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**ASSESSING READING STRATEGIES USED BY SUCCESSFUL
AND UNSUCCESSFUL READERS: THE CASE OF GRADE
NINE STUDENTS AT CHOLE SECONDARY SCHOOL**

BY

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**Assessing Reading Strategies Used by Successful and
Unsuccessful Readers: The Case of Grade Nine
Students at Chole Secondary School**

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**In Partial Fulfillment of the Requirement for the Degree of Master
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September, 2017

DECLARATION

I, the undersigned, graduate student hereby declare that, this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been properly acknowledged.

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CONFIRMATION AND APPROVAL

This is to certify the thesis prepared by Meseret Teshome entitled: *Assessing Reading Strategies Used by Successful and Unsuccessful Readers (the Case of Grade Nine Students in Chole Secondary School)* and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Art in Teaching English as a Foreign Language (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The main purpose of this research was to assess reading strategies used by successful and unsuccessful readers in EFL Classes: the case of grade nine students in Chole Secondary School. To achieve this objective, a descriptive survey research type was employed. 110 students were selected purposively from grade 9 to participate in the study. Questionnaire and interview were used to collect data. Then, the collected data were analyzed using both quantitative and qualitative methods of data analysis. The findings showed that the more successful readers use reading strategies more frequently than the unsuccessful readers. There was a relationship between reading strategies use and reading comprehension achievement. Having understood the importance of reading strategies for understanding a written text and academic success, teachers should consider this issue and give special support to unsuccessful reader students to use different kinds of reading strategies like the successful readers in order to comprehend a written text. Moreover, unsuccessful readers should give attention to learn reading strategy instruction and use reading strategy to meet the intended reading objectives and to understand a written text.

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LIST OF ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

SR1=Successful Reader 1

SR 2=Successful Reader 2

SR 3=Successful Reader 3

USR 1= Unsuccessful Reader 1

USR 2= Unsuccessful Reader 2

USR 3= Unsuccessful Reader 3

EGSECE: Ethiopian General Secondary Education Certificate Examination

N: Number of participants

F: Frequency

T: Total number of Respondents

%: Percentage

M: Mean

Sd: Standard deviation

RN=Roll Number

PR=Participant of the study

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study is concerned with assessing reading strategies used by successful and unsuccessful readers in Chole Secondary School in East Arsi Zone, Oromia Region. The main purpose of this chapter is to set the background, statement of the problem, research questions, objectives, scope, significance of the study and definition of key words are presented in this chapter.

1.1 Background of the Study

Nowadays, English language is used as international language for business, tourism, political and international relationship. In many countries, English language is used as second or foreign language. As Harmer (1991:1) indicates that “English seems to be one of the main language of international communication and even people who are not speakers of English language often know many English words”. English language is a very important linguistic tool for many business people, tourists, and citizens of the world who wishes to communicate easily across nationalities.

In our country, English language is used as a medium of instruction in secondary schools, preparatory schools, colleges and universities. In private and Public School English language is also given as a course starting from kindergarten to university level. It has a vital role in our daily life as it is an international language and the language of science and technology.

The four language skills, listening, speaking, reading and writing are the basic requirements for someone who wants to learn and communicate with English language. In line with this, our country has also given a great attention to the issue of enabling students to master these skills of English. From these four macro skills, especially, reading is very important. As Knoll (2000) points out that the achievement or failure of learners’ master of the skill is based on their talent to read and comprehend the textbooks and passages that most often occur in their school courses. This is because reading is one of the most important academic language skills for students learning English as a second (ESL) and foreign language (EFL).

In this regard Celce-Murcia (2001) argues that reading is thought to be the primary means for gaining information, providing the basis for synthesis and critical evaluation skills. It contributes to independent learning regardless of the purpose of the reader.

For instance, understanding the written words is one of the most essential of all academic skills. The ability to understand written text is as vital to the student in first grade as to the high school. Comprehending the reading material is applicable in almost every subject area at every grade level and is one of the vital skills needed for success. Knoll (2000) indicates that since reading has always permeated the curriculum to such an extent, improving reading comprehension has long been a goal of many educators. Indeed, since high achiever students are generally good readers and low achievers are generally poor readers.

Reading strategies refer to the mental operations involved when readers purposefully approach a text and make sense of what they read (Barnett, 1988). Strategy awareness helps to improve comprehension as well as efficiency in reading. By using strategies, students will improve their reading ability and will be better readers. According to El-Dinary et al (1992), teaching readers to use strategies should be a prime consideration in the classroom reading.

It is also recognized that the reading strategies that students use have greater impact on the success of their comprehension (Klingner, Vaughn & Boardman, A 2007). The most successful readers use a wide range of reading strategies and this in turn help them to be successful language learner. In contrast, less successful readers either do not know about strategies or mainly engage in bottom-up strategies (Salataci & Akyel, 2002). According to Auerbach and Paxton (1997) unsuccessful readers usually process texts in word-for-word reading. Moreover, less successful readers use fewer strategies and use them less effectively in their reading comprehension.

The briefest way to characterize good readers is to say that they are more strategic than poor readers (Paris, Lipson & Wixson, 1983). According to Jimenez, Garcia & Pearson (1996) reveal that good bilingual readers are able to draw up on their translation skills, knowledge of cognates, and ability to transfer information across languages to a much greater extent than struggling readers. In addition to this, Klingner et al. (2007:4) strengthen this idea by forwarding the following point:

In contrast with the integrated and strategic approaches to understanding text applied by good readers, poor readers use few effective strategies for understanding and remembering what they read. They are often less interested in reading, their motivation is often low, they prepare minimally, if at all, prior to reading, they use few metacognitive strategies to monitor their learning from text, and they have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning. Furthermore, unlike good readers, poor readers lack the decoding, word reading, and fluency skills to free up cognitive functioning so that their full attention can be focused on learning from reading.

Using a variety of language learning strategies in general, and reading strategies in particular are some factors that contribute a lot to a successful learning. O'Malley and Chamot (1990) state that meaningful learning and teaching takes place when there is an active involvement of learners in the language learning process. In line with this, Carrell and Eskey (1988) state that research conducted to identify what successful and unsuccessful readers do while reading contributes to the development of effective reading comprehension instruction. Therefore; this study investigated reading strategies used by students in EFL classes.

1.2 Statement of the Problem

The aim of this study is to explore strategies employed by successful and unsuccessful readers. In line with this, if we take the Ethiopian secondary school and tertiary school students, they do not seem to be proficient in reading in English and using reading comprehension. Complain from English language teachers and the other subject area teachers might be evidence for this. Although reading is the most essential skill in learning a foreign language, students are not proficient enough in comprehending texts written in English. For many of them, it seems difficult to read and comprehend their textbooks and obtain the required information.

The researcher has noticed the problem while teaching English at high school. According to the researcher's experience at high school, some students are at the lowest level of understanding a reading passage as expected to their grade level. However, grade 9 students are expected to understand their textbooks and answer comprehension questions.

When students were tested a reading comprehension questions which require use of reading strategies, some of them did not engage in it, they also scored very low and they had no interest and motivation to participate in reading and take part in answering comprehension questions. This shows that there was a serious problem of comprehending a written text (passage). The above reasons inspired the researcher to conduct a study on assessing successful and unsuccessful readers reading strategies use. Hence, assessing strategies that successful and unsuccessful readers use to read and understand their reading texts is one of the very important means to understand the causes for students' underperformance in reading. Studies conducted both abroad and in Ethiopia provide evidence to this assertion.

International study conducted by Ling (2011) on investigating the relationship between reading strategies and reading achievements reported that high-proficiency readers use metacognitive and cognitive strategies more frequently than low-proficiency readers. Iwai (2011) also investigated the effects of metacognitive reading strategies. The result demonstrated that metacognitive thinking is very important to reading comprehension. Another study made by Salataci and Akyel (2002) claimed that cognitive reading strategies help the readers in constructing meaning from the text. With respect to this, Phakiti (2003) argues that cognitive reading strategies are directly related to the target language as well as the world knowledge of the learners, which allows them to construct meaning from a text and to perform the given task. Anderson (1999) reveals that weaker students are quite different from stronger students in their reading abilities. He found that better readers use more cognitive reading strategies.

The above review of studies on reading strategies indicate that researchers pay much attention to the relationship between metacognitive and cognitive reading strategies with second language or foreign language reading.

Many researches show that the use of metacognitive and cognitive strategies by the learners is closely related to their reading achievements. High-proficiency readers use more metacognitive and cognitive strategies than those low-proficiency readers.

In addition to the above studies, some local researchers like Mebratu (2014) emphasized cognitive reading strategies training and its effect on EFL learners. The researcher demonstrates that, cognitive reading strategies are directly related to reading achievement. Ayalew (2011) conducted research on contextual factors that impeded the development of students reading skill and competency. The finding of this study revealed that lack of reading techniques and lack of reading time were some of the challenges for the students exacerbated for the development of students' reading skill. Atakilt (2011) made an investigation on reading strategies used by Grade 11 EFL students and reported that students moderately employed the strategies to improve their reading abilities.

A number of local researches have been conducted in the area of reading to find out factors that are related with students' reading problems. However, as far as the present researcher's knowledge is concerned no particular local study directly has dealt with assessing the reading strategies that successful and unsuccessful readers use. The above research did not include all the six classification of Oxford (1990) reading strategies (Memory, cognitive, metacognitive, compensation, affective and social). It only included cognitive and metacognitive reading strategies. The present research included all the six classification of Oxford (1990) reading strategies. Therefore, this study tries to fill the gap observed in the above studies.

1.2 Research Questions

The following are research questions that were answered in the study.

1. What kinds of reading strategies do successful and unsuccessful readers use more frequently in English reading?
2. What Reading strategies are used by successful readers that are not used by unsuccessful readers?
3. What is the relationship between successful and unsuccessful readers reading strategy use and their reading comprehension achievement?

1.4 Objectives of the Study

The following general and specific objectives were set to guide the study during the course of investigation.

i. General Objective

The main objective of this study is: to assess the differences and similarities in reading strategies use between successful and unsuccessful readers.

ii. Specific Objectives

Specific objectives of this study are

1. Describe reading strategies used by successful and unsuccessful readers in English reading.
2. Identify reading strategies used by successful readers which are not used by unsuccessful readers.
3. Identify the relationship between successful and unsuccessful readers reading strategy use and their reading comprehension achievement.

1.5 Significance of the Study

It is strongly believed that conducting research on assessing successful and unsuccessful readers' reading strategies use will benefit the sample school where the research was conducted. The finding of the study mainly will give great benefits to the population of the study. On the other hand, the study helps teachers of English language by highlighting the importance of teaching certain reading strategies by identifying the possible differences between the strategies used by successful and unsuccessful readers. Moreover, the result of the study draws the attention of curriculum designers so as to develop helpful guide in preparing reading materials that facilitate reading comprehension. Since very little is done on this area, it can also serve as a springboard for further researchers.

1.6 Delimitation of the Study

The study was delimited to assessing successful and unsuccessful readers reading strategies use by considering the classification of Oxford (1990) reading strategies that are classified under direct and indirect strategies. Memory, cognitive and compensation reading strategies are direct strategies whereas metacognitive, affective and social reading strategies are indirect strategies. The study was conducted in Oromia Regional state, East Arsi Zone, Chole district, Chole Secondary school. It involved only grade 9 students. The study was delimited to 110 students to be participants of the study. The data collection instruments were delimited to questionnaire and interview.

1.7 Definitions of Terms Used in the Study

The following definitions of very important terms were used throughout this study.

Language learning strategies: It is specific action taken by a learner to make learning easier, faster, more enjoyable, and more self directed, and more effective. (Oxford, 1990)

Reading strategies: It is defined as a range of tactics or actions that readers employ consciously in order to comprehend texts better. (Paris, Wasik & Turner 1991).

Strategy use: It is employing techniques that are deliberately planned to comprehend a text.

Successful Readers: For the purposes of this study, successful readers are accepted as those who scored a comprehensive test score above 75%

Unsuccessful Readers: For the purposes of this study, unsuccessful readers are accepted as those who scored a comprehensive test score below 50%.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter the literature relevant to this study are presented. Therefore first, the meaning of reading in general, reading comprehension, and the importance of reading in language learning were reviewed with elaboration on models of the reading processes. Second, difference between reading strategies and reading skill, definition of reading strategies and their classification are explored. The last section followed by a discussion of successful and unsuccessful readers.

2.1 The Meaning of Reading

Reading can be defined as a process that involves, decoding, interpreting and comprehending the written material. Grellet (1981) defines reading as a process of extracting and understanding the required information from a text. Smith (as cited in Dubin et al., 1986) sees reading as an anticipatory, selective, purposeful, and comprehending process wherein the reader interprets the text based on the questions formulated about the text. Widdowson (as cited in Dubin et al., 1986) views reading as an interaction between the text and the reader. Reading in this sense, is a communication between the reader and the written material. He adds that reading is a process of relating information presented in a text to the reader's existing knowledge about the topic.

Pressley (2000) states reading as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition and to text processing competencies. According to this definition, reading begins as the first day of identifying a single letter. Similarly, Williams (1984) states reading as a process of decoding symbols: looking at words and understanding what has been written. Both definitions stated above indicate that reading begins at the primary level where children are made to acquaint themselves with letters and combination of letters to form words.

Reading could also be seen beyond this level. With regard to this level of reading, Davis (1995) states reading as a mental process in which a reader endeavors to interact with the message in a text.

Wallace (2003) explicitly deals with the definition of reading as reacting to a written text by which the reader communicates with understanding of the specific and general messages.

2.2 Reading Comprehension

Reading comprehension is the process of constructing meaning from the text. Comprehension is the reason for reading. Comprehension involves an interaction between the reader, the text, and the activity. Many scholars define reading comprehension in many ways. According to Sargent, Smith, Hill, Morrison, & Burgess (2009) define comprehension, the understanding of text and it often requires time, explanations, interpretations, applications, perspectives, empathizing, and self monitoring. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also proposed that reading comprehension includes three elements: The reader who is doing the comprehension activity, the activity which comprehension is embedded and the text that is to be comprehended.

Johnson (1983) suggests reading comprehension is a complex activity which involves conscious and unconscious use of various strategies to construct a model of the meaning which the text is assumed to have intended. Johnson (1983) also proposes, reading comprehension as an active process that readers infer the writer's intention by using their own prior knowledge, various cognitive and metacognitive processes as well as the clues that are revealed between the lines.

From the above definition the researcher conclude that without reading comprehension skills, it is impossible to fully understand the content, predict what will happen next, and relate what they are reading to their own life's experience.

2.3 The Importance of Reading in Language Learning

Reading is an important skill which is the foundation for the improvement of other skills, such as speaking and writing. As we know, reading and listening belong to receptive skill; whereas writing and speaking belong to productive skill.

For learners of English, reading in a foreign language can be crucial for a range of purpose: education, science, professional success, and personal development. Alderson (1984 as cited in Khaokaew, 2012).

According to Grabe and Stoller (2005), there are two major purposes of reading. First, the purpose of reading is to search for key information and for general comprehension. Second, the purpose of reading is to learn from texts. For second or foreign language learners, reading is the main way to acquire information, to understand other nation's cultures and to know the world of English-speaking countries. Reading plays a very important role in second language or foreign language learning and teaching. Carrell (1998) says for many students, reading is by far the most important of the four skills in a second language particularly, in English as a second or foreign language.

2.4 Models of the Reading Processes

During the second half of the 20th century, there was a shift in reading research from focusing on the product of reading to the process of reading. It gave particular attention to strategies that readers use to assist comprehension in various reading context. Three general models of reading processes are proposed by researchers. These three models are bottom-up, top-down and an interactive model. The bottom-up model which is also called the data-driven model depends primarily on the information presented by the text (Anderson, 1999). The main characteristic of this model is focusing on the function of the text itself. Harmer (1991) also describes bottom-up reading as a process of the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Anderson (2000) further describes in detail the reader begins with the printed words, recognizes graphic stimuli, decodes them to sound, recognizes words, and decodes meaning.

The bottom-up approach is known as a lower- level reading process which has some shortcomings. First, it is text-based. According to Gough (1972) readers will read letter by letter, from left to right. They identify letters first and make these words meaningful on the lexical level. At last, meanings of words are stored in the short-term memory.

Second, it separates the text into isolated parts, which prevents the reader from getting a complete meaning and it is impossible for the reader to interact with the writer.

The top-down, or reader-based model, does not assume a reverse process to the bottom-up model as the name 'top-down' suggests. That is, top-down models do not suggest information processing that begins with the largest units and proceeds to smaller units of the text. Rather, in top-down models, the reader's background knowledge of the content area and rhetorical structure of the text play an important role in the processing of the text (Carrell and Eskey, 1988). Brown (2000) also strengthens this idea by suggesting this point top-down processing is in which we draw on our own intelligence and experience to understand a text. The reader, thus, is viewed as an active participant in the reading process, extracting meaning from the text, making predictions, and confirming or disconfirming those predictions.

The top-down approach is described as the process in which readers make predictions about the text according to their prior background knowledge or experience, and then read the text for confirmation of these predictions. The top-down reading model, which is also called the concept-driven reading model, stresses the importance of the readers' background knowledge in reading comprehension.

Goodman (1967) argues readers use their knowledge of syntax and semantics to reduce their dependence on the print and phonics of the text. The readers make use of their reading strategies as well as reading skills to infer what the writer means and what information is intended. The readers do not process a text by identifying and interpreting every letter and word in the text. Instead, they predict the meaning by taking advantage of their prior knowledge. Obviously, this model emphasizes the reconstruction of meaning rather than decoding the single words or word phrases of the text.

However, the top-down model of reading has its limitations too. Carrell and Eskey (1988) propose the application of top-down model to second language or foreign language reading has resulted in some problems.

The readers lack background knowledge, so it is impossible for the readers to do reading comprehension without paying much attention to the words and sentences in the text. In addition, if readers pay less attention to letters or words in the text, comprehension will become a guessing game which preventing predictions from being confirmed. In light of the perceived shortcomings of both bottom-up and top-down models, a more effective model is proposed which combines these two models into one. It is called the interactive model.

Interactive model of the reading process is a complex task of simultaneously combining bottom-up processes and top-down processes in which the reader analyzes text in small pieces to build meaning from these and in which the reader makes guesses about the content of a passage (Rumelhart 1977). The interactive model stresses the meaning of a text is acquired by an interaction between the knowledge stored in the readers' mind and the written language information. The model tells us that readers are not passive information receivers, but they are active information searchers and information re constructors.

Rumelhart (1977) argues reading is a perceptual and cognitive process. The interactive model, which regards reading as a complicated, interactive process that involves both bottom-up and top-down approaches (Grabe,1991).In this approach, the lower- level processing skills, such as word and letter recognition processes, are just as important as the higher-level processing skills, such as the use of background knowledge and predicting. In addition, Koda (2005) also agrees that both lower and higher level processing skills work together in a complex, highly integrated set of processes while reading. Anderson (1999) points out that the interaction model is currently accepted as the most comprehensive description of the reading process.

2.5 The Difference between Reading Strategies and Reading Skill

Although the terms strategies and skills are sometimes used interchangeably, it is agreed that a distinction between reading skills and strategies exist. Skills are defined as automatic information processing techniques that are applied to a text unconsciously (Alexander et al., 1998). Thus, they are performed the same way every time used (Duffy, 1993).

Strategies, on the other hand, are referred to as tactics that readers use deliberately when routine techniques are inadequate to resolve a given interpretation (Paris et al., 1991). Strategies are, thus, employed differently because the unique nature of each text requires readers to modify strategies to fit the demands of the text (Duffy, 1993). Afflerbach, et al. (2008) states, reading strategies are deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text.

They also define reading skills as automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved. If strategies are conscious actions that can be controlled by readers, they are used selectively and in combination (Carrell, 1998). Afflerbach, Pearson & Paris (2008:365) define skills and strategies as follow:

"Skills make up strategies."

"Strategies lead to skills."

"Skill is the destination, strategy is the journey."

"We learn strategies to do a skill."

"Skills are automatic, strategies are effortful and mediated."

"We use strategies as tools."

"Strategies that work require a skill set."

"We have to pay attention in learning skills, but eventually we use them automatically."

"You don't think about skills, and you do think about strategies."

Since different approaches to strategies and skills as well as various definitions exist in the literature, it is important to specify that in this study, reading strategies are defined as a range of tactics or actions that readers employ consciously in order to comprehend texts better, as defined broadly by (Paris et al. 1991).

2.6 Definition of Reading Strategies

Reading strategies are explicit and planned actions that help translate the printed word into meaning. Different researchers show different opinions on the definitions of reading strategies. According to Paris et al. (1983) a strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task. Barnett (1988) argues reading strategies refer to the tools that are used by the readers for solving problems and acquiring text information.

Cohen (1990) defines reading strategies as the psychological process and these strategies are used by the reader consciously when he is doing a reading task. Anderson (1991) claims the reading strategies are cautions and cognitive measures adopted by the reader for acquiring, storing and amending new information.

Although different researchers define reading strategies in different ways, they have the common agreement that reading strategies are conscious actions that the readers take to achieve specific reading goals. Reading strategies are part of the language learning strategies which are essential factors of effective reading. All the strategies used by the readers, directly or indirectly, in the process of doing reading tasks not only solve the specific comprehension difficulties, but are also helpful in improving the reading comprehension ability. According to Carrell (1998), reading strategies include the following strategies: scanning the text to get the main idea of the text; skimming the text quickly to obtain specific information; skipping over new words; using context to guess words; predicting the text content, and so on.

2.7 The Classification of Reading Strategies

Reading strategies are part of the language learning strategies. Oxford (1990) defines learning strategies as behaviors or actions which are consciously taken by learners to make language learning more successful and self-directed. O'Malley and Chamot (1990) say that language learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.

The present study is based on Oxford (1990) classification of language learning strategies, because her classification is clearer and includes many strategies that used for reading comprehension than others. O'Malley and Chamot (1990) divide the learning strategies into three branches, namely, metacognitive, cognitive and social-affective strategies. Oxford (1990) proposes language learning strategies can be divided into direct and indirect.

Among them, memory strategies, cognitive strategies and compensation strategies are classified into direct strategies, whereas metacognitive strategies, affective strategies and social strategies

belong to indirect strategies. A Cohen (1990) classification of language learning strategies is slightly different from the two researchers mentioned above. In consideration of the purposes of using strategies, Cohen (1990) classifies second language learning strategies into two types: language learning strategies and language use strategies.

Language learning strategies are strategies used to learn a language, which include identifying the materials that need to be learned; distinguishing some materials from others; grouping materials for easier learning; having repeated contact with the materials and committing to memorize materials when they cannot be acquired naturally. Language use strategies refer to strategies that are adopted by learners in order to use a language. They contain retrieval strategies, rehearsal strategies, and compensation and communication strategies.

As mentioned above, in this paper, Oxford's classification of language learning strategies are adopted. Memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies used by successful and unsuccessful readers in the process of comprehending reading text and doing reading tasks were investigated.

2.7.1 Memory Strategies

Memory strategies involve pairing different types of material in language learning. It is possible to create visual images of words or phrases. Memory strategies can be powerful contributors to language learning. Oxford (1990:58) pointed out that "Storage and retrieval of new information are the key function of memory strategies." She also describes, these strategies help learners store in memory the important things they read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension.

Oxford (1990) classifies memory strategies into four categories on the basis of their functions in reading. These are creating mental linkage, applying images and sounds, reviewing well, and employing action. The sub-categories of memory strategies are grouping, associating, and placing new words in to a context, using imagery, semantic mapping, and using key words (Oxford 1990).

2.7.2 Cognitive Strategies

Cognitive strategies are defined as a mental steps or operations that learners use to process both linguistic and sociolinguistic content (Wenden & Rubin, 1987). O'Malley and Chamot (1990) define cognitive strategies as operating directly on incoming information, manipulating it in ways that enhance learning. According to Oxford (1990) Cognitive strategies are unified by a common function: manipulation or transformation of a target language by the learner. These strategies are used to strengthen associations between new and existing knowledge of the learners, and they operate on incoming information to facilitate learning. The cognitive strategies used in reading include guessing from context, analyzing, skimming, scanning taking notes, highlighting, translation, repeating, and summarizing (Oxford, 1990).

2.7.3 Compensation Strategies

According to Oxford (1990) Compensation strategies enable learners to use the new language for comprehension despite limitation in knowledge. Guessing intelligently is a compensation strategy which involves using linguistic clues and non linguistic clues. Guessing strategies sometimes called inferencing.

2.7.4 Metacognitive Strategies

Metacognitive strategies are essential for successful language learning. Oxford (1990) considers metacognitive strategies as actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. O'Malley and Chamot (1990) point out, metacognitive strategies are higher order executive skills which involve knowledge about cognitive processes, regulation of cognition, self-management, planning for learning, monitoring and self-evaluating after the learning activities have been completed.

Strategies, such as organizing, setting goals, considering the purpose and planning for a language task, paying attention, help learners arrange as well as plan for their language learning in an efficient way. According to the definitions of metacognitive strategies above, it can be concluded

that metacognitive strategies involve planning for learning, thinking about the learning process, monitoring of comprehension and self-evaluating after the learning activities.

2.7.5 Affective Strategies

The term affective refers to emotions, attitudes, motivations, and, values. According to Oxford (1990) three main sets of affective strategies exist: Lowering your anxiety, encouraging yourself, and, taking your emotional temperature. Good language learners are often those who know how to control their emotions and attitudes about learning. Positive emotions and attitudes can make language learning far more effective and enjoyable (Oxford 1990).

2.7.6 Social Strategies

Social strategies are very important in language learning. According to Oxford (1990) there are three set of social strategies. These are :Asking questions,cooprating with others and emphating with others.Asking questions help learners get closer to the intended meaning and thus aids their understanding.

2.8 Successful and Unsuccessful Readers

Readers have usually been characterized based on their results on reading comprehension tests. However, these results do not provide sufficient information about what processes readers have gone through during reading. Thus, rather than focus on the product of reading such as a score on a reading comprehension test, recent research has paid more attention to determining the strategies that different readers use (Anderson, 1991).

Reports of how good readers understand and learn from text suggest that they coordinate a set of highly complex and well-developed skills and strategies before, during, and after reading that assist them in understanding and remembering what they read (Paris, et al 1991). Perhaps the most concise way to characterize good readers is to say that they are more strategic than poor readers (Paris et al 1983). According to Jimenez et al., (1996) the strategies that good readers use include:

- Rapid and accurate word reading
- Setting goals for reading
- Noting the structure and organization of text
- Monitoring their understanding while reading
- Creating mental notes and summaries
- Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed
- Capitalizing on what they know about the topic and integrating that with new learning
- Making inferences
- Using mental images such as visualization to assist them in remembering or understanding events or characters.

In addition, good bilingual readers are able to draw upon their translation skills, knowledge of cognates, and ability to transfer information across languages to a much greater extent than struggling readers (Jimenez et al., 1996). These strategies appear to be unique to bilingual reading. In addition to this successful readers do several things:

- Kept the meaning of the passage in mind during reading,
- Read in broad phrases,
- Skipped words viewed as unimportant to total phrase meaning, and
- Had a positive self concept as a reader
- (Hosenfeld as cited in Carrell, 1989)

Unlike the successful reader, the unsuccessful reader:

- Lost the meaning of sentences as soon as they were decoded,
- Read in short phrases,
- Seldom skipped words as unimportant, viewing words as equal in terms of their contribution to total phrase meaning, and
- Had a negative self concept as a reader (Hosenfeld as cited in Carrell, 1989)

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

One of the main steps in conducting a research is to collect data that enable the researcher to find solutions for the identified problems. The discussion about the research design, participants of the study, sampling, instruments of data collection, procedures, data organization, analysis and ethical considerations are the focus of this chapter as the following.

3.1 Research Design

As it is stated earlier, the major concern of this research is assessing reading strategies used by successful and unsuccessful readers. Hence a descriptive survey research design was employed. The researcher used this type of research because the aim of this study is to make a report on the actual use of reading strategies by successful and unsuccessful readers. The researcher believes that it was suitable and relevant for the study. According to Kothari (1990) descriptive research describes the characteristics of a particular individual, or of a group. In order to achieve the intended objectives of the study mixed method design was used.

Quantitative method was used to tabulate, analyze and describe the data that was obtained through questionnaire. As Kothari (1990) notes quantitative approach is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

Qualitative method was employed to analyze and describe data that was obtained through semi-structured interview. The aim of qualitative approach is to study individuals and events in a natural setting and focuses on describing, understanding and clarifying human experience (Tavakoli, 2012). According to Denzin and Lincoln (2000) qualitative research helps the researcher to gain rich and substantial picture of the reality and a more understanding of the issue on the research questions and its objectives in a natural way.

3.2 Sampling

3.2.1 Research Setting and Population of the Study

The study was carried out at Chole Secondary School .The school is found in Oromia region, East Arsi zone of Chole Woreda. The school was selected purposively because it contained high number of grade 9 students when compared with other high schools found in the Woreda .The reason to focus on grade 9 students was because it is the base for preparatory classes and to be ready for Ethiopian General Secondary Education Certificate Examination (EGSECE). There were 736 grade 9 students (382 male and 354 female) and 12 sections found at Chole Secondary school.

3.2.2 Sample Size and Sampling Techniques

From the total population of 736, 15% Of them, 110 (55 successful and 55 unsuccessful readers) were selected. As Singh (2006:94) describes “descriptive research typically uses larger samples; it is suggested that one should select 10-20 percent of the accessible population for the sample”. The samples were selected using purposive sampling. Conen et al. (2007) states purposive sampling is satisfactory to specific needs and has been chosen for a specific purpose.

The successful and unsuccessful readers were selected based on their first semester reading comprehension test results that was given by their English teachers’ previously. The results were collected from their English teachers students mark list. The scores were ordered to rank the students from the most successful to the least successful. When the result was greater than or equal to 75%, (top 55 students) they were considered as ‘successful readers’. When the result was below 50%, (bottom 55 students) they were considered as ‘unsuccessful readers’. As it is known in Ethiopian education curriculum, the standard of fail and pass for grade 9 nine students is below and above 50% mark score. Students considered as unsuccessful if they score below 50% mark on a subject or a course.

3.3 Instruments of Data Collection

Interview and questionnaire were the instruments used to collect the data in this study.

3.3.1 Questionnaire

A questionnaire was the first instrument designed to gather data from the respondents on their reading strategies use. It contained closed and open –ended questions. The items were adapted from Oxford (1990) in line with the objectives of this study and the review literature. The closed questionnaire consisted of 39 items that were grouped under three categories: strategies used before reading, while reading and after reading. Items 1, 2, 3, and 4 were concerned with the strategies used before reading. Items from 5 to 33 were related to the strategies used for while reading. Finally, items from 34 to 39 were used for strategies appropriate to be used after reading.

The questionnaire was translated and administered to the students in Afan Oromo so that students could understand and respond to the items easily because it is their L1. Using the respondents' L1 helps to avoid misinterpretation and make students feel comfortable when completing the questionnaire (Saunders et al .2009, as cited in Khaokaew, 2012). The English version of the questionnaire was first translated by the researcher into Afan Oromo. It was then checked by three Afan Oromo teachers. From their comments and suggestions, some changes were made in terms of wording of a statement.

The questionnaire was tried out in a pilot study at Chole Secondary School on grade 9 students. Modifications were made on the initial version of the tools based on the comment of the researcher's advisor, EFL teachers and participants of the pilot study. The modifications included rearrangement of statements. For example, some of the statements in the questionnaire were not in the right order and, therefore, reordered according to their sub categories of pre-reading strategies use, while reading strategies use and post reading strategies use. While reading strategies items were categorized into sub sections. This is because the numbers of the items were high when they are compared with pre and post reading strategies use.

3.3.2. Interview

Interview is a process of communication or interaction in which the participants or the interviewees give the needed information verbally in face-to-face situation (Cohen, et al (2007). It is a very personal way of gathering information and helps to get in-depth information. Interview was the second instrument used to collect the data in this study. In this study a semi-structured interview was used to gather more data for cross-checking. The interview was conducted with five successful readers and five unsuccessful readers who were selected from top five successful and bottom five unsuccessful readers purposively. To facilitate clear understanding between the researcher and the participant students, the interview was held in Afan Oromo. The content of the interview was similar with the contents of questionnaire.

3.4 Procedures of Data Collection

First, five students from successful readers and five students from unsuccessful readers were interviewed before filling in the questionnaire. These students were interviewed before filling in the questionnaire to avoid bias and misuse of data as a result of their awareness about the area of focus from the questionnaire statements. Second, the questionnaire was coded according to the participants' reading performance to 'successful' and 'unsuccessful' reader students. The students were oriented briefly on how to fill in the questionnaire before filling it out.

3.5 Data Organization and Analysis

Data obtained from questionnaire was organized in tables. The data was tabulated under five rating scales 'rarely', 'sometimes', 'not sure' 'frequently and always' .The frequency of the 5-Likert scale was tabulated and discussed descriptively using the number of frequencies, percentage of the responses, mean scores and standard deviations.

The data gathered through interview was described qualitatively in order to support the data gathered through questionnaire. The data gathered through questionnaire was analyzed using SPSS version 20. The frequencies, percentages, standard deviations, and mean scores of the results were calculated. Finally, the findings that were obtained through the questionnaire and semi structured interview were discussed. Based on the discussion, conclusion was drawn, and recommendation was forwarded.

3.6 Ethical Consideration of the Study

During the research, some ethical considerations were under taken. To undertake this research in the target school, first, the researcher needs to get official permission from different bodies before the data was collected. To obtain permission from head teacher or principal of the school, the researcher appeared in person to secure permission. Second, the purpose of the study was explained before the data collection process began. Then, participants were informed that the study is for educational purpose and that their cooperation was needed. Therefore, they could participate or not-participate, or have the right to withdrawal from the study at any time without being penalized. The participants were oriented briefly about the purpose of the research and data collection method. When the results were presented, students' names was replaced with numbers and letters to protect their privacy and their anonymity.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

In this section, respondents' background information, the data obtained from students' responses to the reading strategies questionnaire as well as the students' interview of Chole Secondary School were presented and interpreted. The data collected through the interview was analyzed and interpreted together with that of the questionnaire. The results were presented in to six major categories. These categories were presented and discussed the reading strategies use of successful and unsuccessful readers in grade 9. The categories are: cognitive, metacognitive, memory, compensation, affective and social reading strategies. The following sections presented these categories.

4.1 Respondents' Background Information (Questionnaire part II)

This sub-section introduces the participants' background information. Here, Participants' sex, students' interest to learn English, the extent to which they attend class, how often they are given reading practice in class and how often they read in English out of class were discussed.

Table 1: Participants' Sex

Participants	Frequency			Percentage		
	Male	Female	Total	Male	Female	Total
Successful Readers	39	16	55	70.9	29.09	100
Unsuccessful Readers	22	33	55	40	60	100

As indicated in Table 1, 39 male students (70.9 %) and 16 female students (29.09%) were participated from successful readers.

From unsuccessful readers, 22 male students (40%) and 33 female students (60%) were participated in the study. Therefore, as the data show both male and female students participate in the study.

Table 2: Students Interest to Learn English

Frequency							Percentage					
PR	Very High	High	Not Sure	Low	Very Low	T	Very High	High	Not Sure	Low	Very Low	%
SR	38	17	-	-	-	55	69.09	30.9	-	-	-	100
USR	14	36	-	5	-	55	25.45	65.45	-	9.09	-	100

Note. T=Total number of respondents, %=Total percentage, **SR**=Successful Readers, **USR**=Unsuccessful Readers, **PR**=Participants of the study

From Table 2, we can observe that 38 (69.09%) and 17 (30.9%) successful readers respectively have very high and high interest to learn English. 14 (25.45%), 36 (65.45%) and 5 (9.09%) of unsuccessful readers respectively have very high, high and low interest to learn English. Therefore, as the data show both successful and unsuccessful readers have interest to learn English.

Table 3: The extent to which successful and unsuccessful readers attend English class, given reading practice in class and read in English out of class

	Successful Readers							Unsuccessful Readers					
	Frequency and percentage							Frequency and percentage					
Items		5	4	3	2	1	T	5	4	3	2	1	T
Attend English class	F	43	12	-	-	-	55	27	24	-	4	-	55
	%	78.18	21.81	-	-	-	100	49.09	43.63	-	7.27	-	100
Given reading practice in class	F	-	55	-	-	-	55	-	49	-	6	-	55
	%	-	100				100	-	89.09	-	10.9	-	100
Read in English out of class	F	16	39	-	-	-	55	-	46	-	5	4	55
	%	29.09	70.9	-	-	-	100	-	83.63	-	9.09	7.27	100

Note. 5= Always, 4= Often, 3 = Not sure, 2=Sometimes 1=Rarely F=frequency T=Total number of Respondents, %= Percentage

Table 3 shows that the majority of successful and unsuccessful readers attend English Class. As the reading frequency above shows, 43 (78.18%) and 12 (21.81%) of the successful readers respectively always and often attend English class. Similarly, 27 (49.09%) and 24 (43.63%) of the unsuccessful readers respectively always and often attend English class. Only 4 (7.27%) unsuccessful readers attend class sometimes. Therefore, it is possible to say that both groups attend English Class.

As Table 3 reveals reading practices are given for both successful and unsuccessful readers. All successful readers replied that they are often given reading practice in the school. Whereas, 49 (89.09%) and 6 (10.9%) of unsuccessful readers respectively replied that they are often and sometimes are given reading practices.

With regard to reading in English out of class, 16 (29.09%) and 39 (70.09%) of successful readers respectively always and often read in English out of class. With regard to unsuccessful readers, 46 (83.63%) often read out of the class. Only 5 (9.09%) and 4 (7.27%) respectively sometimes and rarely read out of the class. Therefore, as the data show both successful and unsuccessful readers have experience of reading in English out of the class.

4.2 Analysis of Questionnaire Part III and Interview

The part III of the questionnaire for the students includes 40 items. Among them, 14 items can be classified as metacognitive reading strategies, 13 items are cognitive reading strategies, the remaining reading strategies (memory, compensation, affective and social) each has 3 items. However, the questionnaire was ordered and presented for the respondents with the categories of pre-reading, while reading, and post reading strategies because the researcher believed that this kind of classification is clear for respondents. The rest item is open ended question. The interview has 7 items and it was analyzed with questionnaire accordingly.

Table 4: The Categories of the Reading Strategies in the Questionnaire

RN	Reading Strategies	Item Numbers in Questionnaire
1	Metacognitive Reading Strategies	1,2,4,5,10,11,13,16,17,19,25,29,35,37
2	Cognitive Reading Strategies	7,8,14,18,20,21,22,23,24,27,30,34,36,
3	Memory Reading Strategies	12,26,28
4	Compensation Reading Strategies	6,9,15
5	Affective Reading Strategies	3,38,39
6	Social Reading Strategies	31,32,33

1. Metacognitive Reading Strategies

Item1: Have purpose in mind

Item 2: Plan what to do before start reading

Item 4: Pay attention to the title before reading the rest of the text

Item 5: Pay attention to the sub-titles before reading the rest of the text

Item 10: Check what each pronoun refers to

Item 11: Pay attention to linking words to understand the text structure

Item 13: Pay attention to parts of sentences such as phrases and clauses

Item 16: Pay attention to beginning and ending of each paragraph

Item 17: Start reading from the first to the last paragraph

Item 19: Change reading speed depending on difficulty of text

Item 25: Link the content with what is already known

Item 29: Read comprehension questions first and then read the text

Item 35: Ask myself question to check my understanding

Item 37: Evaluate the text

Table 5: Descriptive Statistics of Each Item of Metacognitive Reading Strategies Use

		Successful Readers						Unsuccessful Readers					
		Frequency and percentage						Frequency and percentage					
Item No		5	4	3	2	1	T	5	4	3	2	1	T
1	F	34	21	-	-	-	55	6	7	22	14	6	55
	%	61.8	38.2	-	-	-	100	10.9	12.7	40	25.5	10.9	100
2	F	18	25	4	8	-	55	4	7	9	27	8	55
	%	32.7	45.5	7.3	14.5	-	100	7.27	12.7	16.4	49.1	14.5	100
4	F	36	19	-	-	-	55	15	25	5	7	3	55
	%	65.5	34.5	-	-	-	100	27.3	45.5	9.09	12.7	5.45	100
5	F	24	26	-	5	-	55	7	9	12	23	4	55
	%	43.7	47.3	-	9.09	-	100	12.7	16.4	21.8	41.8	7.27	100
10	F	12	28	-	15	-	55	3	6	17	19	10	55
	%	21.8	50.9	-	27.3	-	100	5.45	10.9	30.9	34.5	18.2	100
11	F	7	14	12	16	6	55	-	-	21	11	23	55
	%	12.7	25.5	21.8	29.1	10.9	100	-	-	38.2	20	41.8	100
13	F	9	24	11	11	-	55	-	-	15	7	33	55
	%	16.4	43.6	20	20	-	100	-	-	27.3	12.7	60	100
16	F	21	29	-	5	-	55	2	6	-	28	19	55
	%	38.2	52.7	-	9.09	-	100	3.64	10.9	-	50.9	34.6	100
17	F	42	13	-	-	-	55	16	34	-	5	-	55
	%	76.4	23.6	-	-	-	100	29.1	61.8	-	9.09	-	100
19	F	15	28	-	12	-	55	4	6	16	18	11	55
	%	27.3	50.9	-	21.8	-	100	7.27	10.9	29.1	32.7	20	100
25	F	22	17	-	13	3	55	4	7	9	19	16	55
	%	40	30.9	-	23.6	5.45	55	7.27	12.7	16.4	34.5	29.1	100
29	F	7	4	8	17	19	55	5	3	9	25	13	55
	%	12.7	7.27	14.6	30.9	34.5	100	9.09	5.45	16.4	45.4	23.6	100
35	F	12	31	-	12	-	55	11	26	-	16	2	55
	%	21.8	56.4	-	21.8	-	100	20	47.3	-	29.1	3.64	100
37	F	5	23	10	11	6	55	-	-	-	7	48	55
	%	9.09	41.8	18.2	20	10.9	100	-	-	-	12.7	87.3	100

Note. 5 = Always, 4= Often, 3 = Not sure, 2 =Sometimes 1=Rarely F=frequency

T=Total number of Respondents, %= Percentage

Students use metacognitive reading strategy to control and evaluate their own learning. As the reading frequency and percentage in Table 5 shows, the majority of the successful readers, 34 (61.8%) and 21 (38.2%) of them respectively always and often have purpose in mind before they start to read. Whereas only 6 (10.9%) and 7 (12.7 %) of the unsuccessful readers respectively always and often have purpose in their mind before they start reading. On the other hand, 14 (25.5%) and 6 (10.9%) of the unsuccessful students respectively sometimes and rarely have purpose in their mind before they start reading, while none of the successful readers do so. From this it can be concluded that successful readers have an experience of reading with purpose in mind than unsuccessful readers.

As Table 5 indicates, relatively the majority of successful readers plan what to do before start reading. As the table reveals, 18 (32.7%) and 25 (45.5%) of the successful readers respectively always and often Plan what to do before start reading while only 4 (7.27%) and 7 (12.7%) of the unsuccessful readers respectively always and often Plan what to do before start reading . This indicated that most successful readers often planned what to do before they read. However, most unsuccessful readers did not plan what to do before they start reading.

About item 4 above, all of the successful readers, 36 (65.5%) and 19 (34.5%) of them respectively reported that they always and often pay attention to the title before reading the rest of the text. Similarly, 15 (27.3%) and 25 (45.5%) of the unsuccessful readers respectively they always and often pay attention to the title before reading the rest of the text. On the other hand, 7 (12.7%) and 3 (5.45%) Of the unsuccessful readers respectively they sometimes and rarely pay attention to the title before reading the rest of the text, while none of the successful readers do so. Therefore, from the data, we can summarize that all successful readers and most unsuccessful readers pay attention to the title before reading the rest of the text.

The information from interview confirmed that almost all of successful and unsuccessful readers reported that they pay attention to the title before reading the rest of the text to help them to understand the text while reading. Hence, both successful and unsuccessful readers are familiar with this metacognitive reading strategy.

(SR4) explained,

When I read a passage, first I pay attention and read carefully the title of the passage.

(SR5) said,

When I read a text, first of all I look at the title carefully before I read the rest of the text.

As (USR4) explained,

I always pay attention to the title before read the rest of the text

(USR5) said,

Most of the time first I read the title and then reading the rest of the passage.

The results from item number 5 showed that 24 (43.7%) and 26 (47.3%) of the successful readers respectively claimed that they always and often pay attention to the sub-titles before reading the rest of the text. However, only 7 (12.7%) and 9 (16.4%) of the unsuccessful readers respectively always and often try to pay attention to the sub-titles before reading the rest of the text. The remaining 5 (9.09%) of the successful readers sometimes use this strategy. Contrary, 23 (41.8%) unsuccessful readers use this strategy sometimes. In this respect, most successful readers indicated that they have the experience of paying attention to sub titles before reading the rest of the text than unsuccessful readers. Successful readers also during interview confirmed that they read the sub-titles before reading the rest of the text to help them to find the main idea of the text.

On item 10, 12 (21.8%) and 28 (50.9%) of successful readers respectively responded that they always and often check what each pronoun refers to while they were reading a text. Whereas 3 (5.45%) and 6 (10.9%) of the unsuccessful readers respectively always and often check what each pronoun refers to while they were reading a text. The remaining 15 (27.3%) of the successful readers sometimes check what each pronoun refers to whereas 10 (18.2%) of the unsuccessful readers sometimes do this. This indicates that most successful readers have the experience of checking what each pronoun refers to while they were reading a text than unsuccessful readers. With regard to item 11 of table 5, 7 (12.7%) and 14 (25.5%) of the successful readers respectively always and often pay attention to linking words to understand the text structure whereas none of the unsuccessful readers do this.

However, 16 (29.1%) and 6 (10.9%) of the successful readers respectively sometimes and rarely use this strategy whereas 11 (20%) and 23 (41.8%) of the unsuccessful readers respectively sometimes and rarely pay attention to linking words to understand the text. Hence, from the result, we can understand that successful readers frequently pay attention to linking words to understand the text structure in English than their counterparts.

As Table 5 item13 indicates, relatively the majority of successful readers pay attention to parts of sentences such as phrases and clauses to understand a text. As the reading frequency in the table above reveals, 9 (16.4%) and 24 (43.6%) of the successful readers students respectively always and often pay attention to parts of sentences such as phrases and clauses to comprehend a text more while none of the unsuccessful readers do so. The majority of the unsuccessful readers 7 (12.7%) and 33 (60%) of them respectively sometimes and rarely use the strategy. Thus, more of the successful readers often pay attention to parts of sentences such as phrases and clauses than the unsuccessful readers.

According to item 16, 21 (38.2%) and 29 (52.7%) of the successful readers respectively pay attention to beginning and ending of each paragraph always and often while only 2 (3.64%) and 6 (10.9%) of the unsuccessful readers respectively always and often use the strategy. However, the remaining 5 (9.09%) of the successful readers sometimes pay attention to beginning and ending of each paragraph to help them to understand a text more whereas 28 (50.9%) and 19 (34.6%) of the unsuccessful readers respectively sometimes and rarely do so. Therefore, from the data, we can summarize that successful readers use the strategy more frequently than unsuccessful readers.

During the interviews, the majority of successful readers reported that they read the first and end of each paragraph to help them understand the main idea of the text. On the other hand, only a few of the unsuccessful readers said so.

As (SR3) explained:

When I read a text, I always first pay attention to the first lines of each paragraph to have an idea about what each paragraph is about. Then, I read the last sentence of each paragraph. I usually try to understand the first and the last sentence of each paragraph well. When I understand the first and the last sentence of each paragraph, I feel that I understand the whole text.

(SR4) said,

While I was reading a passage, I paid attention and read the first and end of each paragraph in the passage to understand the main idea of the passage.

(SR5) explained,

I always carefully read the first and the last paragraph before I read the rest of the paragraphs.

As item 17 reveals, both successful and unsuccessful reader students incline to frequently start reading from the first to the last paragraph to help them understand the written text. 42 (76.4%) and 13 (23.6%) of the successful readers and 16 (29.1%) and 34 (61.8%) of the unsuccessful readers respectively claimed that they always and often start reading from the first to the last paragraph. Only the remaining 5 (9.09%) of the unsuccessful readers use the strategy sometimes. Therefore, as the data show both successful and unsuccessful readers have the experience of start reading from the first to the last paragraph to help them comprehend the written text in English.

Item19 indicated that, successful readers change their reading speed depending on the difficulty of the text to understand the text more. By contrast, unsuccessful readers were seen to be less interactive.15 (27.3%) and 28 (50.9%) of the successful readers respectively claimed that they always and often change their reading speed depending on the difficulty of the text. However, almost all of the unsuccessful readers reported that they sometimes and rarely change their reading speed depending on the difficulty of the text to comprehend the text more.

As Table 5 indicates, item 25 demonstrates a great number of successful readers, (i.e. 40% and 30.9% of them respectively confirmed that they always and often link the content with what they already know. 23.6% and 5.45% of them on the other hand, respectively use the strategy sometimes and rarely. However, 34.5% and 29.1% of the unsuccessful readers respectively sometimes and rarely link the content with what they already know. Very few of them, (only 7.27% and 12.7%) respectively use the strategy always and often. Thus, the data inform us the more successful readers link the content with what they already know. Hence, the researcher felt that linking the content with what they already know material might be difficult for unsuccessful readers.

According to Table 5 item 29, 17 (30.9%) and, 19 (34.5%) of the successful readers and 25 (45.4%) and 13 (23.6%) of the unsuccessful readers respectively claimed that they sometimes and rarely read comprehension questions first and then read the text. On the other hand, only 7 (12.7%) and 4 (7.27%) of the successful readers respectively read comprehension questions first and then read the text always and often while 5 (9.09%) and 3 (5.45%) of the unsuccessful readers respectively always and often do so. Therefore, from the data, we can summarize that both successful and unsuccessful readers do not pay attention to the questions and do not memorize them before reading the given text. This was also confirmed during interview. A few of the successful and unsuccessful readers reported that they frequently read comprehension questions first and then read the text to keep the purpose of reading in their mind.

As Table 5, item 35 shows, both successful and unsuccessful readers have the experience of asking themselves questions after reading a text to check their understanding. 12 (21.8%) and 31 (56.4%) of the successful readers respectively always and often ask themselves to check whether they understand or not the text. Similarly, 11 (20%) and 26 (47.3%) of unsuccessful readers respectively also always and often do so.

According to Table 5, item 37 reveals, successful readers evaluate the text after they finished reading. By contrast, unsuccessful readers were seen to be less interactive. 5 (9.09%) and 23 (41.8%) of the successful readers respectively claimed that they always and often evaluate the text at post reading. However, all of the unsuccessful readers reported that they sometimes and rarely use the strategy.

Table 6: Mean Values for Metacognitive Reading Strategies Use

Metacognitive Reading Strategies	Participants of the Study	N	M	Sd
Have purpose in my mind	Successful Readers	55	4.62	.490
	Unsuccessful Readers	55	2.87	1.123
Plan what to do before I start reading	Successful Readers	55	3.96	.999
	Unsuccessful Readers	55	2.49	1.120
Pay attention to the title before I read the rest of the text	Successful Readers	55	4.65	.480
	Unsuccessful Readers	55	3.76	1.154
Pay attention to the sub-titles before reading the rest of the text	Successful Readers	55	4.25	.865
	Unsuccessful Readers	55	2.85	1.177
Check what each pronoun refers to	Successful Readers	55	3.67	1.106
	Unsuccessful Readers	55	2.51	1.086
Pay attention to linking words to understand the text structure	Successful Readers	55	3.00	1.232
	Unsuccessful Readers	55	1.96	.902
Pay attention to parts of sentences such as phrases and clauses	Successful Readers	55	3.56	.996
	Unsuccessful Readers	55	1.67	.883
Pay attention to the beginning and to ending of each paragraph	Successful Readers	55	4.20	.848
	Unsuccessful Readers	55	1.98	1.063
Start reading from the first to the last paragraph	Successful Readers	55	4.76	.429
	Unsuccessful Readers	55	4.11	.809
Change my reading speed depending on difficulty of the text	Successful Readers	55	3.84	1.067
	Unsuccessful Readers	55	2.53	1.152
Link the content with what I already know	Successful Readers	55	3.76	1.347
	Unsuccessful Readers	55	2.35	1.236
Read comprehension questions first and then read the text	Successful Readers	55	2.33	1.362
	Unsuccessful Readers	55	2.31	1.169
Ask myself questions to check my understanding	Successful Readers	55	3.78	1.031
	Unsuccessful Readers	55	3.51	1.215
Evaluate the text I have read	Successful Readers	55	3.18	1.188
	Unsuccessful Readers	55	1.13	.336

Note. N = number of participants; M = mean; Sd = standard deviation

Table 7: Group Statistics

Group Statistics

Metacognitive Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	3.825	.96
	Unsuccessful Readers	55	2.573	1.030

As we can observe from the group statistics above, there is a mean score difference. The mean score of successful readers (3.825) is greater than unsuccessful readers (2.573). Therefore, from the result we can say that the majority of successful readers always or often use metacognitive reading strategies, i.e. pay attention to the title and sub titles before reading the rest of the text, change reading speed depending on difficulty of text, evaluate the text and so on. However, the unsuccessful readers use the same sometimes or rarely.

2. Cognitive Reading Strategies

Item 7: Try to understand meaning of an unknown word by dividing it into parts

Item 8: Guess meaning of unknown word or phrase using context clues

Item 14: Go back to previous sentences if I have trouble

Item 18: Try to figure out the main ideas of each paragraph.

Item 20: Read aloud the difficult parts of the text

Item 21: Underline important parts of the text to remember it

Item 22: Follow the line in the text I read with my finger or pen

Item 23: Scan the text for specific details

Item 24: Skim the text quickly to get the general ideas

Item 27: Predict what will come next

Item 30: Take notes while reading to help me understand what I have read

Item 34: Re-read it once or more if I do not understand

Item 36: Summarize the text in my word

Table 8: Descriptive Statistics of Each Item of Cognitive Reading Strategies Use

Successful Readers							Unsuccessful Readers						
Frequency and Percentage							Frequency and Percentage						
Item No		5	4	3	2	1	T	5	4	3	2	1	T
7	F	7	11	-	16	21	55	-	-	4	6	45	55
	%	12.7	20	-	29.1	38.2	100	-	-	7.27	10.9	81.8	100
8	F	13	29	4	9	-	55	5	8	2	12	28	55
	%	23.6	52.7	7.27	16.4	-	100	9.09	14.5	3.6	21.8	50.9	100
14	F	5	26	6	14	4	55	2	7	8	9	29	55
	%	9.09	47.2	10.9	25.5	7.27	100	3.6	12.7	14.5	16.4	52.7	100
18	F	13	31	-	7	4	55	-	5	-	27	23	55
	%	23.6	56.4	-	12.7	7.27	100	-	9.09	-	49.1	41.8	100
20	F	-	2	7	17	29	55	-	-	9	11	35	55
	%	-	3.6	12.7	30.9	52.7	100	-	-	16.4	20	63.6	100
21	F	12	23	3	8	9	55	8	12	9	16	10	55
	%	21.8	41.8	5.5	14.5	16.4	100	14.5	21.8	16.4	29.1	18.2	100
22	F	20	34	-	1	-	55	18	22	6	2	7	55
	%	36.4	61.8	-	1.8	-	100	32.7	40	10.9	3.6	12.7	100
23	F	12	20	7	8	8	55	7	9	9	17	13	55
	%	21.8	36.4	12.7	14.5	14.5	100	12.7	16.4	16.4	30.9	23.6	100
24	F	14	17	2	12	10	55	3	5	7	26	14	55
	%	25.5	30.9	3.6	21.8	18.2	100	5.5	9.09	12.7	47.3	25.5	100
27	F	-	-	9	24	22	55	-	-	2	13	40	55
	%	-	-	16.4	43.6	40	100	-	-	3.6	23.6	72.7	100
30	F	14	29	12	-	-	55	-	-	7	19	29	55
	%	25.5	52.7	21.8	-	-	100	-	-	12.7	34.5	52.7	100
34	F	8	26	3	7	11	55	2	5	3	26	19	55
	%	14.5	47.3	5.5	12.7	20	100	3.6	9.09	5.5	47.3	34.5	100
36	F	7	35	-	3	10	55	2	4	-	37	12	55
	%	12.7	63.6	-	5.5	18.2	100	3.6	7.27	-	67.3	21.8	100

As stated in Table 8, unsuccessful readers were found to be reluctant to try to understand meaning of an unknown word by dividing it into parts. As the table displays, almost all of them 6 (10.9%) of them sometimes and 45 (81.8%) of them rarely employ the strategy. On the other hand, successful readers, contradict unsuccessful readers and their habit in dividing word into parts to understand its meaning were high.

7 (12.7%) and 11 (20%) of them respectively always and often try to understand meaning of an unknown word by dividing it into parts. However, none of the unsuccessful readers always or often do so.

The reading frequency in Table 8, item 8 depicts that substantial number of successful readers guess meaning of unknown word or phrase from a text using context clues. On the other hand, unsuccessful readers do not use this strategy. 13 (23.6%) and 29 (52.7%) of successful readers respectively always and often guess meaning of unknown word or phrase using context clues. it was observed that only 5 (9.09%) and 8 (14.5%) of the unsuccessful readers respectively always and often guess meaning of unknown word or phrase from the text.

Successful readers, during interviews explained that they guess meaning of difficult word or phrase from a text using context clues. In contrast, unsuccessful readers did not use this strategy to help them to find the meaning of unknown word.

(SR1) explained,

If I do not understand the meaning of the whole text because of some unknown words, I read the next sentence in order to find the meaning of the difficult word in the previous sentence.

(SR2) said,

I guess the meaning of unknown word from its context when I read a passage if I do not understand.

In Table 8, item14 reveals the majority of successful readers go back to previous sentences if they have trouble when they read a text compared to the unsuccessful readers. As indicated in the table, 5 (9.09%) and 26 (47.2%) of the successful readers always and often go back to previous sentences if they don't understand a text while only 2 (3.6%) and 7 (12.7%) of the unsuccessful readers respectively go back to previous sentences always and often if they do not comprehend the text.

As shown in Table 8, item 18 a considerable number of successful readers try to figure out main ideas of each paragraph while they read a text to help them to comprehend it. 13 (23.6%) and 31 (56.4%) of the successful readers respectively stated that they always and often try to figure out main ideas of each paragraph. Only 7 (12.7%) and 4 (7.27%) successful students respectively said that they sometimes and rarely uses this strategy. However, 27 (49.1%) and 23(41.8%) of the unsuccessful readers respectively asserted that they sometimes and rarely try to figure out main ideas of each paragraph while they read a text. Only the remaining 5 (9.09%) of the unsuccessful readers often do this to understand a written text.

The results from item number 20 showed that, both successful and unsuccessful readers did not read aloud difficult parts of the text while they read a text. Almost all of the successful and unsuccessful readers never use this strategy always or often. Thus, both groups found using read aloud difficult parts of the text as a strategy completely new for them.

Similarly, item 21 ask whether students underline when they read to remember points in the text or not. 12 (21.8%) and 23 (41.8%) of the successful readers respectively claimed that always and often underline information while they read to help them remember the point whereas 16 (29.1%) and 10 (18.2%) of the unsuccessful readers respectively use the strategy sometimes and rarely. On the other hand, 8 (14.5%) and 9 (16.4%) of the successful readers respectively use the strategy sometimes and rarely. Only 8 (14.5%) and 12 (21.8%) of the unsuccessful readers underline important parts of the text to remember it always and often. Therefore, it can be concluded that many unsuccessful readers did not use this strategy.

During interviews, successful readers explained that when they read a text in their home, they underlined key words to help them to understand the main idea of the text. However, in the classroom they did not underline because their teacher did not allow them to underline in the text book. In contrast, unsuccessful readers did not use this strategy.

As (SR2) said,

When I read a text in my home, I underline the key words in the text using a pencil to understand the main idea of the paragraph. If I do not know their meaning I guess it from its context. But in the classroom the teacher do not allow me to underline in the text book.

(SR3) explained,

When I read a passage, I underlined the important words. I don't usually underline everything. If I am looking for something important in the text, for example an answer to a particular question, then I underline just that part in the text.

(SR4) said,

When I read a passage, I underlined the key words in a paragraph that helped me to understand the main idea of the paragraph.

(SR5) replied,

While I was reading a text, I highlighted the points in the topic sentence.

In Table 8, item 22 shows, both successful and unsuccessful readers have an experience of following the line in the text they read with their finger or pen in order to pay attention to what they read. 20 (36.4%) and 34 (61.8%) of the successful readers respectively always and often follow the line in the text they read with their finger or pen. Similarly, 18 (32.7%) and 22 (40%) of unsuccessful readers respectively are also always and often do so.

From Table 8, item 23 we can observe that the majority of successful readers incline to frequently scan the text quickly to find specific details from the text that they were reading. While the unsuccessful readers do so rarely. As the reading frequency above shows, 12 (21.8%) and 20 (36.4%) of the successful readers respectively always and often scan the text for specific details. By contrast, the unsuccessful readers stated the contrary. 17 (30.9%) and 13 (23.6%) of them respectively sometimes and rarely scan the text to get specific information from the text. It was only 7 (12.7%) and 9 (16.4%) of the unsuccessful readers respectively who do this always and often. During interviews, the successful readers confirmed that they frequently scan a text quickly to find specific information in the text.

As Table 8, item 24 indicates, relatively the majority of successful readers skim the text quickly to get the general ideas of the text. As the reading frequency in table 8 above reveals, 14 (25.5%) and 17 (30.9%) of the successful reader students respectively always and often skim the text quickly to get the general idea while only 3 (5.5%) and 5 (9.09%) of the unsuccessful readers respectively do so.

The majority of the unsuccessful readers, 26 (47.3%) and 14 (25.5%) of them respectively sometimes and rarely use the strategy. Thus, more of the successful readers frequently skim the text quickly to get the general ideas than the unsuccessful readers.

This was also confirmed during the interview. Most of the successful readers reported that they frequently skim the text quickly to get the general idea. On the other hand, only a few of the unsuccessful readers said so. However, if teachers encourage students to use different reading strategies, it seems that students can use this reading strategy while they read to help them to understand the text.

As indicated in Table 8, item 27 both successful and unsuccessful readers did not predict what will come next always and often. Almost all of the successful readers and unsuccessful readers sometimes and rarely use this strategy. Thus, they found using predict what will come next while they read completely new for both group of students.

According to Table 8, item 30, 14 (25.5%) and 29 (52.7%) of the successful readers respectively claimed that they always and often take notes while they were reading to help them understand what they have read. However, 19 (34.5%) and 29 (52.7%) of the unsuccessful readers respectively sometimes and rarely take notes while they were reading. Therefore, from the data, we can summarize that most successful readers use the strategy but unsuccessful readers do not use it. Unsuccessful readers also during interview confirmed that they do not take notes while they were reading to help them understand what they have read. However, successful readers during interview replied that they take notes while they were reading English to understand a text. As (SR4) said,

When I read a text in my home and also in the school, I always take notes to help me to remember what I read.

(SR5) explained,

I take notes when I read a text because it is difficult for me to understand a text without taking note.

As Table 8, item 34 exhibits, a considerable number of successful readers incline to re-read a text once or more if they do not understand it.

8 (14.5%) and 26 (47.3%) of the successful readers respectively indicated that they always and often re-read a text once or more if they do not understand. It was only 7 (12.7%) and 11 (20%) successful reader students who said that respectively sometimes and rarely use this strategy. By contrast, 26 (47.3%) and 19 (34.5%) of unsuccessful readers respectively ascertain that they sometimes and rarely re-read a text once or more if they do not understand. Only 2 (3.6%) and 5 (9.09%) of the unsuccessful readers respectively always and often do so. Therefore, we can say that more successful students frequently use the strategy than less successful student. Successful readers confirmed this during interview that they re-read a text once or more if they do not understand it.

As (SR1) explained:

Sometimes I do not understand a text by only reading once. Therefore, I repeated it several times until I understand well.

(SR2) replied,

I read some of the sentences in the text twice to get the main idea of the paragraph.

(SR3) said,

I read certain sentences in the text twice or three times because I thought those sentences were important to get the main idea of the text.

On the same question (USR3) said,

Sometimes our English teacher ordered us to read long text. Then, I try to read every word but I do not know the meaning of most words. For this reason, I do not want to read this text again.

But other unsuccessful reader (USR5) said that,

Most of the time when I read a text, I could not understand. So, I read twice or three times. But I could not understand anything.

Table 8, item 36 above reveals that a great number of successful readers 7 (12.7%) and 35 (63.6%) of them respectively confirmed that they always and often summarize a text they read in their own words. 3 (5.5%) and 10 (18.2%) of them, on the other hand, respectively use the strategy sometimes and rarely. However, 37 (67.3%) and 12 (21.8%) of unsuccessful readers respectively sometimes and rarely summarize the main ideas from the text. Very few of them only 2 (3.6%) and 4 (7.27%) students respectively use the strategy always and often. Thus, the data inform us the more successful readers summarize the main ideas from the text.

Hence, the researcher felt that summarizing the main ideas from the text might be unfamiliar for less successful readers. Interviews explained this big gap between the successful and unsuccessful readers in that unsuccessful readers reported that they did not summarize the main idea from the text. As (USR1) explained,

Unknown words made me not understand the meaning of the whole text so it is difficult for me to summarize the text.

(USR3) said,

While I was reading a text, I did not understand it because of that I did not summarize a text.

Table 9: Mean Values for Cognitive Reading Strategies Use

Cognitive Reading Strategies	Participants of the Study	N	M	Sd
Try to understand meaning of an unknown word by dividing it into parts	Successful Readers	55	2.40	1.486
	Unsuccessful Readers	55	1.25	.584
Guess meaning of unknown word or phrase using context clues	Successful Readers	55	3.84	.977
	Unsuccessful Readers	55	2.09	1.405
Go back to previous sentences if I have trouble	Successful Readers	55	3.25	1.158
	Unsuccessful Readers	55	1.98	1.240
Try to figure out main ideas of each paragraph	Successful Readers	55	3.76	1.170
	Unsuccessful Readers	55	1.76	.860
Read aloud difficult parts of the text	Successful Readers	55	1.67	.840
	Unsuccessful Readers	55	1.53	.766
Underline important parts of the text to remember it	Successful Readers	55	3.38	1.408
	Unsuccessful Readers	55	2.85	1.353
Follow the line in the text I am reading with my finger or my pen	Successful Readers	55	4.33	.579
	Unsuccessful Readers	55	3.76	1.305
Scan the text for specific details	Successful Readers	55	3.36	1.366
	Unsuccessful Readers	55	2.64	1.352
Skim the text quickly to get the general ideas	Successful Readers	55	3.24	1.503
	Unsuccessful Readers	55	2.22	1.100
Predict what will come next	Successful Readers	55	1.76	.719
	Unsuccessful Readers	55	1.31	.540
Take notes while reading to help me understand what I have read	Successful Readers	55	1.69	.814
	Unsuccessful Readers	55	1.60	.710
Re-read it once or more if I do not understand	Successful Readers	55	3.24	1.401
	Unsuccessful Readers	55	2.00	1.054
Summarize the text in my own words	Successful Readers	55	3.47	1.317
	Unsuccessful Readers	55	2.04	.922

Note. N = number of participants, M = mean, Sd = standard deviation

Table 10: Group Statistics

Group Statistics

Cognitive Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	3.03	1.133
	Unsuccessful Readers	55	2.079	1.014

The group statistics above indicates, there is a mean score variation. The mean score of successful readers is 3.03 while the mean score of unsuccessful readers is 2.079. Thus, the mean of successful readers is greater than the mean of unsuccessful readers. This implies that successful readers always or often use cognitive reading strategies while unsuccessful readers use sometimes or rarely.

3. Memory Reading Strategies

Item 12: Write down key words.

Item 26: Create picture or visualize in my mind what I read.

Item 28: Create association between the reading material and familiar concepts already in memory.

Table 11: Descriptive Statistics of Each Item of Memory Reading Strategies Use

Successful Readers								Unsuccessful Readers					
Frequency and percentage								Frequency and percentage					
Item No	5	4	3	2	1	T	5	4	3	2	1	T	
12	F	15	21	6	8	5	55	5	7	9	22	12	55
	%	27.3	38.2	10.9	14.5	9.09	100	9.09	12.7	16.4	40	21.8	100
26	F	19	24	4	6	2	55	5	6	8	22	14	55
	%	34.5	43.6	7.27	10.9	3.6	100	9.09	10.9	14.5	40	25.5	100
28	F	23	14	3	7	8	55	2	3	4	26	20	55
	%	41.8	25.5	5.5	12.7	14.5	100	3.6	5.5	7.27	47.3	36.4	100

Table 11 depicts that the majority of successful readers write down key words which help them to remember and understand reading text. Unsuccessful readers, on the other hand, writing down key words is difficult for them. 15 (27.3 %) and 21 (38.2%) successful readers respectively write down key words is to remember what they read always and often while only 5 (9.09%) and 7(12.7%) of the unsuccessful readers respectively always and often do it.

As indicated in Table11 item 26, a substantial number of successful readers frequently create picture or visualize in their mind to remember what they read. However, unsuccessful readers seem to be ignorant of this strategy. Almost all of the successful readers asserted that they create picture or visualize in their mind what they read to remember a written item by picturing the place where it is located always or often while a few of the unsuccessful readers do so.

As Table 11, item 28 reveals, successful readers create association between the reading material and familiar concepts already in their memory to strengthen comprehension. By contrast, unsuccessful readers were seen to be less interactive. The majority of the successful readers 23 (41.8%) and 14 (25.5%) of them respectively claimed that they always and often create association between the reading material and familiar concepts already in their memory to make the material easier to remember. However, almost all of the unsuccessful readers reported that they sometimes and rarely create association between the reading material and familiar concepts already in their memory.

Table 12: Mean Values for Memory Reading Strategies Use

Memory Reading Strategies	Participants of the Study	N	M	Sd
Write down key words	Successful Readers	55	3.60	1.285
	Unsuccessful Readers	55	2.47	1.230
Create picture or visualize in my mind what I read	Successful Readers	55	3.95	1.096
	Unsuccessful Readers	55	1.93	.997
Create association between the reading material and familiar concepts already in memory	Successful Readers	55	3.67	1.491
	Unsuccessful Readers	55	1.93	.997

Note. N = number of participants; M = mean; Sd = standard deviation

Table 13: Group Statistics

Group Statistics

Memory Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	3.74	1.290
	Unsuccessful Readers	55	2.11	1.074

The group statistics above shows, 3.74 and 2.11 are the mean scores of successful and unsuccessful readers' students respectively. This tells us successful readers mean score is greater than unsuccessful readers. Therefore, more successful readers always or often use memory reading strategy than unsuccessful readers.

4. Compensation Reading Strategies

Item 6: Skip unknown words.

Item 9: Guess meaning of unknown word or phrase using previous information.

Item 15: Skip a sentence I can't understand even if I know each word in the sentence

Table 14: Descriptive Statistics of Each Item of Compensation Reading Strategies Use

Successful Readers								Unsuccessful Readers					
Frequency and percentage								Frequency and percentage					
Item No	5	4	3	2	1	T		5	4	3	2	1	T
6	F 17	21	3	5	9	55		9	8	6	14	18	55
	% 30.9	38.2	5.5	9.09	16.4	100		16.4	14.5	10.9	25.5	32.7	100
9	F 21	25	3	6	-	55		-	2	4	25	24	55
	% 38.2	45.5	5.5	10.9	-	100		-	3.6	7.27	45.5	43.6	100
15	F 17	25	4	5	4	55		-	-	8	28	19	55
	% 30.9	45.5	7.27	9.09	7.27	100		-	-	14.5	50.9	34.5	100

As shown in Table 14, item 6, a considerable number of successful readers tend to ignore words they do not know while they were reading without checking them in a dictionary.

17 (30.9%) and 21 (38.2%) of the successful readers respectively stated that they always and often skip unknown words. Only 5 (9.09%) and 9 (16.4%) successful students respectively said that they sometimes and rarely use this strategy. However, 14 (25.5%) and 18 (32.7%) of the unsuccessful readers respectively asserted that they sometimes and rarely ignore words they do not know without checking them in a dictionary. Only 9 (16.4%) and 8 (14.5%) of the unsuccessful readers respectively always and often do this to understand a written material.

The information from interview confirmed that a lot of the successful readers reported that if they find a difficult word as they read, they skip unknown words to understand the main idea of the material. In contrast a few of the unsuccessful readers replied that they use this strategy.

As (SR2) explained,

If I did not understand some unknown words while I was reading a text, I ignored the unknown word and only read the rest of the words and try to understand the meaning of the whole text.

As (SR3) said:

I usually skipped the unknown words in the text. If I thought that it was necessary for me to understand a particular word in the text, I tried to guess its meaning.

As indicated in Table 14, item 9, a substantial number of successful readers tend to frequently guess the meaning of unknown words or phrase from the text using previous information to help them understand the text. Unsuccessful readers; however, seem to be ignorant of this strategy.

Almost all of the successful readers asserted that they guess meanings of unknown words or phrase using previous information always and often while almost none of the unsuccessful readers do so. Successful readers also during interview confirmed that they guess the meaning of unknown words by associating with their personal experience.

As the reading frequency in Table 14, item 15 shows, a lot of successful readers skip a sentence they can't understand even if they know each word in the sentence, i.e. 30.9% and 45.5% of them respectively always and often do this as a strategy to help them understand the main idea of the passage. Unsuccessful readers, on the other hand, reported that the opposite. 50.9% and 34.5% of them respectively sometimes and rarely skip a sentence they can't understand even if they know each word in the sentence.

Table 15: Mean Values for Compensation Reading Strategies Use

Compensation Reading Strategies	Participants of the Study	N	M	Sd
Skip unknown words	Successful Readers	55	3.58	1.436
	Unsuccessful Readers	55	2.56	1.488
Guess meaning of unknown word or phrase using previous information	Successful Readers	55	4.11	.936
	Unsuccessful Readers	55	1.71	.762
Skip a sentence I can't understand even if I know each word in the sentence	Successful Readers	55	3.84	1.183
	Unsuccessful Readers	55	1.80	.678

Note. N = number of participants; M = mean; Sd = standard deviation

Table 16: Group Statistics

Group Statistics

Compensation Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	3.843	1.185
	Unsuccessful Readers	55	2.023	.976

In the group statistics above, we can observe that there is a mean score difference. The mean score of successful readers (3.843) is greater than unsuccessful readers (2.023). Thus, from this we can say that the majority of successful readers always or often use compensation reading strategies, i.e. guessing meaning of unknown word or phrase using previous information while unsuccessful readers do so sometimes or rarely.

5. Affective Reading Strategies

Item 3: Try to reduce my anxiety using every means.

Item 38: Reward myself when I make achievement.

Item 39: Encourage myself when I fail.

Table 17: Descriptive Statistics of Each Item of Affective Reading Strategies Use

Successful Readers								Unsuccessful Readers					
Frequency and percentage								Frequency and percentage					
Item No	5	4	3	2	1	T		5	4	3	2	1	T
3	F	18	21	2	9	5	55	12	23	4	10	6	55
	%	32.7	38.2	3.6	16.4	9.09	100	21.8	41.8	7.27	18.2	10.9	100
38	F	-	-	15	26	14	55	-	-	4	12	39	55
	%	-	-	27.3	47.3	25.5	100	-	-	7.27	21.8	70.9	100
39	F	11	14	12	8	10	55	2	4	8	22	19	55
	%	20	25.5	21.8	14.5	18.2	100	3.6	7.27	14.5	40	34.5	100

As indicated in Table 17, item 3, both successful and unsuccessful readers try to reduce their anxiety using every means. Most of the successful readers and unsuccessful readers use this strategy. 18 (32.7%) and 21(38.2) successful readers respectively use this strategy always and often. Similarly, 12 (21.8%) and 23 (41.8%) of the unsuccessful readers respectively always and often try to reduce their anxiety using every means.

According to Table 17, item 38, 26 (47.3%) and 14 (25.5%) of the successful readers and 12 (21.8%) and 39 (70.9%) of the unsuccessful readers respectively claimed that they sometimes and rarely reward themselves when they make achievement on reading. On the other hand, neither of the successful and unsuccessful readers always and often rewards themselves when they make achievement after reading. Therefore, from the data, we can summarize that both successful and unsuccessful readers do not use the strategy.

As Table 17, item 39 indicates, relatively the majority of successful readers encourage themselves when they do not understand a written text. As the reading frequency in the table above reveals, 17 (30.9%) and 25 (45.5%) of the successful readers students respectively always and often encourage themselves when they do not understand a written text, while only 2 (3.6%) and 4 (7.27%) of the unsuccessful readers respectively always and often do so. The majority of the unsuccessful readers 22 (40%) and 19 (34.5%) of them respectively sometimes and rarely use the strategy. Thus, more of the successful readers frequently encourage themselves when they fail than the unsuccessful readers.

Table 18: Mean Values for Affective Reading Strategies Use

Affective Reading Strategies	Participants of the Study	N	M	Sd
Try to reduce my anxiety using every means	Successful Readers	55	3.69	1.332
	Unsuccessful Readers	55	3.45	1.317
Reward myself when I make achievement	Successful Readers	55	2.02	.733
	Unsuccessful Readers	55	1.36	.620
Encourage myself when I fail	Successful Readers	55	3.15	1.393
	Unsuccessful Readers	55	2.05	1.061

Note. N = number of participants; M = mean; Sd = standard deviation

Table 19: Group Statistics

Group Statistics

Affective Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	2.953	1.152
	Unsuccessful Readers	55	2.286	.999

As the group statistics above shows, we can read that there is a mean score difference. The mean score of successful readers (2.953) is greater than unsuccessful readers (2.286). Therefore; we can say that successful readers always or often use affective reading strategies. For example, encourage themselves when they fail. While unsuccessful readers do sometimes or rarely.

6. Social Reading Strategies

Item 31: Consult my teacher while reading to help me.

Item 32: Consult my classmates while reading to help me.

Item 33: Discuss reading with others.

Table 20: Descriptive Statistics of Each Item of Social Reading Strategies Use

		Successful Readers						Unsuccessful Readers					
		Frequency and percentage						Frequency and percentage					
Item No		5	4	3	2	1	T	5	4	3	2	1	T
31	F	19	25	-	6	5	55	6	7	5	26	11	55
	%	34.5	45.5	-	10.9	9.09	100	10.9	12.7	9.09	47.3	20	100
32	F	16	33	-	2	4	55	13	21	4	9	8	55
	%	29	60	-	3.6	7.27	100	23.6	38.2	7.27	16.4	14.5	100
33	F	15	18	7	8	7	55	3	5	4	26	17	55
	%	27.3	32.7	12.7	14.5	12.7	100	5.5	9.09	7.27	47.3	30.9	100

The reading frequency in Table 20 depicts that the majority of successful readers ask their teachers for help when they were reading a material. Unsuccessful readers, on the other hand, do not use this strategy. 19 (34.5%) and 25 (45.5%) of the successful readers respectively always and often consult their teachers to help them when they were reading. It was observed that only 6 (10.9%) and 7 (12.7%) of the unsuccessful readers respectively always and often ask their teacher to get help.

As Table 20, item 32 shows, both successful and unsuccessful readers have an experience of asking their classmate in order to help them when they read. 16 (29%) and 33 (60%) of the successful readers respectively always and often consult their classmates to get help. Similarly, 13 (23.6%) and 21 (38.2%) of the unsuccessful readers respectively also always and often do so.

As Table 20, item 33 reveals, successful readers interact with others when they read. By contrast, unsuccessful readers were seen to be less interactive. 15 (27.3%) and 18 (32.7) of the successful readers respectively claimed that they always and often discuss reading with others. However, most of the unsuccessful readers 26 (47.3%) and 17 (30.9%) respectively reported that they sometimes and rarely discuss reading with others. This was also confirmed during interview. Most of the successful readers reported that they frequently read with others to understand a text best rather than read alone. But the unsuccessful readers did not do this for fear of people's comment.

Table 21: Mean Values for Social Reading Strategies Use

Social Reading Strategies	Participants of the Study	N	M	Sd
Consult my teacher while reading to help me	Successful Readers	55	3.85	1.268
	Unsuccessful Readers	55	2.47	1.260
Consult my classmates while reading to help me	Successful Readers	55	4.00	1.054
	Unsuccessful Readers	55	3.40	1.396
Discuss reading with others	Successful Readers	55	3.47	1.372
	Unsuccessful Readers	55	2.11	1.117

Note. N = number of participants; M = mean; Sd = standard deviation

Table 22: Group Statistics

Group Statistics

Social Reading Strategy Use	Group of Students	N	M	Sd
	Successful Readers	55	3.773	1.231
	Unsuccessful Readers	55	2.66	1.257

As the group statistics above displays, there is a mean score difference. The mean score of successful readers is 3.773 while the mean score of unsuccessful readers is 2.66. Therefore, successful readers mean score is greater than unsuccessful readers. From this, we can say that the majority of successful readers always or often use social reading strategies, i.e. discuss reading with others while the majority of unsuccessful readers do so sometimes or rarely.

The open ended question asked respondents if they used any additional strategies which were not included on the closed ended questionnaire.

The following are some of the reading strategies that successful readers use:

- Look at pictures or illustration.
- Read every sentences slowly and carefully to help them understand more.
- Differentiate important from unimportant ideas.
- Translate in to mother tongue to help them to comprehend the material.
- Doing some exercise to test their understanding.

In the interviews a few successful readers also said that they use a dictionary to define the meaning of unknown words. However, most students from unsuccessful readers reported that they use a dictionary to translate the meaning of unknown words.

4.3 Discussion of Major Findings

The quantitative and qualitative analysis of the data revealed that successful and unsuccessful readers differ from one another in their use of reading strategies. Results obtained from the analysis of successful and unsuccessful readers' responses indicate that successful readers use reading strategies with great frequency whereas unsuccessful readers use reading strategies with less frequency.

The result obtained from the analysis of metacognitive reading strategies use showed that there is a mean score difference. The mean score of successful readers is greater than unsuccessful readers. In addition to this, the analysis of the qualitative data also confirmed that there are differences on use of metacognitive reading strategies between successful readers and unsuccessful readers. Therefore, the result indicated that successful readers use the metacognitive reading strategies more frequently than unsuccessful readers.

The analysis of quantitative and qualitative data indicated that successful readers use cognitive reading strategies more frequently than unsuccessful readers. The group statistics of cognitive reading strategies use showed that there is a mean score variation. The mean score of successful readers is 3.03 while the mean score of unsuccessful readers is 2.079. Thus, the mean of successful readers is greater than the mean of unsuccessful readers.

This implies that successful readers always or often use cognitive reading strategies while unsuccessful readers use sometimes or rarely.

The findings of the study indicated that successful readers use memory, compensation, affective and social reading strategies more frequently than unsuccessful readers. There are considerable differences in the use of memory, compensation, affective and social reading strategies between the two groups. The frequency scale of these reading strategies used by successful readers is high, while it is low for unsuccessful readers. Therefore, the result of the data revealed that most successful readers use the reading strategies more frequently than unsuccessful readers.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary, conclusions, and recommendations of the study. In this section first, a summary of the study and the major findings were discussed. Second, conclusions of the findings are drawn. Lastly, some possible recommendations are forwarded on the basis of the findings of the study.

5.1 Summary

This research was designed to assess reading strategies used by successful and unsuccessful readers in the case of grade nine students at Chole Secondary School. Assessing reading strategies employed by successful and unsuccessful readers are very essential to identify their strategies use and provide recommendations in order to improve students' reading proficiency. In order to achieve the objective of this study the following specific questions were prepared.

- What kinds of reading strategies do successful and unsuccessful readers use more frequently in English reading?
- What Reading strategies are used by successful readers that are not used by unsuccessful readers?
- What is the relationship between successful and unsuccessful readers reading strategies use and their reading comprehension achievement?

A descriptive survey research type and mixed method was employed in the study. Purposive sampling technique was used to select respondents in the interview and questionnaires. Five successful and five unsuccessful readers were interviewed and 110 students answered the questionnaire in data gathering processes. The study used questionnaire as a major data gathering tool, interview was used to supplement the major data. Accordingly, the data obtained from these tools were processed in order to answer the research question of this study. These research instruments were helpful in providing significant information about the reading strategy use of successful and unsuccessful readers.

The data collected from questionnaires were analyzed quantitatively by using SPSS version 20. Percentage, frequency, mean and standard deviation were used. Interview was discussed qualitatively.

The results of the study indicated that successful readers use metacognitive, cognitive, memory, compensation, affective and social reading strategies more frequently than unsuccessful readers do. In addition to this, the study has showed the close relationship between using reading strategies and students' reading achievement.

5.2 Conclusions

The quantitative and qualitative analysis of the data showed that successful readers use metacognitive, cognitive, memory, compensation, affective and social reading strategies more frequently than unsuccessful readers . The result of the study indicated that both successful and unsuccessful readers do not use similar reading strategies.

There is a considerable difference in the use of metacognitive reading strategies between the two groups. The frequency scale of metacognitive reading strategies used by successful readers is high, while it is low for unsuccessful readers. The metacognitive reading strategies that successful readers use included: identifying the purpose, having reading plan, paying attention, checking, start reading from the first to the last paragraph, changing reading speed, linking the content with already known material, self evaluating and evaluating the text. The metacognitive reading strategies that unsuccessful readers use frequently only paying attention, start reading from the first to the last paragraph and self evaluating. However, identifying the purpose, having reading plan, checking, changing reading speed, linking the content with already known material, and evaluating the text are only used by successful readers more frequently.

The cognitive reading strategies that the successful readers use included: analyzing, guessing from context, referring, summarizing, underlining, following the line with finger, scanning, skimming, taking notes translating and repeating. On the other hand, the unsuccessful readers only use underlining, translating and following the line with finger frequently.

Analyzing, guessing from context, referring, summarizing, scanning, skimming, taking notes and repeating are only used more frequently by successful readers. However, unsuccessful readers do not use these strategies more frequently.

The memory, compensation, affective and social reading strategies that successful readers use included: writing key words, visualizing, associating, skipping unknown words and sentences, guessing using previous information, lowering anxiety, encouraging themselves, and cooperating with others. On the other hand, unsuccessful readers only use the strategy of lowering anxiety and cooperating with others frequently. However, writing key words, visualizing, associating, skipping unknown words and sentences, guessing using previous information and encouraging themselves are only used by successful readers frequently.

There is a relationship between reading achievement and reading strategies use. Successful readers frequently or always use more wide range of reading strategies than unsuccessful readers.

The present study is a preliminary attempt and has some limitation. The study investigates reading strategies used by students from one school. Therefore, if more samples are used from more schools the research would be more comprehensive and representative. Besides, the study demonstrates that successful readers apply reading strategies more frequently than unsuccessful readers do. So, further studies should be conducted to investigate why weak readers are reluctant to use these strategies.

5.3 Recommendations

Based on the findings of the study, and the conclusions drawn above, the researcher would like to forward the following recommendations.

- Students should be informed the importance of reading strategies and then reading strategy instruction should be emphasized while teaching reading comprehension.
- There is a gap between successful and unsuccessful readers in using appropriate reading strategies. Successful readers use reading strategies more frequently whereas most of the unsuccessful readers do not use the strategies always and frequently. Therefore, unsuccessful readers need training on reading strategies more than successful readers.
- Unsuccessful readers should be encouraged and motivated to use reading strategies that are employed by good readers. So, teachers should consider this issue and give special support to unsuccessful reader students to use reading strategies like the strong readers in order to comprehend a written text.
- Unsuccessful readers should give attention to learn reading strategy instruction and use reading strategies to meet the intended reading objectives and to understand the given text. Moreover, students should know the benefits of reading strategies and use them for the detail understanding of the written text so as to be successful readers.
- Curriculum designers should consider the varieties of reading strategies to be used when preparing reading materials based on the purpose of the reading text.

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APPENDIXES

Appendix A

STUDENTS' QUESTIONNAIRE

Part 1: Aims and Instruction of the Questionnaire

Dear students,

This questionnaire is designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to Assess Reading Strategies Used by Students. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has five pages, which are composed of instructions and different questions under three parts. **Part One** deals with the purpose of the study and instructions on how to complete the questionnaire. **Part Two**, which has five questions, is meant to obtain background information on respondents. Next, **Part Three**, which consists of forty (40) questions is designed to obtain information about students reading strategies use in general.

So, you are politely requested to read all questions carefully and to respond honestly to provide the require information. You can provide your answer by making an “×” or “√” mark in the boxes given in front of the choices. Finally, the producer of the questionnaire likes to disclose that she is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank you!

Part II: Respondents Background Information

2.1 Sex ____ A. Male B. Female

2.2 What is your interest to learn English?

A. Very high B. High C. Not Sure D. Low E. Very Low

2.3 How often do you attend English class?

A. Always B. Often C. Not Sure D. Sometimes E. Rarely

2.4 How often are you given reading practice in class?

A. Always B. Often C. Not sure D. Sometimes E. Rarely

2.5 How often do you read in English out of class?

A. Always B. Often C. Not Sure D. Sometimes E. Rarely

Part III: Items on Pre, While and Post Reading Strategy Use of Students

Direction: Items under part three are used to assess the pre, while and post reading strategies you will use as you read sub divided into three sections. You can provide your answers by making an “×” or “√” mark in one of the boxes numbered from 5 to 1. Each number in the tables represents the frequency of use of each strategy as follows:

5= Always 4= Often 3=Not sure 2= Sometimes and 1=Rarely

3.1 Pre Reading Strategies Use

RN	Before Reading a Text ,I	Frequency Scales				
		5	4	3	2	1
1	Have purpose in my mind					
2	Plan what to do before I start reading					
3	Try to reduce my anxiety using every means					
4	Pay attention to the title before I read the rest of the text					
5	Pay attention to the sub-titles before reading the rest of the text					

3.2 While Reading Strategies use

RN	When I Read, I	Frequency Scales				
		5	4	3	2	1
A	Word Level Strategies Use					
6	Skip unknown words					
7	Try to understand meaning of an unknown word by dividing it into parts					
8	Guess meaning of unknown word or phrase using context clues					
9	Guess meaning of unknown word or phrase using previous information					
10	check what each pronoun refers to					
11	Pay attention to linking words to understand the text structure					

12	Write down key words					
B	Sentence and Paragraph Level Strategies Use	5	4	3	2	1
RN	When I Read, I					
13	Pay attention to parts of sentences such as phrases and clauses					
14	Go back to previous sentences if I have trouble					
15	Skip a sentence I can't understand even if I know each word in the sentence					
16	Pay attention to beginning and end of each paragraph					
17	Start reading from the first to the last paragraph					
18	Try to figure out main ideas of each paragraph					
C	Text Level Strategies Use	5	4	3	2	1
RN	When I read, I					
19	Change my reading speed depending on difficulty of text					
20	Read aloud difficult parts of the text					
21	Underline important parts of the text to remember it					
22	Follow the line in the text I am reading with my finger or my pen					
23	Scan the text for specific details					
24	Skim the text quickly to get the general ideas					
25	Link the content with what I already know					
26	Create picture or visualize in my mind what I read					
27	Predict what will come next					
28	Create association between the reading material and familiar concepts already in memory					
29	Read comprehension questions first and then read the text					
30	Take notes while reading to help me understand what I have read					
31	Consult my teacher while reading to help me					
32	Consult my classmates while reading to help me					
33	Discuss reading with others					

3.3 Post Reading Strategies Use

RN	After Reading the Text, I	Frequency Scales				
		5	4	3	2	1
34	Re-read it once or more if I do not understand					
35	Ask myself question to check my understanding					
36	Summarize the text in my own words					
37	Evaluate the text I have read					
38	Reward myself when I make achievement					
39	Encourage myself when I fail					

40. If you use any other reading strategies that help you to comprehend a text, write it here:

-----.

Appendix: B

Bargaaffii Barattootaa

Kutaa 1: Kaayyoofi Qajeelfama Bargaaffichaa

Kabajamaa Barataa,

Bargaaffiin kun kan qophaa`eef dhimma qorannoo barnootaa geggeessuuf sadarkaa barnootaa digirii 2^{ffaa} Yuunivarsitii Saayinsiifi Tekinooloojii Adaamaa Dame Barnoota Saayinsii Hawaasaafi Namoomaatti, Muummee Afaan Ingiliziiti. Kaayyoon isaa inni guddaan tarsiimoo dubbisuu barattoonni itti gargaaraman xiinxaluudha. Kanaafuu, deebiin dhugummaa qabu isin gaaffilee dhiyaataniif laattan qorannoo kanaaf baay`ee murteessaa dha.

Bargaaffichi fuula shan of-keessaa qaba, isaanis qajeelfamootaafi gaaffilee garaagaraa kutaa sadii jalatti qabatu. **Kutaa tokko** dhimma qorannichaafi qajeelfama akkaataa itti gaaffileen sun deebifaman ibsu qabata. **Kutaa lama**, gaaffilee shan kan waa`ee odeef-kennitootaa ibsu kan qabateedha. Kan itti aanu, **kutaa sadii**, gaaffilee afurtama (40) kan of-keessaa qabu odeeffannoo waa`ee ittifayyadama tarsiimoo dubbisuu barattoonni fayyadamanii funaannachuuf kan qophaa`eedha.

Kanaafuu, gaaffilee isiniif dhiyaate haala gaariin dubbisuun amanamummaan akka odeeffannoo gaafatamtan kennitan jaalalaan gaafadha. Deebii keessanis saanduqa filannoo dhiyaate duratti qophaa`e keessatti mallattoo “X” ykn “√” kaa`un mirkaneessaa. Dhumarratti, ani qopheessituun gaaffichaa qorannoo kanarratti odeeffannoo barbaachisaa waan naaf kennitaniif galanni koo danuudha. Qorannoo korrattis isin galateeffadha.

Galatoomaa!

Kutaa II: Odeeffannoo Waa`ee Odeef-Kennitootaa

2.1. Saala ____ A. Dhiira B. Dubra

2.2. Afaan Ingilizii barachuuf fedhiin kee hammami?

A. Daran olaanaa B. Olaanaa C. Hinbeekamu D. Gadaanaa E. Daran gadaanaa

2.3. Daree Afaan Ingilizii hammam hordofta?

A. Yeroo mara B. Yeroo baay`ee C. Hinbeekamu D. Darbee Darbee E. Faffagaatee

2.4. Shaakalli dubbisuu daree keessatti hammam siif kennama?

A. Yeroo mara B. Yeroo baay`ee C. Hinbeekamu D. Darbee darbee E. Faffagaatee

2.5. Dareen alatti hammam Afaan Ingilizii dubbifta?

A. Yeroo mara B. yeroo baay`ee C. Hinbeekamu D. Darbee darbee E. Faffagaatee

Kutaa- III Gaaffiiwwan Haala itti Fayyadama Tarsiimoowwan Dubbisuu Barattootaa Kan Yeroo Dubbisa Duraa, Yeroo Dubbisuu fi Dubbisa Boodaa Waliin wal Qabatan

Qajeelfama: Gaaffiileen kutaa kana jalatii jiran tarsiimoowwan dubbisa duraa, yeroo dubbisuu fi dubbisa boodaa itti fayyadamtan qorachuuf gargaaran bakka sadiittii qoqoodamani jiru. Deebii keessan mallattoo “×” ykn “√” gabateewaan lakkofsa 5 hanga 1 tarrefaman keessattii kaa’uu dandeessuu. Lakkofsootnii gabatee keessa jiran tokkon tokkon isaanii irra deddebii itti fayyadama tarsimowwan dubbisuu hundaaf akka armaan gadiittii bakka bu’u:

5. Yeroo hundan ittifayyadama
4. Yeroo baay`een ittifayyadama
3. Hin Beekamu
2. Yeroo tokko tokkon ittifayyadama
1. Darbee darbeen ittifayyadama

3.1 Itti Fayyadama Tarsiimoowwan Dubbisuu Dubbisa Duraa

Lak	Dubbisuun Dura	Irra Deddeebii				
		5	4	3	2	1
1	Kaayyoo dubbisuuf sammuuttii qabadha					
2	Utuun dubbisuu hinjalqabin waan raawwadhu karoofadha.					
3	Dadhabbii koo toftaalee adda addaan hir`isa					
4	Barrefamicha dubbisuun dura matadurichaaf xiyyefannoo nan kenna.					
5	Barrefamicha dubbisuun dura mataduree xixxiqaaf xiyyefannoo nan kenna.					

3.2 Itti Fayyadama Tarsiimoowwan Dubbisuu Yeroo Dubbisuu

Lak	Yeroo Dubbisuu	Irra Deddeebii				
		5	4	3	2	1
A	Itti Fayyadama Tarsiimoowwan Dubbisuu Sadarkaa Jechaatii					
6	Jechoota haareyyii irra bira nantara					
7	Jechoota haareyyii gareetti qooduun hubachuuf yaala					
8	Jechootaa fi gaaleewwan haaraa ta'an haala dubbisichaatiin tilmaama					
9	Jechootaa fi gaaleewwan haaraa odeeffannoo mataduree sanarratti qabuun tilmaama					
10	Bamaqaaleen kamiyyuu maal akka bakka bu'an nanmirkaneessa					
11	Ijaarsa dubbisichaa hubachuuf walqabsiistotatti xiyyeeffannoo kenna					
12	Jechoota bu`uura ta'an barreessa					
B	Itti Fayyadama Tarsiimoowwan Dubbisuu Sadarkaa Himaa fi keyyataati	5	4	3	2	1
Lak	Yeroo Dubbisuu					
13	Qaamolee himootaa kanneen akka ciroofi gaaleetti xiyyeeffannoo nankenna					
14	Yaada naaf hubatamuu dideef ofduuba deebi`ee himoota duraanii dubbisa					
15	Jechoota hundumaa beekee yoon hubachuu dadhabe himicha biran tara					
16	Jalqabaafi dhuma keeyyataatti xiyyeeffannoo nankenna					
17	Keeyyata jalqabaarraa hanga dhumaa tartiibaan dubbisaa					
18	Himoota ijoo keeyyata hundaa nanbaasa					
C	Itti Fayyadama Tarsiimoowwan Dubbisuu Sadarkaa Barreefamaati	5	4	3	2	1
Lak	Yeroo Dubbisuu					
19	Cimina dubbisichaarratti hundaa`uun saffisa dubbisa koo nan jijjiira					
20	Qaama dubbisichaa isa ulfaataa sagalee olkaasuudhaan dubbisa					
21	Qabxiilee barbaachisoo yaadachuuf akka nagargaaraniif jala sarara					
22	Sarara dubbisichaa yeroon dubbisu qubaan ykn qalamaan hordofa					
23	Odeeffannoo callaa dubbisichaa argachuuf sakkatta'an dubbisa					

24	Odeeffannoo waliigalaa argachuuf saffisaan dubbisa					
25	Qabiyyee dubbisichaa beekumsa duraan qabu walin walqabsiisa					
26	Yaada dubbisichaa fakkiidhaan sammuu ofii keessatti bakka buusa					
27	Kallattii gara fuulduraa nantilmaama					
28	Dubbisichaa wanta sammu koo keessaa waliti dhufenya qabu walin wal siimsiisaa					
29	Erga gaaffilee dubbisa keessaa bahan dubbisse booda dubisicha dubbisa					
30	Waan dubbise hubachuuf yeroo dubbisuu yaadannoo qabadha					
31	Yeroo dubbisuu akka siiritti hubadhuf barsiisota koo gargaarsa gaafadha					
32	Yeroo dubbisuu akka siiritti hubadhuf hiriyootee koo gargaarsa gaafadha					
33	Dubbisicharratti namoota biroo waliin mari`adha					

3.3 Itti Fayyadama Tarsiimoowwan Dubbisuu Dubbisuun Booda

Lak	Dubbisuun Booda	Irra Deddebii				
		5	4	3	2	1
34	Yoo hubachuu dadhabe yeroo tokkoo fi sanaa ol irraa deebi`uudhaan dubbisa					
35	Hubannoo koo mirkaneeffachuuf gaaffilee ofgaafadha					
36	Jechoota mataa kootiin dubisicha cuunfa					
37	Gadifageenyaan ergan dubbiseen booda dubbisicha madaala					
38	Yoon sirriti hubadhee of badhaasa					
39	Yoon dadhabee /kufes/ of-jajjabeessa					

40. Tarsiimowwan dubbisuuf si gargaaran kan biroo yoo kan fayyadamtee ta'e bakka siif kenname gadiirratti barreessii:

Appendix: C

INTERVIEW CONSENT FORM

Dear students,

My name is Meseret Teshome and I am a student of MA TEFL Program at Adama Science and Technology University (ASTU). I am conducting a study about reading strategies students use in reading classes. This form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Humanities and Law, Department of English.

The aim of this face to face interview is to obtain data on the various strategies students use when they are reading a text in English. Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about the reading strategies you use when you read a text in English.

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering) questions, you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine students reading strategy use in EFL lesson. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name _____, **Sign** _____, **Date** _____

I, the researcher, consent to use the interview data as described above.

Name _____, **Sign** _____, **Date** _____

Appendix: D

STUDENTS' INTERVIEW GUIDE

Dear Students, welcome to this face to face interview session

1. What techniques do you use to understand a reading text?

2. Tell me about the methods or ways do you use to find the main ideas in a passage?

3. Please tell me what you will do if you find some words difficult as you read?

4. What techniques do you use to understand a text in an exam or test?

5. Tell me in which way you understand a reading text best; when you read alone or with others? _____
6. Tell me about the areas in a text where you pay attention to understand it?

7. Let me ask you about what do you do to get specific information in the text?

I have finished my question. Let me give you a chance to make any comment on question about this interview.

Appendix: E

Mirkaneeffannaa Guca Afgaaffii

Kabajamaa Barataa,

Maqaan koo Masarat Tashoomaa jedhamaa. Barattuu sagantaa barnoota digirii 2^{ffaa} (TEFL) Yuunivarsitii Saayinsiifi Tekinooloojii Adaamaati. Ani tarsiimoo dubbisuu barattootaa daree barnootaa dubbisuutti itti gargaaraman irrattiin qorannoo geggeessaa jira. Gucni kunis kan qophaa'e odeeffannoo dhimma qorannoo barnootaa kanarratti afaaniin ittiin guuramuufidha. Kunis, sadarkaa barnoota digirii 2^{ffaa}tti Yuunivarsitii Saayinsiifi Tekinooloojii Adaamaatti, Dame Barnoota Namoomaafi Seeraa, Muummee Afaan Ingiliziitti.

Kaayyoon af-gaaffii kanaa ragaa tarsiimoo dubbisuu barattoonni yeroo barreeffamoota afaan Ingilizii dubbisan gargaaraman irratti funaannachuuf ta'a. Kanaafuu, ragaan dhugooma qabu isin dhiyeessitan faayida qabeessa. Kanaafuu, yeroo af-gaaffii kana keessatti hirmaattan gaaffilee waa'ee tarsiimoo dubbisuu wayita barreeffama afaan Ingilizii dubbifan gargaaramtan irratti nigaafatamtu.

Odeeffannoowwan isin kennitan iccitiin isaa kan eegameefi kan hinsaaxilamneedha. Yeroo barbaaddanitti adabbii tokko malee odeef-kennummaa irraa of-ittisuu nidandeessu. Haala itti ragaa dhiyeessan irratti wanti isiniif hinhubatamne ykn gaaffii isinitti ifa ta'u yoo jiraate yeroo barbaadametti qoraticha gaafachuun nidandaa'ama. Yoo barbaachise Yuunivarsitii Saayinsiifi Tekinooloojii Adaamaa gaafachuunis nidanda'ama.

Ani ragaan funaaname akka dhimma qorannoo tarsiimoo dubbisuu afaan ingilizii barattoonni fayyadaman xiinxaluuf ta'e hubadheera. Gama biroon, ragaan kun dhimma kanaaf akka fayyadu beekeera, akkasumas qorattun ragaa fudhatte dhimma kanaaf akka fayyadamtu mallattoo isheetiin mirkaneessite jirti.

Yoo qorannoo kana keessatti hirmaachuuf fedha qabaatte maqaafi mallattoo kee qubachiisi.

Maqaa _____ mallattoo _____ guyyaa _____

Ani, qoratichis, ragaa kana dhimma kanaaf akka gargaaramu nan mirkaneessa.

Maqaa _____ mallattoo _____ guyyaa _____

Appendix: F

Af-gaaffii Barattootaa

Kabajamaa barataa, бага nagaan gara af-gaaffii caaseffamaatti nagaan dhufte.

1. Barreeffama dubbifte tokko yaadachuuf tooftaalee attamiitti gargaaramta?

2. Yaada ijoo keeyyataa baafachuuf malleen yookiin daandii gargaaramtu natti himi.

3. Yeroo dubbiftu jechoonni ulfaatoon yoo siquunnaman maal akka gootu natti himuu dandeessaa? _____
4. Barreeffama qormaata ykn battallee irratti dhufan hubachuuf tooftaalee akkamii gargaaramta? _____
5. Daandii kamiin yoo dubbifte barreeffama tokko hubachuu dandeessa, yeroo kophaa kee dubbiftu moo namoota biro waliin? _____
6. Barreeffama dubbiftu hubachuudhaaf iddoo kam xiyyeeffannoo itti kennita?

7. Dubbisa keessaa Odeeffannoowwan murataawoo argachuuf maal maal goota?

Amma gaaffilee koo xumureen jira. Gaaffilee af-gaaffii kana irratti yaada kennitu yoo qabaatte carraa siif kenneera.