of the study and sample schools, random sampling technique was used.

According to the finding, the EFL teachers employed a limited number of reading strategies in order to facilitate their students. The students didn't practice variety of reading strategies effectively to comprehend the reading text so as to improve their reading competency. The teachers taught reading lesson without dividing in to three phases (pre, while and post reading) and using varies types of reading strategies (predicting, making connection, summarizing, scanning, skimming etc.)

In pre-reading stage, the grand mean value and the cumulative observation indicated reading strategies which could help students to be motivated and interested that are making the purpose of the text clear, let the students predict what they read and activating background knowledge were not totally implemented. In addition, in a while-reading stage, most strategies a rapid reading skimming and scanning, guessing unfamiliar words using strategies, taking note and identifying the main idea were not given attention by teachers. Strategies that are important to the students to comprehend

the text critically for example, assess the value of text information either supporting or opposing, connect the text to the real life situation, and identifying sentence structure, relation, style, etc. was not given attention by EFL teachers. Moreover, teachers did not engage the students to summarize the text what they read, so integrating the reading skill to other skills for example: writing the summary of the text and making sentence are integrating reading skill with writing skill and asking to tell the main idea of the text is integrating reading skill with speaking skill) was not applied successfully during teaching reading. Again teachers do not considered about explaining the importance and benefit of reading strategy

As a whole individual reading, making reading by chunks, individual and group task, presenting or reporting the group task and translation are the strategies used by EFL teachers in the selected schools in the current practice of teaching reading. There is a gap in literature review of teaching reading strategies and the actual practice of the teachers in their reading class room.

Generally, it can be decided that EFL teachers did not employ various reading strategies effectively before, during and after reading stage in teaching reading. There was lack of appropriateness of reading strategies employed by teachers. This is the main problem that makes the reading lesson was not meaningful and enjoyable.

5.2. Conclusion

Based on the findings of this study, it may be possible to draw the following conclusions: Teachers taught reading lesson without dividing in to three phases and using varies types of effective reading strategies. Teacher's method of teaching reading looks like traditional. This means that teachers in those selected school only they selected some students to read the given text and give some highlights about the text and translate on their mother tongue whereas the student didn't perform the pre or post activities. The current method of teaching reading such as making the purpose of

the text clear and activating background knowledge are not carried out. Teachers have less attention to create awareness for their students about reading strategies in the classroom. Teachers paid little attention to check the students' understanding and their effectiveness after reading. Integrating the reading skill with other language skills has not got much consideration by teachers. Teachers have lack of awareness on making the reading classroom purposeful and meaningful.

5.3. Recommendation

In light of the research findings the following recommendations are forwarded: To teach the reading lesson successfully in EFL classroom, Teachers should:-

- Use a combination of reading strategies incorporated with pre, while and post reading activities in reading class.
- Explain use of reading strategies and encourage students to practice the reading strategies in each stages of reading.
- Integrate the reading strategies to writing skill using appropriate reading strategies: like summarizing or paraphrasing. Some reading strategies such as summarizing and identifying sentence structure, relation and style should be given as homework if there is no enough time to practice in classroom.
- In addition to these Ministry of Education and other concerned bodies should organize trainings and workshops which help the teachers to update their skills and knowledge of language teaching methodology which incorporated issue related how to implement reading strategy.
- Finally, further research should be conducted to investigate why teachers' reading strategies and practice are not successful in grade 10 in Gurage zone.

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APPENDICES

The questions found in the following data gathering instruments adapted from Nunan's reading strategies typology cited in John Jaime (2010), evaluating reading strategies instruction by Mzwamadoda Phillip Cekiso (2007) and The practice of teaching reading skill Alebel Adego Abebe (2020).

APPENDIX I

Teacher's questionnaire

Dear English Teachers:

This questionnaire is designed to gather relevant data for a study on the topic 'Evaluate the effectiveness and the practice of reading strategy employed by EFL teachers in reading class room.' The findings of the study are hoped to contribute to improve the reading strategy used by teachers and the practice of it. You are, therefore, kindly requested to provide accurate information in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept confidential. It will be used only for this study. It is not necessary to write your name in the questionnaire. Thank you for spending your precious time and in valuable effort to fill in the questionnaire.

Background Information

Direction 1: Please respond to the following information by tick mark the appropriate items from the given alternatives. Background Information

The name of school

Grade level

Sex a) Male b) Female

Age a) 20-30 b) 31-40 c) 41-50 d) 51 and above

Qualification a) Diploma b) BA c) MA

Years of experience a) <10 b) 11-20 c) 21-30 d) more than 30

Direction 2: the following statements show the practice of teaching reading and the use of reading strategies in EFL classes. Please, indicate the extent to which you carry out these practices in your reading lesson by putting tick mark (✓) in the table below that are accompanied with five options:

Always, usually, Sometimes, Rarely and Never.

Keys: 5 = Always 4= Usually 3 = Sometimes 2 = Rarely 1 = Never

Items related pre-reading actives	scales				
	5	4	3	2	1
I make the purpose of reading clear.					
I teach some key or difficult words in the text using synonyms, antonyms, word formation, etc.					
I let students look at the topic and visual supports like pictures, charts and predict what the text is about.					
I ask some general questions about the students background knowledge related to the reading text before reading.					
Items related while-reading strategies					
I ask the students to find out specific information.					
I instruct students to read silently and individually.					
I encourage the students to confirm if the prediction they make before reading was right.					
I ask the students to find out the meaning of new words using contextual clues in the text.					

I ask the students to read for the gist of the text.					
I ask students individual task to respond the comprehension question on the passage.					
I make the students to avoid reading word by word.					
I tell the students to identify the main idea and supporting details.					
Items related post-reading strategy					
I allow the students to discuss the passage after reading.					
I move from group to group and support the students.					
I ask the students to report the result of discussion for whole class.					
I encourage the students to assess the value of the text information.					
I encourage the students to read the passage at their home and identify sentence structure, relationship, style, etc. of the text.					
I allow the students to connect the text to their real life situation.					
I inform the students to summarize the text in their own English.					

Open ended questions

1. Do you use the same strategy at all in teaching reading? Why?

2. Do you explain the importance or the benefit of the strategy you have already used?

APPENDIX II

OBSERVATION CHECKLIST

NO.	PRACTICE	YES	NO
	Before reading strategies		
1	Does the teacher make the purpose of reading clear?		
2	Does the teacher teach some key or difficult words found in the text?		
3	Does the teacher let students look at the topic and visual supports like pictures, charts and predict what the text is about?		
4	Does the teacher ask some general questions about the students background knowledge related to the reading text before reading?		
	During reading strategy		
5	Does the teacher ask the students to find out specific information?		
6	Does the teacher instruct students to read silently and individually?		
7	Does the teacher encourage the students to confirm if the prediction they make before reading was right?		
8	Does the teacher ask the students to find out the meaning of new words using contextual clues, word-building, antonyms, synonyms, etc?		
9	Does the teacher ask the students to read for the gist of the text?		
10	Does the teacher ask students individual task to respond the comprehension question on the passage?		
11	Does the teacher tell the students to identify the main idea from the supporting details of the passage?		
12	Does the teacher tell the students avoid reading word by word?		
13	Does the teacher allow the students to take note from the passage?		
	After(Post) reading strategy		
14	Does the teacher allow the students to discuss the passage after reading?		
15	Does the teacher move from group to group and support the students?		
16	Does the teacher ask the students to report the result of group discussion for a whole class?		
17	Does the teacher encourage the students to assess the value of the text information?		

18	Does the teacher encourage the students to read the passage at their home and identify sentence structure, relationship, style etc. of text?		
19	Does the teacher allow the students to connect the text to their real life situation?		
20	Does the teacher inform the students to summarize the text in their own English?		

APPENDIX III

Interview questions for teachers

1. What kinds of strategies do you use in teaching reading before your students read the text?
2. What kinds of strategies do you use in teaching reading while the students are reading the text?
3. What kinds of strategies do you use in teaching reading after the students read the text? 4 what do you think that the factors that contribute to the success or failure of students in teaching reading skills?

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