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**College of Social Science and Humanities
Department of English Language and Literature**

**Assessing Reading Strategies used by Teachers in EFL
Class: Abeto Negase Kiristos Weredekal
Secondary School in focus**

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**ASSESSING READING STRATEGIES USED BY TEACHERS IN
EFL CLASS: ABETO NEGASE KIRISTOS WEREDEKAL
SECONDARY SCHOOL IN FOCUS**

MA Thesis

By Zenbaba Kebede

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(Graduate Program)**

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for an MA thesis in any other university.

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Date of submission 23th August.

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ABSTRACT

The main objective of this study was to assess reading strategies employed by the sample school classroom teachers. The study was conducted at Abeto Negase Kiristos Weredo Kal secondary school of Meniz Mama District at Molale town.) These teachers were selected by using comprehensive sampling technique of non-probability because these all teachers were convenient to this study. To collect the necessary information from the participants, three data collection instruments such as questionnaire, classroom observation, and interview were used and descriptive survey research design was also applied. The findings showed that very limited reading strategies were employed by the teachers. As teachers attempted to explain many problems were challenged them regarding to the implementation of these reading strategies among these problems giving less attention for the reading lesson and using traditional way of teaching strategies were the first and foremost problems. Due to this fact to teach reading in this sample school, most of the time teachers in their actual classroom were using only very limited reading strategies such as reading aloud from the traditional reading strategies and summary and taking main idea of the text from the communicative reading strategies. This made students not to get more chances to use variety of reading strategies in their reading tasks. However, to improve students' reading comprehension skill teachers should be committed to use the communicative language teaching strategies.

Key Words:

Practice, Reading Strategies

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Research

Like food is the most important thing to grow the physical as well as mental development, knowledge is also very important to enhance and improve mental development, so to obtain this knowledge people can use different skills among these skills reading can be played a pivotal role from of the rest of the other three skills such as writing, listening and speaking because as Donough, (1994) and Getachew, (1996) quoted by Mebratu Mulatu, (2014) explained most of the knowledge that learners get in this level comes through the ability to read and comprehend the texts and the notes they received from the various subjects they study. Paulos Gedebo, (2015) also mentioned in his research most of the knowledge in high schools' students get come via the English language and also almost all part of the examination test, and the materials all written in English may, decide the academic success or failure of their knowledge and abilities were based up on the learners' reading and understanding abilities/capacities in English. Mebratu Mulatu, (2014) also pointed out further points about the benefits of reading as follows:-

The success of EFL learners 'in English language can be determined by their Performance in listening, speaking, writing and reading efficient users of Language display their competence in those skills using proper grammatical Structure and vocabulary However, among the competencies reading is the Most important which learners in the upper level are expected to develop

Alderson,(2000) quoted in Nardos Hailu,(2016) also explained reading like this in the age of the internet and information technology reading provides its importance as an essential skill for learners of any kinds of knowledge. Schoenbach, Greenleaf, Cziko and Hurwith, (1999: 38) also describe reading as a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.Aslam (2003:75) also defined reading as a process that helps the readers to;

A. Decode, decipher and identify the word in print

B. Articulate, speak and pronounce the word in print

C. Understand, interpret and sense the meaning of the word text in print

Jack C. Richards and Schmidt, (1985) define reading details in which the reader reads to note specific information in a passage including the sequence of information. MOE,(2013:7) in teachers' training course of module 4 under the title of 'Refresh your English 'states that reading is not seen as a single task that is focused mainly any single knowledge rather it is a multi-dimensional source of knowledge. For example if we need to know about the world and read a text about it we also need to know vocabulary, sentences cohesion, and the like generally it enhance our text attack skill. These are not the only writers about the use of reading Fatma, (2011:46) quoted in Nardos Hailu, (2016) also explained reading as "The reader's mental processes occur at different levels when he or she engages themselves in an interaction with the print to create meaning." So reading involves both comprehension and interpretation of a text by using questions formulated by the reader and various levels of cognitive processes are required for efficient reading process. Generally reading helps learners' academic performance and facilitates their independent learning system. As Atkins et.al (1996), quoted by Mebratu Mulatu, (2014) ineffective reading hinders the learners' broader studies and inevitably limits their academic performance. And it results to exist teachers' less interest regarding to using different reading strategies because most of the time as the researcher tried to observe in her real situation, most language teachers have been teaching reading by using the traditional way and they have never used language strategies in general and reading strategies in particular. There were significant factors which result for the existence of very poor practice of different reading strategies among them as the researcher tried to mentioned above learners' ineffective reading habit and teachers' less attention for using different reading strategies while teaching reading were the one and the for most factors. However, to make reading as a means of communication, assessing teachers' implementation/ practice of reading strategies in their EFL class room was the basic issue that the researcher must be focused on it. Because reading strategies can provide the ideal solution for the improvement of reading comprehension skill, so in order to solve the problems that were faced on regarding to the implementation of different reading strategies the researcher tried to see different researches that were conducted by both local and international researchers. Even though it is impossible to read all the researches that were conducted by local

or international researchers once a time, as much as possible the researcher tried to see many researches that were conducted by both types of researchers. And most of the researches that were conducted by local researchers and foreign researchers were designed objectively to dig out the effect of different reading strategies in students' reading skill. Among the foreign researchers for example Plocher, (2016) conducted his/ her research under the title "The Effect of Reading Comprehension Strategies on Reading Digital Informational Texts" and this research was aimed to identify the effect of three reading comprehension strategies such as

- Cloze Reading Comprehension activity,
- Reading Road Map (RRM) and
- Survey-Question-Reading-Recite (SQRRR)

On reading comprehension skill of students during reading digital informational text, Cekiso & Madikiza, (2014) also conducted the research under the title ' Reading Strategies used by grade nine English second Language learners' and it was aimed to show the awareness of reading strategies to the learners to improve their reading comprehension skill. Mistar, Zuhairi, .&Yanti, (2016) also conducted the research through the title 'Strategies Training in the Teaching of Reading Comprehension for EFL learners' and this research was aimed to investigate the effect of reading strategies on students' literal and inferential reading comprehension.

Marshi, & Rahmati, (2017) also conducted the research through the title 'The Effect of Teaching Reading Strategies on EFL learners' Reading Anxiety.' When we come to the researches that were conducted by local researchers, the same is true that of the foreign researchers the local researchers conducted the research on the effect of reading strategies on students' reading comprehension skill. For example Mebratu Mulatu, (2014) conducted the research under the title 'Cognitive Reading Strategy Training and Its Effect on EFL Learners' Comprehension skill' and the research was aimed to identify the effects of cogitative reading strategy on the EFL learners' comprehension skill. Melese Adamu, (2015) also conducted a research to assess reading strategies that were used by grade 11 students in EFL class of 'Chancho' Preparatory school. To sum up as we have seen the researches that were conducted by both local and foreign researchers they all aimed to identify the effect of reading strategies on students' reading skill. However, even though those the previous researchers conducted their researches by focusing on the same

topic reading strategies, the aims of their researches focused mainly on the effect of using different reading strategies on students' reading skill and this indicated that there were no researches indicated on the practice of different reading strategies of teachers.

1.2. Statements of the problem

As it has been said so far, reading skills are very important as far as learners' academic achievement is concerned. Thus, to equip our learners with this basic skill, it would be very important to consider reading strategies. The basic activity to be carried out in this study is identifying reading strategies which were used by teachers of EFL in the given sample school. As the researcher tried to show so far she saw different researches that were conducted by both local and international researchers, but those all researchers were designed to identify the effects of using reading strategies on students reading skill and this made the researcher's research different from the researches that were conducted by different researchers so far because most previous researchers conducted their research by focusing on the effect of reading strategies on students' reading comprehension capacity, but the researcher was focused on teachers' experience regarding to the use of different reading comprehension strategies in their actual classroom. And there was also another distinction that the previous researchers conducted researches by focusing mainly on schools of cities like, Hawassa, AddisAbeba (Chanco) and the like but the researcher conducted in rural governmental schools of districts and town. So to make her research more tangible the researcher designed the following three basic questions and these questions were answered by the research.

1. Which reading comprehension strategies do teachers use in their actual class most frequently?
2. How do teachers instruct their students to use reading comprehension strategies during reading lesson?
3. What are the major obstacles that make teachers not to put some of reading strategies that they knew in theory in to practice? / do not use reading comprehension strategies that they knew before well in theories in their EFL class in practice?

1.3. Objectives of the study

1.3.1. General objective

The overall objectives of this study was to assess the teachers' practice of reading comprehension strategies in the actual EFL class of Abeto Negase Kiristos Weredekal secondary school of grade ten.

1.3.2. Specific objectives

- To identify reading strategies which were frequently applied by EFL teachers in the selected school?
- To identify reading strategies that teachers were instructing their students while they teach their students reading in their actual classroom.
- To investigate the mismatch between teachers' theoretical knowledge of reading strategies and their practice in the actual class room.

1.4. Significance of the study

The findings of this study were expected to use as a reference for the teachers who have been teaching English because it provides them some facts about some fundamental strategies of reading comprehension and their uses. It can also serve the teacher researcher as a review related literature for their research that will be conducted in related topic. Generally the findings of this research have the following benefits:-

It may be important for researchers, teachers as well as students. For example for researchers this study may serve an initial step and encourage deep research by professional researchers, it may also help to forward suggestion for the problems faced on using different reading strategies. For teachers it may help them to foster the development of their students reading skill, and it enables them for bringing the solution to the factors affecting the use of different reading strategies, it may also show light on the current problem of teachers in teaching English especially in using different kinds of reading strategies during their reading lesson. When we come to students it can help them to be aware of the factors affecting their reading skills and it also provides students with the opportunity to use the result as a guide to work hard on improving their reading comprehension.

1.5. Delimitation (Scope) of the Study

Although this problem has been seen in most part of the country, in spite of limited resource as well as less ability of researcher towards conducting research, this study was mainly concerned with the exploration of the practice of reading comprehension strategies in the actual EFL class with particular to Abeto Negase Kiristos WeredeKal general Secondary school of Meniz Mama district in Molale town in grade ten of 2012 E.C academic year. In order to come up with a good conclusion in line with addressing the underlying constraints related with the title in focus, the researcher dealt with the exploration of the extent at which reading comprehension strategies were being practiced as effectively as necessary in EFL class of the school.

1.6. Limitation of the study

When the researcher conducted this research, she has got many problems. Among the problems some were mentioned as follows based on their seriousness. Such problems were:-

1.6.1. Lack of knowledge preparing questionnaire

When the researcher designed some questionnaires, she faced some challenges regarding to the way how to design it and about the characteristic nature that the questionnaires and the like, but to solve this problem the researcher asked some senior experienced teachers with in the school department as well as the neighbour school teachers by going to MehalMeda.

1.6.2. Lack of knowledge how to use technology

Using technology was another challenge that made the researcher to be hopeless when she conducted this research. For example when the researcher was downloading, sending and receiving information, she got very serious problem, but so as to solve this problem the she had taken short training from her colleague and the training made the problem very easy.

1.6.3. The existence of some unwilling Teachers to provide information

This was also another challenge of the researcher. When she conducted the given research, she was getting some unwilling as well as careless teachers to provide information, but to avoid this problem the researcher advised some unwilling teachers and then obtained some tangible information.

1.7. Definition of terms

When the researcher conducted this research, she used some new words. These new words are considered as an obstacle to the readers who need to read this research so to make this research more readable the researcher put the operational definition of the new words she used in her research as follows:-

Abeto Negase Kiristos Weredekal:-the name of the school that the given research was conducted in it.

Pivotal:-being of crucial importance.

Recapture:-the act of taking something back.

Graphic stimuli: - a written symbol that is used to represent speech.

Blue print:-photographic print of plans or technical drawings etc.

Convenience: - the state of being suitable or opportune

Practice: - translating an idea to action

Reading Strategy: -Guess unknown words from context where possible

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Definition of Reading Comprehension

Education is the social process of imparting knowledge, skills, and attitude to change the behavior of the learner in the way the society expects. (Yelfign Tamirat, 2002:1). And among the tools which have been imparting knowledge, skill, and attitude, reading is the one and very important tool. Due to this fact different writers wrote different idea within different and the same time about reading and its function. For example Perfetti, (1985) quoted by Melkamu Dumessa, (2002:9) suggested reading incorporates intricate process of visual, linguistic and cognitive activities .Sold and Field, (1997) quoted in this research also explained the distinct nature of reading like this "the act of reading is not completely understood or easily described."

According to Alyousef, (2006:63) *reading can be seen as “interactive” process between A reader and a text which leads to automaticity or (reading fluency) in this process, The reader interacts dynamically with the text as he/she tries to elicit the meaning and Where various kinds of knowledge are being used: linguistic or systematic knowledge (Through bottom-up) as well as schematic knowledge (thought top-down) Process.*

Jack, C. Richards and Schmidt, (1985: 443) also is defining reading like this:-

1. Perceiving a written text in order to understand its contents. This can be done silently (**silent reading**). The understanding that results is called **reading comprehension**.

2. Saying a written text aloud (**oral reading**). This can be done with or without an understanding of the contents. Different types of reading comprehension are often distinguished, according to the reader’s purposes in reading and the type of reading used. The following are commonly referred to:**literal comprehension:** reading in order to understand, remember, or recall the information explicitly contained in a passage.**Inferential comprehension:** reading in order to find information which is not explicitly stated in a passage, using the reader’s experience and intuition, and by inferring (INFERENCE).**Critical or evaluative comprehension:** reading in order to compare information in a passage with the reader’s own knowledge and values and **appreciative comprehension:** reading in order to gain an emotional or other kind of valued response from a passage. According to Babalola (1999:178) quoted by Olatunji, (2014:1) reading comprehension is defined as “The power to understand.”It is successful to access the writer’s text and can be reading comprehension.Nanewotor and Abiona, (1990: 69) quoted by Oitunji on the same page also explain reading comprehension as the art of reading, understanding, and answering questions on a given passage. As Sweet & Snow, (2003: 1) quoted by Abdelhalim, (2017:37) Reading comprehension as the essence of reading involves the process of simultaneously extracting and constructing meaning.

Roit, (2005:2) also explained reading as follows:-

“Reading is a highly strategic process during which readers are constantly Constructing meaning using a variety of strategies, such as activating back Ground knowledge, monitoring and clarifying, making predictions, drawing

*Inferences, asking questions and summarizing Strategies are used in combination
To solve problems, to think about text and to check understanding consequently,
Teaching comprehension strategies should focus on thinking.”*

Generally as Ruth, etal, (1999:38) summarized reading as a complex process in which when the readers read any kinds of texts they may not be focused mainly on one kind of skills rather the reading text make them to recapture, the readers mental process that the reads would notice that they read with reference to a particular world of knowledge and experience related to the text.

2.2. Purpose of reading

I don't think so talking about the use of reading is necessary because it has multi purposes for the readers. Among the purposes that the reader wants to read any reading texts reading for knowledge and reading for pleasure are the most common, but these are not the only purposes of reading there also many purposes such as to develop one's own memory capacity, to enhance critical thinking skill, to build self-esteem, to foster social interaction and the like. Due to this fact many researchers and scholars explain the purpose of reading like this. For example Rahman (2004:13) stated that “reading serves multifaceted purposes.” People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to know a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc. According to Aslam (2003), there are many reasons why getting students to read English text is an important part of the teacher's job. In the first place many people want to be able to read text in English either for their study purposes (knowledge) or simply for pleasure. One of the biggest reasons why we read books is to gain knowledge. Books are a rich source of information. Reading books on varied subjects provides us information and increases the depth about the subject as well. Whenever we read a book, we learn a new information that otherwise would not have known. To support this idea Paulos Gedabo,(2015: 15) explained reading as the predominant and base of information for academic studies as well as for different instrumental reinforcement. As Williams (1984) quoted by Edaso Mulu (2007:8) has classified reading into getting general information from the text, getting special information from the text, and getting information for pleasure or interest. As penny (1996) also pointed out some point of view about

the purpose of reading like this:- reading is useful for language acquisition , provided that students more or less understand what they read, the more they read, the better they get at it .Reading also has a positive effect on student’s vocabulary knowledge, on their spelling and on their writing- reading text also provide good models for English writing – at different time we can encourage student to focus on vocabulary , grammar or pronunciation- we can also use reading materials to demonstrate the way we construct sentence, paragraph and whole text – student then have good models for their own writing topic , stimulates discussion excite imaginative responses and provide the spring board for well- rounded, fascinating lessons. Simmon, (2018) also explained ten reasons that why people read different texts as follows:-

1.To develop Your Verbal abilities

Although it doesn’t always make you a better communication those who read tend to have a more varied range of words to express how they feel and to get their point across. This increases exponentially with the more volumes you consume, giving you a higher level of vocabulary to use in everyday life.

2. To improve your focus and concentration

Unlike read posts and news articles, sitting down with a book takes long periods of focus and concentration, which at first is hard to do. Being fully engaged in a book involves closing off the outside world and immersing yourself into the text this makes to strengthen your attentionspan.

3. Readers enjoy the arts and improve the World

Readers who read for pleasure are more times more likely (than those that don’t) to visit museums and attend concerts. And almost three times as likely to perform volunteer and charity work. Readers are active participants in the world around them and that engagement is critical to individual and social well-being.

4. To Improve Your Imagination

Reading a written description of an event or a place make your mind to be responsible for creating that image in your head, instead of having the image placed in front of you when you watch television.

5. To make readers smarter

Books offer an outstanding wealth of learning and at a much cheaper price than taking a course. Reading gives you a chance to consume huge amounts of research in a relatively short amount of time.

6. To makes you interesting and attractive

This goes hand in hand with reading to become smarter. Having a library of information that you have picked up from non-fiction reading will come in handy in any academic or scholarly conversation. You will be able to hold your own and add to the conversation instead of having to make your excuses and leave. You will be able to engage a wider variety of people in conversation and in turn improve your knowledge and conversation skills.

7. To reduces stress

A study by consultancy firm Mind lab International at the University of Sussex showed that reading reduces stress. Subjects only needed to read, silently, for six minutes to slow down the heart rate and ease tension in the muscles. In fact it got subjects to stress levels lower than before they started.

8. To improve your memory

Reading gives you a unique pause button for comprehension and insight. By and large, with oral language when you watch a film or listen to a tape, you don't press pause. The benefits of this increased activity keep your memory sharp and you're learning capacity nimble.

9. To discover and create yourself

With the endless amount of perspectives and lives we can read about, books can give us an opportunity to have experiences that we haven't had the opportunity to. While still allowing us to learn the life skills they entail. Books are a fast track to creating yourself.

10. for entertainment

All the benefits of reading which is its entertainment value mentioned so far are a bonus result of the most important benefit of reading, . If it were not for the entertainment value, reading would be a chore but it needn't be while developing our life skills. Reading is not only fun, but it has all the added benefits that we have discussed so far.

Hailom Banteyerga and Nuru Mohammed (1996:79) also stated the purpose of reading as follows: Recognize the meaning as explicitly stated both as word and sentence level, understand the relationship between parts of a text, i.e. sentence and paragraph, recognize the purpose of the text and its parts, being able to guess both to predict what, is coming in a text and to infer meaning, distinguishing main ideas from supporting details and being able to summarized, being able to extract the information the reader wants from a text even when parts of the text cannot be understood, understand the gist of the text that some parts cannot be understood, being able to transfer information from written form, Recognize implied meaning i.e. what is not stated, being able to bring one's own knowledge to a text, being able to create one's own frame of reference for reading the passage, being able to evaluate a text. Do I agree with the writer? and being able to distinguish fact from opinion.

2.3. Language learning strategies

2.3.1. Concepts of Language learning strategies

According to Oxford, (2003:1) Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and grater self-confidence.

Jack C. Richards and Schmidt,(1985)also define Language learning strategy as the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning.

2.3.2. Classification of Language learning strategies

As Oxford, (2003: 16) tried to show us the classification of learning strategies,

2.3.2.1. Direct Language learning strategies

Direct learning strategy is one of the two groups of strategies in which memory strategy, cognitive strategy and compensation strategy are incorporated. Let us see each of them as follows:-

A. Memory strategy:-

One of the elements of direct strategy in which people can store some hundred million bits of information, but it can be true if and only if served as part of potential. This strategy consists four sets such as creating mental linkages, applying images and sounds, reviewing well and employing action. This strategy reflects very simple principles such as arranging things in order, making associations, and reviewing. It enables learner to store verbal materials and then retrieve it when needed for communication

B. Cognitive strategy

Since it is practical this strategy is typically found to be the most popular strategies for language learning. Four sets such as practicing, receiving & sending messages, analyzing and reasoning & creating structure for input and output. Such expected learning outcomes in this strategy are receiving and sending message, locating the main idea through scanning and skimming.

C .Compensation strategy

It is still another language learning strategy of direct strategy. It provides learners to use the new language for comprehension or production despite limitation in knowledge. It is inadequate devise of learning grammar and vocabulary. This strategy is also called “Inferring” because learners can use either linguistic or non-linguistic clues when they don’t know all the words to guess the concepts. It enables learners to use the new language for either comprehension or production despite limitations in knowledge.

2.3.2.2. Indirect Language learning strategies

It is also another language learning strategy in which metacognitive, affective and social strategies are incorporated now let us see each of them in detail

D. Meta cognitive strategy

As Oxford,(2003:136) explained “Metacognitive” means beyond, beside or with the cognitive. This strategy is action which goes beyond purely cognitive device and which provide a way for learners to coordinate their own learning process. It consists three strategy sets such as centering, arranging & planning, and evaluating. It makes language learners more capable. This strategy is essential for successful language learning because it invites learner to overwhelm by too much newness /unfamiliar vocabularies, confusing rules, different writing systems and the like.

E. Affective strategy:-It refers to emotions, attitudes, and values. Even though it is impossible to overstate or explain the importance of affective factors influencing language learning, learners can gain control over these factors through affective strategies. The three main strategies of affective strategy are lowering anxiety, encouraging learners, and taking emotional temperatures of learners

F. Social strategy:-Language is a form of social behavior because it is communication and communication by nature occurs between or among people. Three sets of strategies such as asking question, cooperating with others, and empathizing with others are common in it.

Another important fact that Rebecca explained in her book is that both Language learning strategies such as direct and indirect language learning strategies can be applied to the four language skills such as speaking, writing, listening and reading, but since the researcher needs to assess reading strategies that can be improve reading comprehension, she will be focused mainly on reading comprehension and its strategies in her research so specific information about reading comprehension strategies will be mentioned as follows:-

2.3.3. Reading strategy and its definition

Reading strategies are conscious or intentional plans that people use in order to achieve a goal (Roit, 2005:3). Richards and Schmidt, (1985:444) also define reading strategies as ways of

accessing the meanings of texts, which are employed flexibly and as selectively in the course of reading. Such strategies include:

1. Keep main ideas in mind
2. Guess unknown words from context where possible
3. Stop and re-read when you don't understand

The teaching of reading strategies and helping learners understand and manage the use of strategies is thought to be an important aspect of the teaching of second or foreign language reading skills. According to Barnett, (1988) cited in Mehrpour, Sadighi ,and Bagheri,(2012:109)reading strategies are referred to as mental operations which are used by readers when they read a text and try to understand it effectively.

2.3.4. Classification of reading strategies

There are no single or unique criteria to classify language learning strategies rather they can be classified according to the function that provide to the users. To support this idea Mebratu Mulatu (2014:264) explained in his international journal various scholars classify language learning strategies in different ways. However, there is no basic conceptual conflict among them. For example as Rubin (1987), O'Malley and Chamot (1990), Oxford (1990 and2002), Choen, (2002) and Richards (2002) cited in (Mebratu Mulatu's journal of research (2014: 263-264) classifies reading strategies in to three: affective strategies, communication strategies and social strategies. On the other hand, reading strategies are grouped in to three categories. These are Meta cognitive, cognitive and social (O' Malley, Chamot & Oxford 1990), Because of this fact the researcher listed reading strategies as follows:-

2.3.4.1. Meta cognitive reading strategy

According to Richards and Schmidt (1985:329) Meta cognitive reading strategy is category of learning strategy which involves thinking about the mental processes used in the learning process, monitoring learning while it is taking place, and evaluating learning after it has occurred. For example, metacognitive strategies a learner may use when he or she is beginning to learn a new language include:

1. Planning ways of remembering new words encountered in conversations with native speakers
- 2 Deciding which approaches to working out grammatical rules are more effective
3. Evaluating his or her-own progress and making decisions about what to concentrate on in the future.

Grab, (1991) cited in Alderson, (2000:13) *also explained Meta cognitive skill is A skill in which recognizing the most important information in a text, adjusting Readingrate, skimming, previewing using context to resolve a misunderstanding, Formulating questions about information, monitoring cognition, including Recognizing problems with information Presented in text or an inability to understand text. Self-regulationstrategies likeplanning, testing one’s own comprehension And being aware of and revising the strategies are also part of this reading strategy.*

In addition to this, he/she tried to show some sub skills that are incorporated in this strategy as follows:-

- **Overviewing:** reading headings, sub headings and summaries.
- **Predicting:** anticipating what the passage is about
- **Scanning:** reading quickly to get the specific points.
- **Skimming:** reading quickly to get the general idea from the given reading text
- **Confirm/reject:** checking whether the anticipation is right or wrong.
- **Taking notes:** writing notes on the edge of the paper using personal abbreviations.
- **Summarizing:** writing summary of the text.
- **Underlining/high lightening:** underlining the parts needed to be remembered.

According to Rubin, (1987:2.) cited in Alderson,(2000:309) explained in meta cognitive strategy the following components are always incorporates such as choosing, periodization, planning, advance preparation, selective attention are some sub strategies. Oxford,(2003:136) also explained “Metacognitive” means beyond, beside or with the cognitive.

2.3.4.2. Cognitive reading strategy

As Mebratu Mulatu (2014:263-265) mentioned in his International Research Journal (IRJ) Cognitive reading strategies are cognitive activities or processes that the reader executes in his attempt to construct the meaning out of a text. These include both the bottom up processing, when the reader focuses on the analysis of linguistic features, and the top down processing, when the reader focuses on sampling and predicting, testing the prediction, getting the gist, making inference, etc. using available resources to guess or complete the missing information.

As Rubin, (1987:20) quoted by Alderson, (2000:308) also explained cognitive learning strategy as one of the strategies in which cognitive learning strategies such as clarification/verification, guess-sign/inductive inferring; deductive reasoning practice, memorization, and monitoring can be seen in it.

2.3.4.3. Social strategy

As Oxford,(2003:144-145) explained Language is a form of social behavior because it is communication and communication by nature occurs between or among people this make language to have social situation. Three sets of strategies such as asking question, cooperating with others, and empathizing with others are common in it.

2.4. Specific sub-strategies of cognitive and metacognitive strategies

As Oxford,(2003:57 &151) explained all the Language learning strategies such as memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy have their own contribution for the improvement of the four skills, but the researcher is focused mainly on metacognitive strategy & cognitive strategies because metacognitive and cognitive strategies as Grab,(1991) cited in Alderson,(2000:13) consisted the most important sub-strategies of reading such as overviewing, predicting, scanning, skimming, confirm, taking notes, summarizing, highlighting, clarification, guessing, memorization, and deductive and these sub-strategies are directly or indirectly have strong bond with students reading lessons of this grade level. But when the researcher say these strategies are more important than the other strategies, it does not mean that other strategies such as compensation strategies, affective strategies, and social strategies are useless rather to make reading comprehension more effective to this grade level (grade 10) metacognitive and cognitive

strategies are the most preferable of all. And now let us see each of the sub-strategies which are found in the two reading strategies in detail as follows:-

2.4.1. Predicting/Guessing: - it is also another sub-strategy to teach reading comprehension. It provides the readers the ability to predict the given passage well. To support this idea Mickulecky, (1996:35) predicting helps the reader to gather information about a book by examining its cover. The aim of predicting is to make some educated guesses of grammatical, lexical and cultural clue. According to Greenall and Swan (1986: 3) quoted in Rahman, (2004) thesis prediction is important to know what information is new to the reader and what information s/he has already known about as s/he goes to read the text. McDonald (1983: 54) quoted in the same thesis Rahman, (2004) also explain the term prediction as ‘theory’ and states that it allows readers ‘to be always ahead of the arrival of surface structure

2.4.2. Scanning:-It is very speed reading. The reader is not expected read every word in detail rather he/she reads words only answer his/her questions .It enables the reader to skip such unimportant words easily. B.Mikulecky, (1996:15) To show the function of scanning Aslam,(2003) also explain like this scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of your eyes over the text looking for the specific of information you need. Use scanning on schedules, meeting plans etc. in order to find the specific details you need. As Harmer, (2001:202) quoted by Asmawati, (2015:71) also explained this strategy is a strategy for quickly finding specific information in a text while ignoring its broader meaning. Aritonang,,Lasmana.&Kurinia,(2018:103)also explained scanning as a meansfor searching Particular bits of information quickly through the text. For example, when we look a telephone number, what’s on television at a certain time or search quickly through and article looking for a name or other detail? This skill means that they do not have to read every word and line;

2.4.3. Skimming: - According to Arundel (1999) as quoted by Asmawati, (2015: 71) skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content. Aslam (2003) also suggested that, skimming task can be (a) a combination of text with picture \diagrams, (b) a list of topics on a text for students to choose the one which they feel are dealt with in the text. As Aritonang,

Lasmana.,& Kurnia,D explained in their journal readers were casting their eyes over its surface – to get a general idea of what it is about. For example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it. This skill means they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

2.4.4. Summarizing: As Duffy (2009:153) quoted by Marcela, (2017:34-35) explains that Summarizing is the creation of a brief retelling of a text .It may include the main idea or theme. The focus is on describing in brief form the text’s major points.

2.4.5. Overviewing: - overviewing is one of the reading strategies in which readers can read headings, sub-headings and summaries. (Mebratu Mulatu, 2014:264)

2.4.6. Confirming:-It is reading strategy with checking whether the anticipation is right or wrong. (Mebratu Mulatu, 2014)

2.4.7. Highlighting:- As Richards and Schmidt,(1985:239) explained highlighting means marking key words or sections in a passage with the use of a colored pen, making them easier to identify or remember when studying or reviewing. Mebratu Mulatu also said highlighting is underlining the parts needed to be remember. (Mebratu Mulatu, 2014).

2.5. Approaches of reading

2.5.1. Concept of reading approach

Richards and Schmidt,(1985: 443) define reading approach as a reading method in foreign language teaching, a program me or method in which readingcomprehension is the main objective. In a reading approach (a) theforeign language is generally introduced through short passages writtenwith simple vocabulary and structures (b) comprehension is taughtthrough translation and grammatical analysis (c) if the spoken languageis taught, it is generally used to reinforce reading and limited to the oral reading of texts.

According to Smith (1971) and Goodman (1969, 1982) cited in Alderson (2000:16-17) there are two different approaches that may be taken by readers these are:-

2.5.1.1 .Bottom-up approach

It is a serial model where the reader begins with the printed word recognizes graphic stimuli, decodes them to sound recognize words and decodes meaning. According to Nuttall (1996) cited in Rahman, (2004:64) the reader builds up a meaning from the black marks on the page recognizing letters and words, working out sentence structure". Readers use this process consciously when they are confused with an initial reading. In this approach, the reader is entirely dependable on the contextual meaning, and s/he does not need any background knowledge since it is text-driven.

2.5.1.2. Top-down approach

As Goodman (1969,1982) quoted by Alderson(2000:17) considered this approach for reading as a "psycho linguistic game" because in which readers guess or predict the text's meaning on the bases of minimal textual information and maximum use of existing activated knowledge. Smith also showed this approach as approach incur age reader's experience with reading process, knowledge of the context of text familiarity with the structure and pattern of language and specific text type as well as generalized knowledge of the world and specific subject matter knowledge. As Nuttall (1996: 16) quoted by Rahman (2004) views on top-down approach is:

We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious us of it when we try to see the overall purpose of the text, or get a rough idea of the Pattern of the writer's argument, in order to make a reasoned guess at next step

2.5.1.3. Interactive Reading Approach

As Melkamu Dumessa, (2002) explained in his thesis interactive model of approach is the combination of both bottom-up and top-down approach in which readers can obtained the characters nature of both approaches. When we come to the function of this approach as Dubin and Bycina (1991:197) cited in Melkamu Dumessa's thesis elaborating how this model works in facilitating reading comprehension, interactive theory of reading acknowledges the role of previous knowledge and prediction but at the same time reaffirms the importance of the actual words of the text. This indicates that the interactive process of reading comprehension is a negotiation between the reader's background knowledge and the textual clues taken up from the

printed page through decoding graphic display. Accentuating this view of reading process Schaller et.al (1984) cited in this thesis "meaning is not inherent in the print but is invited by the author and imputed to the text by the reader." This view of interactive approach to reading stresses the significant role of background knowledge and textual stimuli in facilitating reading comprehension. Thus it has important implication for classroom reading lesson presentation. This view of interactive process of reading goes with the fact that Cook (1994) expressed and which claims that interpretation of discourse is provided by the notion of 'schemata' .He suggested that discourse processing to predict and make sense of a text depends on the shared knowledge of both the reader and the writer.

2.6. Phases of reading

Lind say and Knight (2006), Francoise (1986), Andrew, Cohen and Earnerso (2007) identified the three stage (phase) of reading. Those phases are

2.6.1. Pre reading

According to Francoise (1986) point of view, in the pre-reading phase the teacher should aim to arouse the learners' interest in the subject of the reading text by making them draw on their knowledge of the world and by making they give their views on the subjectPre reading activity designed to

- Set task for the learners
- Help the learners to prepare for the task
- Motivate the learner to read
- Pre- reading introduces the topic and context, activate learner back ground knowledge
- Encourages students to predict what the speaker might say

Williams, (1984) quoted by Edaso Mulu (2007:25)also explained the pre-reading phase tries to introduce and arouse interest in the topic, motivate learners by giving a reason for reading, and provide some language preparation for the texts.

2.6.2. While reading

Begin with skimming or scanning activities that provide a purpose for reading and enable the teacher to monitor the learner guess the meaning, identifying signal, check comprehension explain after each activity. The learners will now be ready for reading. The teacher then should ask them to quickly go through the text and answer one or two guiding questions such as, “what is the theme of the passage?”

2.6.3. Post reading

Focus on new vocabulary or particular structure for checking giving feedback and follow up work in real life, reading is most of the time followed by some activity. After reading, the learners either reflect upon what they read or they relate the text to their back ground knowledge, interest or views.

2.7. Techniques of reading

Lado (1957) broadly classified technique of reading into two these are mentioned as follows.

2.7.1. Silent Reading

Silent reading is a process of reading wholly without oral utterances. This kind of reading is preferred to as silent reading is normally much faster for the reason that the eye movements are much faster compared to speech and lip movements. There are two main distracters possible in silent reading.

2.7.1.1. Vocalization

Vocalization is the process of orally uttering the printed word through not very loudly. It is believed that oral utterances are much slower compared to the eye movements and these factors contribute to the speed of reading. If both the processes take place simultaneously, the slower pace of vocalization will limit affect or adversely the eye movements.

2.7.1.2. Sub-Vocalization

It is the process of moving the lips, movement of head horizontally or vertically while reading. These processes are also much slower compared to the movement of eyes.

2.7.2. Loud Reading

Loud reading involves clear and fairly loud utterances of the material read. This kind of reading, though relatively very slow in comparison with silent reading, helps the learners to understand and appreciate their lacunae/deficiencies in their utterances at the levels of pronunciation, stress, tone, pitch, intonation and all such segmental and supra-segmental elements. Loud reading is generally recommended at the primary as well as secondary levels of schooling and may be, to some extent, at the high school levels particularly in the context of poetry reading etc.

2.8. Reading skills

2.8.1 Definition of reading skills

According to Richard and Schmidt, (1985: 444) reading skills also called reading micro skills or the abilities required for skill full reading, such as, discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, making predictions In second and foreign language instruction, particularly with adults, these skills are sometimes taught separately.

2.8.2. Types of Reading Skills

Reading includes a combination of skills used simultaneously. As Adrain,(1988) stated that, Children begin with basic Alphabetic method, Phonetic Method, Word Method, The Phrase Method, at last The Sentence Method. Sooner or later he/she get fluency and comprehension skills to make their reading experiences meaningful. The main goal of reading understands. If can pronounce words but do not understand what they a rereading, they are merely reciting words. According to Aslam (2003) there are various techniques of reading. These are

2.8.2.1. Intensive reading

Intensive reading or reading for accurately involves approaching a text under the close guidance of teacher or through a task that force the student to pay attention to the text. It involves a profound and detailed understanding of the text not only in terms of what it says but also how it says it an intensive lesson primarily concerned with developing reading strategies for improving reading, interpretation, appreciation etc. In the learner Intensive reading is more an exercise in accuracy. The text book prescribed for general English course at secondary level are all meant to be read intensively students supposed to read them in detail so that they can answer the question

given at the end of students each text, question on comprehension, grammar, vocabulary, writing etc. Intensive Reading is accurate reading for detailed understanding and shorter texts, extracting specific information and accurate reading for detail. Intensive reading is used on the shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, we come to know that it is essential that you understand each word, number or fact.

2.8.2.2. Extensive reading

Extensive reading or reasoning for fluency reading of longer texts for pleasure and not necessarily, for minded details. It is a fluency activity in which students can read their own text. Students develop the habits of reading outside the classroom extensive reading can lessen the teacher's burden if he encourages his students to read without his help. Extensive reading can play a vital role in the learning of a second\foreign language. In this regard Aslam (2003:86) listed some of its characteristics. Extensive reading is used for pleasure and general understanding and longer texts for pleasure and need global understanding. Extensive reading is used to acquire a general understanding of a subject and includes reading longer texts for pleasure as well as business books. Use extensive reading skills to improve your general knowledge. For Example: The latest marking strategy book. A novel you read before going to the bed, Magazine articles that interest you the most.

2.8.2.3. Rapid Reading

Rapid reading is the process of reading the entire text as fast as possible and comprehending it with details but, without going into the critical aspects and minute details contained in the text. Information elicited through this process enables the learner/reader to derive the overall summary/get with major details.

2.8.2.4. Critical reading

Critical reading, it calls as other name "in depth or careful reading" is a relatively slow process in comparison to rapid reading. It involves a careful examination of all the major as well as minor ideas, facts etc. looked at from the point of view of the author of the material, other possible points of view which might be parallel or contradictory and the reader's own point of view.

Critical reading is not very relevant for the high school levels. It might be found for meaningful and necessary in the context of studying literature etc.

2.8.2.5. Decoding

Decoding is an early reading skill. Students learn in kindergarten and in the first grade. Decoding means sounding out words is the foundation of reading instruction. Phonics is the method teachers use to instruct students. Letter-naming and recognition is taught along with initial sounds. Children must understand that each letter is represented by corresponding sound before they can read text. Once children know sounds, they learn to blend them into their own words. This phoneme segmentation skill should be practiced daily along with alphabets and sound fluency until decoding becomes an automatic procedure.

2.8.2.6. Fluency

Fluency is the capability to read accurately and expressively while maintaining a rate of speed that facilitates comprehension. Students learn fluency in a variety of ways. Teachers model fluent reading in the classroom and students listen to books on CD. Students receive direct instruction influence through guided practice using methods like choral and repeated reading. Teachers evaluate fluency with timed readings that give a score in words read per minute. Students who fall below the average score for their grade level receive additional, individual help.

2.8.2.7. Comprehension

Comprehension is the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. Teachers' emphasizes on several key comprehension skills. These are inferring, predicting, comparing and contrasting, sequencing and summarizing .Students generally learn how to use these strategies in small group guided by the teacher who demonstrates their use .Students then practice comprehension techniques with a partner by discussing what they read, making connection with prior knowledge and identifying the main ideas in the story .Reading is a receptive written skill of language.

2.8.2.8. Inferring

As Marcela, (2017:34) stated in her research inferring is defined as gaining understanding of the information in author's words that is not explicitly shown in a text. According to Zuburia (1995) cited in Marcela,J. the main purpose of inferring is to find out what is meant inside the text's

lines. To make use of this reading comprehension strategy, the reader must be aware of the text's clues that are hidden in the text, including the use of prior knowledge that permits to draw conclusions about the issue discussed along the reading. This strategy corresponds to the combination of what is presented in the text plus what the reader already knows. According to Duffy (2009) quoted by Melesse Adamu (2015:36) Inferring is the ability to “read between the lines” or to get the meaning an author implies but does not state directly. all comprehension strategies involve inferring in the sense that comprehension requires readers to note text clues, to access prior knowledge associated with those clues, and then, on the basis of that background knowledge, predict (or infer) what the meaning is. So, in this sense, inferring is something a reader does as part of all comprehension strategies. Stated another way, comprehension always involves trying to “get inside the author’s head” to see what he or she really meant when the text was composed Rahman, (2004:44) also explained inferring like this “Sometimes, a text suggests something indirectly rather states it directly. It is the responsibility of the reader to infer this information.”

CHAPTER THREE

Research Design and Methodology

3.1. Research design:The research design that the researcher was applied in her research was descriptive survey because in descriptive research design the researcher must be able to define clearly what he/she wants to measure and must find adequate methods for measuring it along with clear cut definition of population he/she wants to study. In addition to this descriptive research design enables the researcher to collect complete and accurate information in the said study; the procedure must be carefully planned. The researcher design must make enough provision for protection against bias and must maximize reliability. It must not be flexible. (Kothari, 2004, p31-32)

3.2. Population of the study

The sample teachers were the target subjects of the study. All grade 10 English teachers of the school in the academic year were the main sources of relevant information. Thus, these seven teachers from section of grade ten, one female and six males were taken as the direct participants.

3.3. Sample and sampling techniques

3.3.1. Sampling

Many scholars define sampling in different ways but have similar implication. For example Singh, (2007: 89) defines sampling like this it is the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population. Richards and Schmidt, (1985:465) also define Sampling as the procedure of selecting a sample. This selection can be done in various ways, e.g. by selecting a random sample or a stratified sample. These are not the only scholars who defined sampling but there are also others but the meaning of the term sampling remains the same. If the researcher tried to show what sampling mean like this, now she is explained what sampling techniques were applied or used in her research as follows:-

3.3.2. Sampling techniques

The researcher used comprehensive sampling technique of non-probability sampling technique for selecting sample teachers because all grade 10 English teachers must be participated in the research and they were convenience.

3.4. Data gathering tools

As Brown, (2001) quoted in Griffee, (2012:128) explained “a data collection instrument (DCI) can be defined as the means, either physical or nonphysical, by which data is produced”. If we see what data gathering means like this, now we will see which data gathering tools did the researcher use in her research? There are numerous data gathering techniques or tools such as interview, questionnaire, observation, document analysis, tests like criteria referenced and norm referenced and the like. Among these the researcher was used interview, questionnaire and observation because of the following reasons:

3.4.1. Questionnaire

This data collection instrument important was designed to collect the relevant data of basic research question one “ Which reading comprehension strategies do teachers use in their actual class room frequently?” because as Griffee,(2012:135) & Yalew Endaweke,(2006:152) explained questionnaire as data-gathering instruments is a popular research instruments to get most reliable data with in a very critical way so, the researcher used a questionnaire with a rating scale this can be used to collect data on phenomena which are not easily observable like attitude and belief. Accordingly, in this study teachers’ attitude questionnaire was used. Attitude is not directly observable but can be inferred from verbal or overt behaviors such as happiness, sadness, and the like. In other words, although it is difficult to measure an attitude, it is possible to deduce it from what an individual says or acts. The teachers’ questionnaire had two parts. Part one contained close ended items and part two contained open ended item. Part one (close ended item) contained totally 17 items of questions and divided in to two sub divisions these were the first 9 items were designed to assess the teachers’ opinion about the reading strategies that they have been using in their actual classroom most frequently and in this item the respondents decide if they: strongly Agree (SA), Agree (A), can’t decide,(CD) Disagree(D) and strongly disagree(SD) and the second 8 items were designed to assess the frequency in which how often did teachers use different reading strategies and in this item the respondents decide if they:

Always, Usually, Sometimes, Rarely & Never. Part two had open ended items it contained three open ended items and teachers will respond to this items by writing their feelings freely and frankly. The basic research question that was mentioned about it above is found

3.4.1.1. Validity and Reliability of the Questionnaire

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. Thus to ensure the validity of the questionnaire, it is necessary to ask sample teachers questions which were written clearly. Moreover, words used in the questionnaire should have specific and clear meanings to all respondents so that they could give similar responses to the items given. To achieve these objectives a questionnaire should be tried out. If this is done, a number of items that were ambiguous can be identified. One measure of validity as described by McBurney and White (2007) quoted by Nardos Hailu(2) is face validity. They stated that “face validity is researchers attempt to support the interpretation of the measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure’s content and the constructs as theoretically defined.” So the researcher requested five English teachers from Abeto Negase Kiristos Weredekal secondary school and the researcher’s advisor to read the questionnaire to get suggestions. Then based on the suggestions given, items that seemed to be ambiguous were rewritten clearly during the pilot study. Content validity of the questionnaire was achieved by submitting the questionnaire to my advisor, who is an expert in the field of teaching English as a foreign language, to examine and evaluate the content and format of the questionnaire before the final version was distributed among the participants. In addition, the questionnaire’s reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the teachers’ questionnaire could serve the purposes they were meant to serve. Then, the items that would not contribute to the objectives of the questionnaire were discarded.

3.4.2. Observations

The researcher was used structured observation because to gather the relevant data about the basic research question ”How do teachers instruct their students to apply different reading strategies during reading lesson?” this data collection instrument was ideal because it can be

carried out with in the class. According to Kothari,(1990:97) the observation is characterized by a careful definition of the units to be observed, the style of recording the observed information, standardized conditions of observation and the selection of pertinent data of observation, then the observation is called structured observation. It is not only structured but it also control type of observation which means a kind of observation it can be carried out with in the classroom so the classroom observation was taken as a major instrument to investigate what actually happened in the reading classes. Therefore, among the total seven teachers, three teachers were observed while they were teaching reading lessons. Thus the researcher was made continuous observation in the selected sample school of EFL class room from 10 February 2020 to 5 march 2020 or Yekatit 2, 2012 to Yekatit27, 2012 in the selected three teachers 'class room from the seven total sample teachers. The teachers were selected in terms of the length of teaching experience, and sex variety. For example one teacher had along service about 34 years, the second had only six years' experience and the third teacher was female and she had 20 years' service. In a given solid month there were only 19 school days the rest 11 days including to "Adwa" were not school days, but within those 19 school days the researcher observed those selected teachers. Each teacher was observed three times using a structured observation checklist. The checklist included 15 items which were all concerned with reading lesson presentations. The observation checklist was categorized in Yes/No category.

3.4.3. Interview

The third data collection instrument that the researcher used data collection process was interview. As(Griffee,2012,p.159) an interview is defined as a person-to-person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analyzed, and validated. So, in order to get more tangible information about basic research question 3"What are the major obstacles that make teachers not to apply in practice the reading strategies that they knew in theory well?" interview was conducted to four teachers. To obtain the needed information about their experience of using different reading strategies, the researcher used open-ended questions and participants were free to respond and give in-depth information about their experience on reading strategies.

3.5. Data Analysis, Interpretation and Discussion

The study under this chapter was embarked on the analysis, interpretation and discussion of the data obtained from teachers' response through questionnaires, interviews and classroom observations. To this end, a descriptive study was employed where the study involves in both quantitative and qualitative data through the above mentioned data gathering instruments. And also mixed method (quantitative and qualitative) method of data analysis methods were applied because the research questions that were designed cannot be answered using either qualitative or quantitative alone rather it allows both. Because the research questions were not only quantitative data oriented but it also qualitative oriented.

3.5.1. Analysis of questionnaire data

The data that was obtained through questionnaire was analyzed by using both quantitative and qualitative data analyzing method. Generally the data collected through questionnaire from teachers were tabulated so that the number of respondents along with their percentage in each item was identified and this result was also analyzed qualitatively.

3.5.2. Analysis of classroom observation data

The researcher used a systematic observation with tangible reasons and underlined principles. The researcher collected both quantitative and qualitative data by preparing structured observation. The instruments which the researcher used to analysis the data was YES/NO checklist and it interpreted for qualitatively.

3.5.3. Analysis of Interview data

The interview was prepared for only four English teachers among the seven total sample teachers. In doing so, the data collected from the interview was analyzed quantitatively only.

CHAPTER FOUR

Data Interpretation, Analysis and Discussion

This chapter deals with interpretation, analysis as well as discussion of the data gathered from the sample school through various instruments such as questionnaire, classroom observation and interview respectively as it is mentioned in the previous chapter. The objectives of this study was identifying reading strategies that were applied frequently at sample school, to identify reading

strategies that were instructed by the teachers to their students with in the class room and to identify problems that affect teachers not to use reading strategies that knew in theory in to practice. To this end, a descriptive study was employed where the study was involved both quantitative and qualitative data. The data collected through the above mentioned instruments and presented below, some with tables and other in a narrative form.

Research question one

The first question was” Which reading comprehension strategies do teachers use in their actual class most frequently?”

This research question was designed to assess which reading strategies were applied by the teachers of EFL class in a sample school most frequently. And this question was examined by both quantitative and qualitative analysis of the questionnaire. Totally twenty close and open ended items were designed and among those items seventeen of them were close ended and interpreted quantitatively by using rating scale/table and the rest three items were open ended and interpreted qualitatively by using narration or explanation.

4.1. Analysis of teachers’ Questionnaire Results

The main objective of this study was investigating the regular application/usage of different reading strategies with in the EFL class by EFL teachers of the sample school. And the research question by itself was asked according to the research objective is “Which reading strategies do teachers use most frequently in their actual classroom?”

As the researcher tried to mentioned above to achieve the objective of this research, the researcher designed three research questions that must be answered by this research and this is one of the three research questions, so to answer the first question ‘ Which reading strategies teachers in their EFL class applied most frequently?’ The already designed close ended item questions below must be assessed both the teachers’ opinion as well as the frequency in which how often do teachers in their actual EFL class use those reading strategies. Therefore the following two tables were designed accordingly. To achieve this objective questionnaire was the main data gathering instrument. The researcher distributed the given twenty questions for the seven sample teachers and all the sampled teachers responded properly. To analyze the data

obtained from the questionnaire, frequently count and percentages have been carried out. The analysis was made for each single item based on the sample teachers. And in order to obtain teacher's activities regarding to using different reading strategies and the frequency of using those reading strategies the researcher has been using the following two tables even though the result of the two tables were analyzed in the same position.

Table 1A

4.1.1. A. Analysis of close ended items of Teachers' opinion questionnaires.

This table was designed to assess the opinion, experience and habit of teachers regarding to the Use of different reading strategies within the actual class room of the sample school

NO	Item Statements	Response									
		Strongly agree		Agree		Can't decide		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	I teach my students to read the text and summarize the idea.	4	57.14	3	42.85	-	-	-	-	-	-
2	I Teach my students how to analyse long sentence during reading lesson.	2	28.57	2	28.57	2	28.57	1	14.28	-	-
3	I teach my students how to comment the	-	-	2	28.57	3	42.85	2	28.57	-	-

	writer's idea of the given text.										
4	When I teach my students reading comprehension, I can change other reading strategies if students can't comprehend the text by the previous one.	-	-	2	28.57	2	28.57	3	42.85	-	-
5	When I teach my students reading, I try to determine which reading strategies can fit for the given text.	-	-	1	14.28	6	85.71	-	-	-	-
6	When I teach my students reading, I help them to connect their prior knowledge with the text's idea.	-	-	3	42.85	3	42.85	-	-	2	28.52
7	When I teach my students reading I help them to anticipate how they will use the knowledge gained from	4	57.14	3	42.85%	-	-	-	-	-	-

	reading.										
8	At the end of any reading task, I let my students to construct an overall summary.	-	-	7	100	-	-	-	-	-	-
9	I help my students to look for main idea	2	28.57	5	71.42						

As indicated in table 1A item number one was designed to decide whether teachers in their actual class room help their students to read the text and summarized the idea or not. As the result has shown us majority of the respondents which are four of the seven sample teachers or 57.14% replied that they strongly agreed and the rest 3 teachers or 42.85% of the total seven teachers replied that they agree. From this data it is possible to say that teachers in their actual class have been helping their students to read and summarize the idea of the given text.

Q2. This item was designed to know the teachers' commitment of making their students to analysis long sentences during reading lesson. And as can be seen the responses that have responded by participant teachers 2 teachers or 28.57% replied that they strongly agreed, the other 2 or 28.57% replied that they agree, other 2 or 28.57% replied that they can't decide and the rest 1 teacher or 14.28% responded that he disagree. From these responses we can concluded that the majority of the respondents 4 of the seven or 57.14% replied that they strongly agree and agree respectively and the rest 3 or 42.85% respondents replied that they can't decide and disagree respectively. Generally from the above analysis we can concluded that majority of the participant teachers had good awareness about the given reading strategy and they committed to help their students to use this strategy and the minority the teachers did not have any awareness at all.

Q3. This item was prepared to assess teachers' capacity and commitment regarding to helping students to develop the habits of giving comments on the writer's idea of the given text. And the responses of this item that were given by the participant teachers were explained as follows. Two

of the seven teachers or 28.57% of the respondents responded that they agree with this idea, 3 or 42.85% of the total seven teachers responded that they did not decide at all and the rest 2 or 28.57% of the total seven sample teachers responded that they disagree. This indicated that only small number of teachers helped their students to develop the habit of giving comments on the writers' idea where as the majority of the teachers did not help their students to comment the writers' text.

Q4. This item was designed to assess whether teachers in the actual class teach their students by using different reading strategies with in a single reading lesson. And as the response of the teachers indicated that among the seven teachers 2 or 28.57% replied that they agree, the other 2 or 28.57% replied that they can't decide and the rest 3 or 42.85% of them replied that they disagree. From this analysis we can concluded that the majority of the teachers 5 or 71.42% teachers have not been using different reading strategies in their actual class room where as 2 or 28.57% have been using different strategies in their actual class of single lesson.

Q5. This item was prepared to assess teachers' capacity of using different reading strategies according to the objectives of the given reading text. And as it can be seen from the responses of the teachers, among the seven teachers one or 14.28% of the participant responded that he agrees, and the rest six or 85.71% of the respondents responded that they can't decide. From this analysis we can concluded that majority of the respondents or 85.71% of the teachers of the sample school have not been determining and using different reading strategies during the given reading text and only one or 14.28% of the teachers can determined and used those reading strategies.

Q6. This item was aimed to assess teachers' experience of helping students to connect their prior knowledge with the knowledge that can be obtained from the given text during reading lesson. And the researcher obtained the information like this. Among the seven total sample teachers 3 or 42.85% responded that they agree, 2 or 28.57% responded that they strongly disagree and the rest 3 or 42.85% responded that they can't decide. From this analysis we can concluded that the majority of the sample teachers haven't been using this strategy in their actual class room.

Q7. This item was designed to know teachers' opinion regarding to helping their students to anticipate the knowledge that can be obtained from the text after reading the text. And the

researcher assessed the following result. Among the total seven teachers 4 or 57.14% of the teachers replied that they strongly agree and the rest 3 or 42.85% of the sample teachers replied that they agree. From this analysis we can conclude that almost all of the teachers in the EFL class of the given sample school of the given grade level have been helping their students to read the text and anticipate the knowledge of the given text.

Q8. This item was designed to assess teachers' opinion regarding to helping their students to construct an overall summary of reading text. And to get the real able information the researcher distributed the questionnaires for all seven sample teachers and got the following result. All of the seven teachers or 100% of the teachers replied that they agree. As the above analysis indicated all of the sample teachers helped their students well.

Q9. This item was designed to check the teachers' attitude regarding to helping their students to read and dig out the main idea of the given reading text in their actual EFL class room. And when we come to the response that was given by the respondents it looked like this. Among the total seven teachers 2 or 28.57% responded that they strongly agree and the rest 5 or 71.42% replied that they agree to conclude the result there was a strong interest of teachers regarding to helping their students to develop the habit of read and focus on main idea of the text.

And teachers have been using this strategy regularly. As the researcher tried to show the seven teachers' attitude regarding to the use of different reading strategies in their EFL class in the first table, she also showed the frequency of using those reading strategies in the given EFL class of the sample school as follows.

Table 1B**4.1.1. B. Analysis of the frequency usage of different reading strategies of Teachers**

NO	Item statements	Result of Responses									
		Always		Usually		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
10	How often do you help your students to recall the relevant point of the given passage while you were teaching reading?	1	14.25	-	-	2	28.5	3	42.85	1	14.25
11	How often do you teach your students to read a large text fast to get an overall idea of the text?	-	-	-	-	3	42.85	4	57.14	-	-
12	How often do you teach your students to interpret graphs, charts, maps and tables?	1	14.28	-	-	6	85.71	-	-	-	-
13	How often do you ask your students to come across new words contextually?	-	-	-	-	7	100	-	-	-	-
14	How often do you ask your students to do comprehension questions after reading lesson?	-	-	-	-	4	57.14	3	42.85	-	-
15	How often do you help your students to read the text quickly to find out piece information?	2	28.57	2	28.57	-	-	2	28.57	1	14.28

16	How often do you teach your students a big coverage text within a certain time?	-	-	-	-	2	28.57	4	57.14	1	14.28
17	How often do you help your students to read and predict the content of the text?	2	28.57	1	14.28	1	14.28	3	42.85	-	-

N= NUMBER

Q10. This item was designed to know the frequency in which how often do teachers in the actual class room help their students to read and recall the relevant point from the given text and the result was expressed as follows. Among the seven teachers 1 or 14.25% replied that he uses this strategy always, 2 or 28.57% replied that they use sometimes, 3 or 42.85% replied that they use rarely and the rest 1 or 14.25% replied that he never used it at all. From this analysis we can conclude that teachers in the actual class room have not been using this reading strategy in the actual classroom of the sample school regularly.

Q11. This item was intended to give information about the extent in which teachers in the actual class room help their students to read a large space of reading text very fast and get an overall idea within the certain point of time (skimming). And the researcher distributed the questionnaire for all seven teachers and got the following result. Among the seven teachers 3 or 42.85% of replied that they use this strategy sometimes and the rest 4 or 57.14% replied that they use this strategy rarely. So, from this analysis we can conclude that there was poor habit in the given school regarding to using skim reading strategy.

Q12. This item was intended to answer the question that ‘How often do teachers help their students to interpret graphs, charts, maps and tables?’ as the response of the teachers indicated that among the seven total sample teachers only one teacher or 14.28% replied that he uses this strategy always whereas the rest 6 or 85.71% of teachers replied that they use this strategy sometimes. From this data analysis we can conclude that the majority of the teachers use this strategy sometimes.

Q13. This item was designed to assess the extent in which how often do teachers in the actual class room help their students to come across new words contextually. And to get relevant data the researcher distributed the questionnaire for all the seven teachers of the given school. And when we see the result of the research, the entire seven sample teachers replied that they use this strategy some times. And from this analysis we can concluded that teachers in the actual sample school have been using this strategy irregularly.

Q14. This item was designed to assess the extent in which how much time did teachers spend to help their students to do comprehension questions that were taken out from the given text. And the analysis indicated us a big number of respondents 4 or 57.14% of the total seven teachers and 3 or 42.85% responded they sometimes and rarely respectively. Thus this data reveled that most teachers in the actual class room did not prefer this strategy rather they used this strategy in their actual class room irregularly.

Q15. As the responses to item 15 showed that a significant number of teachers which was 2 or 28.57% and 2 or 28.57% replied always and usually respectively, while another proportional number 2 or 28.57% and 1 or 14.28% replied rarely and never. Hence from this data it is possible to say that the response of the teachers who replied always and usually indicates that the existence of an intermediate habit of using this reading strategy in the actual classroom of the sample school.

The response to item 16 in the above table showed that the majority of the participants or 4 or 57.14% out of the total seven teachers replied that they use this strategy rarely, the other 2 or 28.57% of the participant replied that they use this strategy some times and the rest 1 or 14.28% of the participant replied that he does not use this strategy at all. From this data analysis we can concluded that very limited number of teachers in the actual class room of the sample school have been using this strategy.

Q17. This item was designed to assess the extent in which how often do teachers in their actual class room help their students to read a text and predict the content of the given text. And to gather the relevant data the researcher asked the sample teachers and got the following information. Among the total seven sample teachers of the actual class room 2 or 28.57 %, responded always, 1 or 14.28% responded usually, 1 or 14.28% responded sometimes and the rest

3 or 42.85% of the respondents replied that they have never been using this strategy at all. From this analysis we can conclude that the majority of the EFL class teachers in the given sample school have been using this strategy regularly.

4.1.2. Analysis of open ended items of Teachers' questionnaires

In this part of the questionnaire the researcher asked the sample teachers to express their idea freely and frankly due to this fact the following items such as item 18, 19 and 20 were designed to assess teachers' opinion.

Q18. This item was aimed to assess the teachers' knowledge as well as experience of using different reading strategies. To get relevant data the researcher let them to express their opinion and got the following information. The idea of all the seven teachers was nearly similar and they all have explained that they have not used any different reading strategies within their classroom without the reading strategies that were mentioned by the researcher in her research

Q19. The item said "what are the major problems that face while you were using reading strategies with in the class room?" this item was designed to assess the opinion of teachers about the problem that hindered them not to use different reading strategies in their actual classroom. To collect the resalable data as usual the researcher let them to express their idea and got the following information. The idea that was given by those teachers was remain the same and among the many problems that made them unable to use different reading strategies while they were teaching reading they mentioned the major one as follows. As they were explained the first and for most problem was the bulky content of the text this implies that as everyone knows, the contents in the given text book was too bulky to cover within a certain intended period of time and it unable teachers to teach reading by using any reading strategies as possible

The existence of variety experiences and knowledge about reading strategies, reading techniques and teaching reading methodology among the EFL class teachers was another basic problem that unable teachers to use different reading strategies within the classroom. As all of the sample teachers tried to mentioned all of them didn't have the same experience and knowledge about reading strategies. For example some of the teachers thought reading strategies as reading techniques and use those reading techniques instead of reading strategies and vice-versa.

The allocated duration of time that was given for the reading lesson in the given text book was another serious problem that made teachers unable to use different reading strategies in the actual classroom. This implies that most of the time very long reading lessons were expected to complete within a certain period of time this made teachers whether to leave the given reading lesson at all or to be bored to use any kinds of reading strategies.

Very limited skill of learners regarding to reading was another problem that unable teachers using different reading strategies. The same is true that of the above idea all the seven sample teachers expressed that this problem was also another major problem. As teachers explained, to use different reading strategies in different reading text during reading lesson, learners' reading capacity can be played a great role, but as teachers of EFL explained students in their EFL class had very poor reading skill and this made teachers unable to use different reading strategies.

Q20. This item was designed to identify the most responsible people to solve the problems that have already mentioned above. To get relevant information the researcher asked all of the seven sample teachers and got the following information. As all of the teachers explained, each of the stock holders such as teachers, leadership workers and even students themselves must be played a pivotal role to solve the problem.

4.2. Analysis Classroom Observation Data

This classroom observation was designed to investigate what teachers in their actual classroom exactly perform regarding to the implementation of different reading strategies within the classroom because to investigate teachers' teaching procedure with in the class room, it was an ideal method rather than questionnaire and interview. Three teachers were selected and observed three times within the same as wall as in different days. The already obtained data was analyzed as mentioned below.

All three teachers from the sample school were grade ten English teachers and all of these were observed three times while they were teaching reading. The practice of using different reading strategies were stated in the checklist and the quantitative analysis of the observation was done first by using the table below and then followed by qualitative analysis.

Table 2A

NO	Practice of reading strategies	Using reading strategies Frequency					
		Teacher1 Day1		Teacher 2 Day1		Teacher3 Day1	
		YES	NO	YES	NO	YES	NO
1	Does the teacher ask his/her students to explain the background of the text?	✓		✓		✓	
2	Does the teacher ask his/her students how to predict the text?		✓		✓	✓	
3	Does the teacher teach his/her students how to summarize the text?	✓		✓			✓
4	Does the teacher teach his/her students how to skim?		✓		✓	✓	
5	Does the teacher help his or her students to interpret figures?		✓		✓		✓

First Observation Day of Teacher 1(one)

The observation took place in February 2020 and the observer used the whole 42 minutes to observe the whole activities that were done both by teachers and students within the class room. First the teacher started the class by greeting students and cleaning the black board then he let them to take out their text book on page 100 to 101 of reading lesson through the title” Drug abuse advice leaflet” after he let his students to take out the given reading lesson he told a short story about the danger of the drug and encouraged them to relate the story with their prior knowledge in other speaking he told the background of the passage. After he gave them the back

ground, he let each student to read individually for about 15 minutes and students were reading. Now the teacher asked students to say the concept of the given passage, at this time very limited number of students tried to answer the question and finally the teacher himself read the passage once aloud and help students to guess the meaning of some new words by looking the teacher's performance that he showed them in the class room. Generally as the researcher has observed among the five strategies of reading that the teacher was expected to use in his class room while he was teaching reading, he did only two of them. These were explaining the back ground of the passage by telling them short story to the beginning of the lesson and summarize the text by asking students to read and tell the main idea of the given text. So this teacher used only 2 or 40% of the given reading strategies within his class room.

First Observation Day of Teacher 2 (Two)

The observation took place on February 2020. The observer used the whole 42 minutes like the first teacher and observed the whole activities that were done both by teachers and students within the class room. First the teacher started the class by greeting them and cleaning the black board and then let them to take their text book on page 95 of reading lesson through the title "What do you know about the drug abuse?". After students took out the given passage, he asked them some pre reading questions and students tried to answer the questions. After students answered the pre reading questions, he ordered them to read the given passage individually and then let them to discuss in pair and tell the main point of the given passage. This analysis enabled the researcher to know which reading strategies were done by this teacher. Thus among the five reading strategies that were listed above only no 1 and 3 were practiced by the teacher well. So we can put it intermes of percent like this this teacher used only 40% of the above mentioned strategies in his actual class room of reading lesson.

First Observation Day of Teacher 3(Three)

The researcher observed this teacher on February, 2020. At this time the teacher was ready to teach the passage on the same page of teacher 2 through the title "What do you know about drug abuse?" "As usual she greeted and introduced the title by writing on the blackboard and then she asked her students' question that enables students to connect their prior knowledge with the text knowledge next, she also asked another question "What the given reading text will be talked

about?” this question helped students to predict the next event and finally she let them to read quickly and take main idea of the text. Generally among the reading strategies that were listed in the above table this teacher used three of them such as connecting background knowledge, predicting and skimming.

Summary of First observation Day of The whole Three Teachers

The observer used the whole 42 minutes to observe the whole activities that were done both by teachers and students in three classrooms. One of the items of observation was ‘Does the teacher ask students to explain the background of the text?’ as table 3 depicts; all of the observed teachers explained the background of the text. The other item of the checklist was ‘Does the teacher ask his/her students how to predict the text?’ as can be seen in table 3, only teacher 3 was seen leading students to predict what the text is about. The rest 2 teachers did not attempt either to teach or ask students to predict for what the text was written about. The third item in the observation checklist was ‘Does the teacher teach his/her students how to summarize the text?’ Teacher 1 and 2 were observed teaching how the students could summarize the given text. However, teacher 3 did not teach how to summarize or did not encourage students to summarize any texts; the fourth item which was used as checklist for observation was ‘Does the teachers teach his/her students how to skim’. Only teacher 3 was seen teaching skimming. The rest two teachers neither tried to teach nor to ordered students to skim the presented text. The fifth item which was used as checklist for observation was ‘Does the teacher help his/her students to interpret figures?’ all of the observed teachers did not explain it.

Second observation day of teachers

Table 2B

NO	Practice of reading strategies	Using reading strategies Frequency					
		Teacher one Day two		Teacher two Day two		Teacher three Day two	
		YES	NO	YES	NO	YES	NO
6	Does the teacher encourage his/her students to guess the new words contextually?		✓		✓	✓	
7	Does the teacher ask his/her students to relate the text knowledge with their own?	✓		✓			✓
8	Does the teacher show his/her students how to scan?		✓		✓		✓
9	Is the teacher active to instruct his/her students to use different reading strategies with in a given reading lesson?		✓		✓		✓
10	Does the teacher help his/her students to anticipate the knowledge from the given text?	✓			✓	✓	

Second Observation day of Teacher one

The observer observed this teacher for the second time on February 2020. As usual the classroom teacher begun his class by greeting his students and followed by introducing the day's reading lesson. The title of the lesson was "Dealing with the drug dealer." On page 102 as the observer has observed among the five reading strategies that were expected to be applied by the classroom teacher only the reading strategies represented by No 7 & 10 were applied by him. We can put it in terms of percent 2 or 40% of the given reading strategies only were applied by this teacher.

Second Observation day of Teacher two

The researcher was observed this teacher on February 2020. The title of the given reading lesson of the given day was "Drug use worldwide." On page 110 to 111". Like the previous teacher, he also started his class by greeting his students and followed by writing the title on the black board. The observer has observed every task that was performed by both teachers and students critically. But among the reading strategies that were listed in the above table, only one that was represented by No 7 was applied by the teacher of EFL class.

Second Observation day of Teacher three

This teacher was observed on, February 2020. The same is true that of the previous teachers this teacher greeted her students first and then she revised the previous lesson and introduced the new one by motivating students to guess some new words about earth quick because her lesson title was reading about earth quick. After the students answered, she ordered them to read individually and share their understandings each other. Finally she called two students to come the front and summarized the main idea of the given reading passage. From this observation we can conclude that this teacher practiced two of the five reading strategies that were listed in the table above these were No 6 because she made students to guess the meaning contextually, and No 10 because she made students to anticipate the knowledge from the given reading text.

Summary of Second observation Day of The whole Three Teachers

As usual the observer has observed the whole activities that were done both by teachers and students in the classroom of the three teachers. One of the items of observation was 'Does the

teacher encourage students to guess the new words contextually??’ as table 4 showed only one of the observed teachers encourage her students to guess the meaning of the new words. The other item of the checklist was ‘Does the teacher ask his/her students to relate the text knowledge with their own knowledge?’ as can be seen in table 4, only teacher 3 did not ask her students to guess the meaning of the new words. The rest 2 teachers attempted to ask students to guess the meaning of the new words contextually. The third item in the observation checklist was ‘Does the teacher show his/her students how to scan the text? All the observed teachers did not ask their students at all. The fourth item which was used as checklist for observation was ‘Is the teacher active to instruct his/her students to use different reading strategies in a given reading text?’ All the observed teachers were not active to use different reading strategies within a given reading text. The fifth item ‘Does the teacher help his/her students to anticipate knowledge from the text?’ Two of the observed teachers helped their students where as one of the teachers did not help students.

Third Observation Day of Teachers

Table 2C

NO	Practice of reading strategies	Using reading strategies frequency					
		Teacher one Day three		Teacher two Day three		Teacher three Day three	
		YES	NO	YES	NO	YES	NO
11	Does the teacher help his students to read the text according to the purpose of the reading text?		✓	✓		✓	
12	Does the teacher encourage his/her students to overview the given reading text?	✓			✓	✓	
13	Does the teacher ask his/her	✓		✓			✓

	students to make the text clear by using their own language?						
14	Does the teacher ask his/her students to make highlights to the given reading text?		✓		✓		✓
15	Does the teacher ask his/her students to give inductive reason to the give reading text?		✓		✓		✓

Third Observation day of Teacher one

This observation took place on, February 2020 when the teacher was ready to teach reading through the title “Floods in Ethiopia.” on page 130 of the given grade level. The teacher as he observed on the previous two observation days he was starting the lesson by writing the topic on the black board, but the teacher in this observation day behaved differently from the previous days on in such a way that he read the text himself first and let students to do so individually. After they read individually, he called five students to come out in front of students and let them to read aloud. At the end of their reading he let them to discuss and overview the given reading text by showing some highlights about the concept of the passage. Next to that he summarized the concept and helped students to do questions that followed from the given reading text. From the above observation we can concluded that among the five reading strategies that were listed in the above table this teacher used No12&13 only the rest 11 ,14& 15 were not applied so he used only 2 or 40% of the total 5.

Third Observation day of Teacher two

This observation took place at the same day of teacher one above. In this day the teacher started the lesson as usual by writing the topic on the blackboard and reading the passage aloud after instructing the students to follow him. Then students were made to read silently for a while. The silent reading did not take more than three minutes. Reading aloud followed and many of the

students were given the opportunity of reading one by one. After about three fourth of the class has read paragraph by paragraph, the teacher asked students the question “What was the purpose of this passage?” students answered the question as possible and then he told the whole reasons and concepts of the given reading text by himself. Thus we can concluded among the five reading strategies that were given in the above table the teacher used only No 11& 13 or 40%

Third Observation day of Teacher three

This observation also took place, February 2020. The same is true that of the previous day she greeted her students and wrote the title of the given reading lesson on the black board. Then she asked them two pre reading questions that were directly related to the given reading text and students answered. After they answered, she let them to read the given passage once silently and then she checked round while they were reading the text. After that she read the given passage once loudly and then she ordered students to do the following three tasks these were to discuss together and list down 1, the reason why the writer of this book was written this reading text 2.to tell the concepts of this reading text with in Amharic and 3.to summarize the text. Thus we can concluded that teacher in this class used two strategies such as strategies represented by No 11& 12 so we can say she used 40 % of the total reading strategies that were mentioned in the above table.

Summary of Third observation Day of The whole Three Teachers

The observer observed the whole activities that were done both by teachers and students in the classroom. One of the items of observation was ‘Does the teacher help students to read the text according to its purpose?’ as table 5 showed only one of the observed teachers helped her students to read according to the purpose of the text, the other two teachers did not help students. The other item of the checklist was ‘Does the teacher encourage his/her students to overview the given text?’ as can be seen in table 5 only teacher 2 did not encourage his students to overview the given reading text but teacher one and teacher three encouraged their students to overview. The third item in the observation checklist was ‘Does the teacher ask his/her students to make the text clear by using their own language?’ Two of the observed teachers such as teacher one and two asked students to clear the idea of the text by using their own language but teacher three did not ask at all. The fourth item which was used as checklist for observation was ‘Does the teacher

ask his/her students to make highlights to the given reading text?’ All the observed teachers did not ask their students at all. The fifth item which was used as checklist for observation was ’Does the teacher ask his/her students to give inductive reason to any reading text?’ All of the observed teachers did not ask their students at all.

Three Teachers observation

As it tried to show above the researcher observed the teaching procedure of the three sample teachers within the same and different days while they were teaching reading. And put the result of individual teachers in both quantitative and qualitative way of data analysis method above. Now to make the result of the observation more clear, the total three days of the three teachers observation result was put by using the table below.

Table 2D

Total result of classroom observation in terms of number and per cent				
Number of teachers	YES		NO	
	Number	%	Number	%
Teacher 1	6	40%	9	60%
Teacher 2	5	33.3%	10	66.6%
Teacher 3	7	46.6%	8	53.3 %
Total	18	40%	27	60%

Now we can conclude the result of class room observation both sides. Firstly, we can concluded intermes of the numbers of reading strategies that were practiced by a sample school EFL teachers and secondly we can conclude intermes of the numbers of teachers who were practicing the numbers of reading strategies in their EFL class of the given sample school, but since the ultimate objective of this research was assessing the practice of different reading strategies by EFL class of the sample, we must be focused mainly on the first one.

As the result of the continuous observations showed, the sample teachers did not practice the appropriate reading strategies within their classroom even though they have known different reading strategies theoretically or in other explanation very limited numbers of reading strategies were practiced in the given sample school of the sample class because as the researcher had

observed the three sample teachers' class practically, only 40% of reading strategies were applied in their actual EFL class.

4.3. Presentation of Interview Data

In this section the researcher explained a very important general picture of the feeling, attitude and beliefs of the interviewees. In Abeto Negase Kiristos Weredekal secondary school there are 14 teachers in the department of English Language. Among the total fourteen teachers seven teachers have been teaching in grade nine and the rest seven teachers have been teaching in grade ten. As the research explained so far in the previous parts of this research those seven teachers of grade ten were expected as the direct participant of this research and among these seven teachers the researcher was interviewed only four because some of the teachers were very busy and they were unable to allocate any time to provide information. Because of this reason the researcher was forced to interview only four teachers and the procedure of the interview was begin by interviewing each of the interviewee like this.

Interviewer: -Q1. Do you think that you have been using all reading strategies that you knew in Theory whenever you teach reading in EFL class?

First interviewee: - No, I don't.

Interviewer: - Q2. Which reading strategies do you use in your regular EFL class?

First interviewee: - I have been using summarization and note taking reading strategies most regularly because most of the time these two reading strategies were expected by students as a means of good reading for their reading exam. In other explanation we teachers have been teaching our students reading for only the final exam and the exam was also asked them to dig out the central idea and the overall condition of the passage to do these two contents the two strategies that I mentioned above were considered as the first and for most strategies of reading.

Interviewer: -Q3. What do you think were the factors that contribute the failure of implementing all kinds of reading strategies in the actual class room?

First interviewee: -As I told you so far making students to convenient for only the final exam was one of the problems, but this was not the only problem there were also other problems.

For example the bulky coverage of the text book, the students' poor background regards to reading skill, the teachers' less attention of the reading lesson, the existence of large numbers of students within a given class were considered as the major ones.

Interviewer: - Q4. Among the problem that you have already mentioned above which one was caused by teachers only?

First Interviewee: - Directly or indirectly all of the problems that I mentioned so far were caused by the teachers but the one and the foremost problem was giving less attention for reading lesson. If we give less attention for reading lesson, we cannot use any methods, techniques, strategies etc. for the lesson itself and sometimes we can also jumble the lesson at all.

Interviewer: - Q5.What kinds of solution do you think can solve this problem permanently?

First Interviewee: - In order to solve these problems, all the stockholders including to students must play their own role in general and teachers in particular. Thus to solve this problem in my opinion giving an equal attention for reading lesson and teach students reading like grammar is the best solution and also make students to use reading in their day to day life.

The interviewer thanked the first interviewee and went to the second interviewee and asked like this.

Interviewer: - Q1.Do you think that you have been using all reading strategies that you knew in Theory whenever you teach reading in EFL class?

Second interviewee:-No I do not use all of the reading strategies that I knew them in theory.

Interviewer:-Q2. Which reading strategies do you use in your regular EFL class?

Second Interviewee: - Most of the time, I used summary and taking main idea of the given text but it does not mean I never used the rest reading strategies at all, but I used summary and note taking frequently.

Interviewer:-Q3. What do you think were the factors that contribute the failure of implementing all kinds of reading strategies in the actual class room?

Second Interviewee: - There were numerous problems that made me unable to use different reading strategies among them poor reading back ground of the students, the small size of the class room, the un proportional co-relation of teachers and students within the classroom, the huge size of the text book, the difficult content and topic of the text, the existence of less implementation of different method of teaching reading, can be the major one. Here the interviewer blocked the interviewee idea and asked ‘What does the difficult content and topic of the text mean?’ The Interviewee said that the difficult contents and topic means most of the reading lessons were prepared from the view point of the writers only, which means they never considered students level of understanding.

Interviewer: - Q4. Among the problems that you have already mentioned above which do you think were caused by teachers only?

Second Interviewee: - Teaching reading without using different method of teaching was a serious problem.

Interviewer:-Q5. What kinds of solution do you think can solve this problem permanently?

Second Interviewee: - To solve this problem permanently we must use different reading strategies and methods that we knew in theory according to the purpose of reading.

Now the interviewer thanked the second interviewee and followed him by the third interviewee and asked him like this:-

Interviewer:-Q1. Do you think that you have been using all reading strategies that you knew in Theory whenever you teach reading in EFL class?

Third Interviewee: - No

Interviewer:-Q2. Which reading strategies do you use in your regular EFL class?

Third Interviewee:-I used summary and taking main idea of the given text most regularly, but I also used predicting, highlighting, overviewing and the like sometimes.

Interviewer:-Q3. What do you think were the factors that contribute the failure of implementing all kinds of reading strategies in the actual class room?

Third Interviewee: - I supported the idea of my colleague teacher' idea defiantly but, let me add some problems that did not mention by him. 'Teachers 'negative attitude about reading lesson and the intensity that they give for the reading lesson itself are another problems.' The interviewer followed the question "What does teachers 'negative attitude mean?' The interviewee answered like this.' Most of the time we teachers in our actual class room did not give a serious attention for reading lesson like grammar rather we taught our students in a very careless way.'

Interviewer:-Q4. Among the problems that you have already mentioned above which one was caused by teachers only?

Third Interviewee:-The answer of this question has already mentioned by my colleagues

Interviewer: -Q5. What kinds of solution do you think can solve this problem permanently?

Third interviewee: - The third teacher expressed that the co-operation of each concerned body such as teachers, students, and even school administration was the best solution to solve this problem. And he also expressed that teachers must play a very serious role for the progress of teaching reading in the sample school by identifying problems and finding solutions. For example like grammar giving a serious attention for reading lesson, teaching students according to their level of understanding, make the reading lesson class attractive and the like. Now the interviewer continued asking the last or the fourth interviewee.

Interviewer:-Q1. Do you think that you have been using all reading strategies that you knew in Theory whenever you teach reading in EFL class?

Fourth interviewee:-No

Interviewer:-Q2. Which reading strategies do you use in your regular EFL class?

Fourth Interviewee:-Like the third interviewee the fourth interviewees explained the fourth interviewee also explained her idea like this “I have been using some other reading strategies in addition to summary and taking the main idea of the text such as predicting, overviewing, sometimes and skimming and the like very rarely. Here the interviewer blocked the interviewee idea and asked her a question ”What do you think is the reason that made most of you to use only summary and note taking reading strategies regularly?” Because most of us thought those reading strategies such as summary and taking main idea of the reading text were the most relevant reading strategies to made students ready for their final exam. And we always think the rest of reading strategies as time killer and we thought as if we use these reading strategies regularly, we cannot cover the rest of the lessons because concluded that those reading strategies needed a long period of time to show students.

Interviewer: Q3. What do you think were the factors that contribute the failure of implementing all kinds of reading strategies in the actual class room?

The fourth Interviewee: - certainly I agreed with the responses of my colleague

Interviewer:-Q4.Among the problems that you have already mentioned above which one were caused by teachers only?

The fourth Interviewee:-The interviewee expressed as there were some basic problems regarding to reading lesson such as teachers’ less awareness about the use of reading lesson and giving less attention for the reading lesson itself can be considered as the major problems caused by teachers. “What does teachers’ less awareness about reading lesson mean to you?” asked the interviewer the fourth interviewee replied that like grammar lesson we haven’t been teaching our students reading with great care and attention because we always think grammar as an ideal for the final exam.

Interviewer:-Q5. What kinds of solution do you think can solve this problem permanently?

The fourth interviewee: - Like the other interviewee she told that teachers must play a very serious role for the progress of teaching reading in the sample school by identifying problems and finding the solutions to the given problems. For example like grammar giving a serious

attention for reading lesson, teaching students according to their level of understanding, make the reading lesson class attractive and the like can be a good solution for all the above mentioned problems.

4.3.1. Analysis of Teachers Interview

After the completion of the interview between the interviewer and the interviewees the interviewer analyzed the result of the interview as follows. The first interview question was "Do you think that you have been using all reading strategies that you knew in theory whenever you teach reading in EFL class?" For this interview question all the interviewee said the answer No. And the second question said "Which reading strategies do you use in your regular EFL class?" for this interview question all the four interviewees explained that they used summary and taking main idea of the given reading text most regularly. And as the third and fourth interviewees explained that they also used predicting, highlighting, overviewing some times and skimming rarely. And the interviewer blocked the third and fourth interviewees the question "Why did not use predicting, highlighting, overviewing skimming regularly like summary and taking main idea of the given reading text?" they explained that they thought and considered summary and taking main idea of the given reading text as the basic instrument for reading exam and the other reading strategies as a time killer. The third interview question "What do you think were the factors that contribute the failure of implementing all kinds of reading strategies in the actual class room?" in this interview question all the four interviewee listed many problems among the problems the bulky coverage of the text book, students' poor reading background, un implementation of modern teaching methods of reading, the small size of the classroom, the difficult content of the reading lesson, the teachers' less attention for reading lesson, teaching reading for only the purpose of exam were the basic problems that were mentioned by all four teachers. And the interviewer asked them the clarification question "What does difficult content of reading mean?" and as they replied that most of the contents of reading in the given text book have designed from the view point of the writers rather than the students level of understanding. The fourth question was "Among the problems that you have already mentioned above which one was caused by teachers only?" for this question all of the interviewees gave the same answer that teachers' less attention for the reading lesson itself and using very traditional method of teaching reading as the major problems. The fifth and final interview question was "What kinds

of solution do you think can solve this problem permanently?” as the interviewees explained that to solve those problems the following two must be performed in the given school these were

1. The existence of co-operation of each concerned body such as teachers, students, and even school administration regarding to identifying the basic solutions of each problem of Language learning in general and learning reading in particular.
2. Giving high responsibility to the teachers regarding to improving their academic and pedagogical knowledge and use this improved knowledge in the actual classroom. For example like grammar giving a serious attention for reading lesson, teaching students according to their level of understanding, make the reading lesson class attractive and the like.

4.4. Discussion

The result obtained through questionnaire, classroom observation and interview was discussed critically in order to show their similarity and difference. The researcher also tried to relate the result of the study to the review of literature. But before expressing the result obtained through questionnaire, let me say something about the condition of the questionnaire. The questionnaire consisted two items such as 17 close ended item and 3 open ended item. And the close ended item by itself was divided in to two sub divisions. The first nine close ended item of the questionnaires were designed to assess the opinion as well as experience of teachers regarding to the theoretical awareness of different reading strategies whereas the rest eight close ended item of the questionnaires were designed to assess the extent in which how often do teachers in their actual classroom use those reading strategies, so the result that was obtained from the questionnaire can be seen in terms of the theoretical experience of the teachers as well as the practical usage of those reading strategies within the class room. As the result of the first item of the questionnaires showed us, most of the sample teachers replied that they strongly agree to use five reading strategies among the total nine reading strategies that were mentioned in the first table of close ended item questionnaires. These strategies were summarizing, analyzing long sentences during reading, comment the writer's idea, taking out main idea from the text and anticipation the texts knowledge and among those five reading strategies as teachers explained they focused on summarizing and taking out main idea of the text regularly because those reading strategies were believed as a tool to review a brief text. As Duffy, (2009) quoted by

Marcala (2017) summarizing is the creation of a brief re telling of a text it may include the main idea of the text. On the other hand the result of the practical usage of reading strategies of teachers denoted that as the teachers replied most of the reading comprehension strategies that were mentioned in the second item did not apply in the actual EFL class rather they have been using very limited numbers of reading strategies such as summary and taking out main idea of the text have been applying always and the rest reading strategies were applied by teachers sometime and rarely respectively. When we come to the result obtained from classroom observation, as the researcher has observed the class during reading lesson there was not sufficient enough situation to use different reading strategies because of this most of the time the sample teachers in their actual class room have used the traditional way of teaching reading such as loud reading, and individual short pan reading. But it does not mean that other reading strategies were not applying at school at all, rather most teachers used the traditional reading strategies loud reading especially was used widely. This loud reading made readers not to practice real life in reading as Abinet, (2011) quoted by Nardos Hailu (2010) loud reading is not normal to state everything in everyday life. So to make readers to connect reading to their real life situation, and made them successful reader silent reading is essence because when readers were reading any reading text silently, they developed their reading comprehension skill, help the readers to obtain good enough information from any written material easily ,and it also help students to develop their reading exam capacity epically for students of English Language as a foreign language to support this idea Paulos Gedebo,(2015:1) mentioned in his research most of the knowledge in high schools' students get come via the English language and also almost all part of the examination test, and the materials all written in English may, decide the academic success or failure of their knowledge and abilities were based up on the learners' reading and understanding abilities/capacities in English

When we come to the result of the interview the same is true that of the questionnaire and classroom observation, as the teachers explained among the many reading strategies they used summary and taking main idea of the given text most regularly. And also explained that as there were very serious problems that unable them using different reading strategies within the classroom during reading lesson among the problems that blocked them not to use different reading strategies in their EFL class using traditional way of teaching reading was the one and foremost problem. To solve these problems teachers committed to use communicative language

theories like comprehension reading rather than the traditional way of teaching reading such as loud reading because reading comprehension was considered as multipurpose instrument to read and gain knowledge. As Perfetti, (1985) quoted by Melkamu Dumessa, (2002) expressed reading comprehension as the interact process of visual, linguistic and cognitive activities. Due to this fact teachers must use this and other similar communicative language theory not only in their reading lesson but also in the rest of language learning.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1. Summary

In this section of research the result of the data that was analyzed through qualitative and quantitative analysis method was presented based on the objective of the given research. The main objective of this research was assessing the practice of different reading strategies of teachers in their actual EFL class of the sample school Abeto Negase Kiristos Weredekal secondary school of Meniz Mama District. This research was intended to investigate whether different reading strategies were by the sample school teachers or not. Seven teachers from the given school grade 10 EFL class were selected as a direct participant of the given research. And to obtain real able data the researcher used three different data collecting instruments such as questionnaire, classroom observation and interview for those selected teachers and all those teachers participated in the given questionnaire actively and the result of this questionnaire was mentioned as follows. Total twenty items were designed in the given questionnaire and among them 17 items were close ended and the rest three were open ended. And the researcher asked those items carefully and systematically and obtained the following result. Those 20 items were designed to identify the kinds of reading strategies that were applied in the give school EFL class as well as the frequency in which how often teachers in their actual class room use these reading strategies. When we come to the result of the questionnaire, as was indicated above that the reading strategies that have indicated in the tables in the given close ended item, only very limited number of the given reading strategies such as summary and taking main idea of the text applied in the given school regularly, but the rest reading strategies applied sometimes, rarely and never respectively. The same is true that of the questionnaire classroom observation was another data gathering instrument because it was intended to investigate the realistic practice of

different reading strategies in real class room. And the researcher selected three teachers that were considered as a good source of information. Among those three teachers two of them were males and the rest one was female. The researcher designed 15 reading strategies and observed each three EFL teachers for three days by using YES/NO checklist and the result of the observation was indicated that among the 15 reading strategies that were listed in the observation table summary and taking main idea of the given text were used by the teacher always, predicting, overviewing, anticipating text knowledge were applied sometimes and skimming scanning and the like were never applied. To sum up the result intermes of percent 40% of the total reading strategies only were applied by the EFL teacher of the given school of the given grade level. When we come to the interview result this was designed to identify the major obstacles that made teachers unable to apply different reading strategies in their actual class room. The researcher interviewed only four among the seven sampled teachers and got the following result. In the given interview the interviewer interviewed four interviewees well and those interviewees suggested that the following idea as the shortage or obstacles. The first obstacle that they mentioned wasteaching their students reading for only the sake of exam .This implies that most of the time teachers in their actual class have not teaching reading like grammar and even if they need to teach reading they made students to ready for only the final exam and they always considered summary and taking the main idea of the text were the ideal reading strategies to the exam. Another important point that teachers took as a shortage was giving very less attention for reading lesson, this means most of the time teachers saw reading as an extra lesson and because of this as they explained they did not use such special teaching methodology as well as strategies to teach reading rather they ordered their students to read at home as individual home work in careless way and also they did not check students' reading homework like the home work of grammar rather if there is no time to check the already given reading homework, they have just jumped and proceed to the next grammar exercise. This indicated that teachers in their actual classroom did not teach reading for the communication system. There was also another shortage that teachers were considered as a problem this was the bulky coverage of the text. As teachers tried to explain the text book was organized with bulky content, so to cover these content teachers were forced to teach reading without using different reading strategies. Generally these and other similar reasons made teachers to ignore using different reading strategies in their actual EFL class during reading lesson.

5.2. Conclusion

According to the result of this research that the researcher was summarizing above, the following conclusion was drawn. As this research showed us the selected teachers used different reading strategies in a very poor manner because of the following reasons. As they mentioned so far the first and foremost reason was the negative attitude of teachers themselves to reading lesson. This implies that teachers in the actual class were teaching their students for only the sake of exam or simply they were exam centered because of this they haven't taught reading by giving as equal attention as grammar lesson. And even if teachers need to teach reading by using reading strategies they only used very few reading strategies like summery and taking main idea of the passage most frequently because they considered these reading strategies as very good strategies for reading exam. The sample teachers also explained other obstacles that made them unable to use reading strategies that they knew in theory among them the huge coverage of the text book, the shortage of time that was given for reading lesson, the existence of large amount of students within a given classroom, poor reading habit of students and the like were the very serious one to block them not to use reading strategies well. Generally by these the above mentioned and other similar problems students haven't taught reading properly and teachers also exposed to the very poor experience of using reading strategies.

5.3. Recommendation

- EFL teachers should give due attention on the teaching strategies and processes of reading skills. They should give adequate practice to help students develop the skill and confidence in reading in English. In addition to this, the teachers should be given on job trainings on the current teaching and learning methods of reading skills
- EFL teachers shouldn't teach reading for only the sake of exam or shouldn't make reading exam oriented rather they should make reading for the communication purpose.
- In order to make reading lesson more attractive teachers in their EFL class must be prepared reliable syllabus and teach those students according to their level of understanding.
- To develop students reading skill by using different reading strategies, teachers of EFL should be established the language library and use those reading strategies widely.

- In order to make reading lesson more effective teachers of EFL class should practice different reading strategies in their day to day tasks before they enter to their actual class room.
- Teachers of EFL should be used the communicative theory of learning rather than the traditional way of learning.
- Teachers of EFL should take short trainings regarding to the similarity as well as different of reading strategies, reading techniques and teaching reading methods.
- Teachers of EFL should identify the correspondent reading contents to the students' level

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	come across a new word contextually?										
14	How often do you ask your students to do comprehension questions after each reading lesson?										
15	How often do you help your students to read the text quickly to find out a piece of information?										
16	How often do you teach your students how to read a large amount of text in a certain period of time?										
17	How often do you help your students to read and predict the content of the text?										

Open ended item of Teachers' Questionnaires

18. List down some reading strategies that you have been using in your actual class room that were not mentioned by the researcher.....

.....

19. What were the major problems that faced while you were using different reading strategies within the classroom?

.....

20. Whom do you think have a great responsible person to solve the problems that you mentioned above?

.....

Appendix B

Instrument for the Classroom Observation

Name of the School: _____

Name of the teacher: _____

Name of the class: _____

Total students: _____

Date and time/period: _____

NO	Practice of reading strategies	Reading Frequency					
		Teacher1		Teacher2		Teacher3	
		YES	NO	YES	NO	YES	NO
1	Does the teacher explain the background of the text?						
2	Does the teacher teach his/her students how to predict the text?						
3	Does the teacher teach his/her students how to summarize the text?						
4	Does the teacher teach his/her students how skim?						
5	Does the teacher help his or her students to interpret figures?						
6	Does the teacher encourage his/her students to guess the new words contextually?						
7	Does the teacher ask his/her students to relate textual information with their personal background?						
8	Does the teacher teach his/her students how to scan?						
9	Is the teacher active to instruct his/her students to use reading strategies?						
10	Does the teacher help his/her students to check the anticipation in the given text?						
11	Does the teacher help his/her students to read the text						

	according to the purpose of reading?						
12	Does the teacher encourage his/her students to overview the text?						
13	Does the teacher ask his/her students to make the text clear by using their own language?						
14	Does the teacher ask his/her students to tell the highlights to the given reading passage?						
15	Does the teacher ask his/her students to give inductive reasoning?						

Thanks for your co-operation!

Appendix C

Interview for teachers

This interview is designed to get relevant data for the study. With respect to this, your response will have much benefit to the success of this research, so you are kindly requested to give response genuinely.

Thank you for your time!

Part I/ General Information

1.1 sex_____

1.2, Age

A, Below 20 B. between C.21-30 D. between 31-40

E. Between 41-50 F. Above 50

1.3. Qualifications

A. Diploma B. Degree C. second Degree

1.4. Work experience.....

Teaching in general secondary school / preparatory school

Q1. Do you think that you have been using all reading strategies that you knew in theory whenever you teach reading in your EFL class?

.....
.....
.....
.....

Q2. Which reading strategies do you use regularly in your EFL class?

.....
.....
.....
.....

Q3. What do you think are the factors that contribute the failure of implementing all kinds of reading comprehension strategies in the actual class-room?

.....
.....
.....
.....

Q4. Among the problems that you have already listed down, which one was caused by teachers themselves?

.....
.....
.....
.....

Q5. What kinds of solutions do you think can solve the problems permanently?

.....
.....
.....

