



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**ASSESSMENT OF READING STRATEGIES AWARENESS AND USE:
THE CASE OF GRADE 10 STUDENTS AT KERSA SECONDARY
SCHOOL**

BY:

GIRMA LEGESSE

**A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH IN PARTIAL FULFILLMENT FOR THE
REQUIREMENT OF THE DEGREE OF MASTER IN TEACHING
ENGLISH AS FOREIGN LANGUAGE (TEFL)**

SEPTEMBER, 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**Assessment of Reading Strategies Awareness and Use: The Case of Grade 10 Students at
Kersa Secondary School**

Girma Legesse

Advisor

Mekonnen Gemechu (ph.D)

**A Thesis Submitted to Adama Science and Technology University in Partial Fulfillment of
the Requirement for the Award of the Degree of Master in Teaching English as A Foreign
Language (TEFL)**

September, 2017

Adama, Ethiopia

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

ASSESSMENT OF READING STRATEGIES AWARENESS AND USE: THE CASE OF
GRADE 10 STUDENTS AT KERSA SECONDARY SCHOOL.

BY: GIRMA LEGESSE

APPROVAL OF THE EXAMINATION BOARD

NAME

SIGNATURE

DATE

Melkamu Girma (PhD)

01/10/2017

ADVISOR

Hailu Wubshet

scoring

01/10/17

EXTERNAL EXAMINER

Jeglan Aman (PhD)

(J)

11/10/17

INTERNAL EXAMINER

DECLARATION

I, the undersigned, graduate student here by 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 have been for the thesis duly acknowledged.

Name: Girma Legesse

Signature: _____

Place: Adama Science and Technology University

Date of submission _____

ACKNOWLEDGEMENTS

First and for most I would like to express my deepest gratitude to my advisor Dr. Mekonnen Gemechu, for his invaluable comment, suggestion and feedback through out the paper. With out his constructive comments and suggestions, the study would not have been a success. I am very much indebted to the kindness, patience and warm- welcome he has shown me in the entire course of my study.

My gratitude also goes to my wife, Lomi Bediye, for her material and moral support. Her consistence encouragement has been with me from the beginning to the end. The contribution of my mother, Tewabech Abdi, and my brother, Gadisa Legesse, is also worth mentioning.

Finally, I would like to express my thanks to Adama Science And Technology University for its financial support for the completion of the study and Kersa Secondary school students, English teachers and principals for providing genuine and helpful information for this thesis research.

Last but not least, I thank my beloved friends, Tahir Nemo, Urgessa Kolbi, and Bekele Tesemma for their unforgettable and valuable contribution in my education career.

ABSTRACT

The main purpose of this study was to assess reading strategies awareness and use in the case of grade 10 students at Kersa Secondary School. Out of the total 845 (male 426, female 419) students of grade 10, 10% were selected using purposive sampling method. The questionnaire which consisted of 57 items was distributed for 85 students (male 45, female 40) of grade 10 in one government school found in Oromia Region, Arsi Zone. To get the desired outcome, the researcher used descriptive research design which makes use of mixed method, quantitative and qualitative research design. Seven (7) students and three (3) English teachers were interviewed. The data from the interview was qualitatively analyzed, and the data from close and open ended questionnaire were analyzed using frequency and percentage. The findings indicated that students get awareness on strategy of reading and also teachers get used of the necessary strategy of reading in teaching reading. It is also recommended that more research is needed to investigate the similarities and differences between awareness use in using reading strategies to arrive at more reliable conclusions. Further research should assess why learners and teachers dominantly use and teach some reading strategies respectively. Additionally, the results indicated that negative use of the given strategies by the participants due to the less use of the Meta cognitive reading strategies and also due to the ineffective participation of teachers in teaching reading strategies.

TABLE OF CONTENTS

Contents	Page
ACKNOWLEDGEMENTS	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
LIST OF ABBREVIATIONS	vi
CHAPTER ONE: INTRODUCTION	1
1.0. Introduction	1
1.1. Background of the Study	1
1.2. Statement of the problem.....	2
1.3. Objectives of the study.....	3
1.3.1. General Objective	3
1.3.2. Specific Objective.....	3
1.4. Research Questuions	4
1.5. Scope of the study	4
1.6. Limitations of the Study	4
1.7. Significance of the Study.....	5
1.8. Definition of Key Termsu.....	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE	6
2.0. Intrduction.....	6
2.1. Reading Strategies	6
2.1.1. Definition of Reading Strategies	6
2.1.2. Components of Reading Strategies	8
2.1.3. Classification of Reading Strategies.....	9
2.2. Successful and Unsuccessful Readers	11
2.2.1. Successful Readers	11
2.2.2. Unsuccessful Readers	12
2.3. The Difference between Reading Strategies and Reading Skills.....	13

CHAPTER THREE: RESEARCH METHODOLOGY	15
3.0. Introduction.....	15
3.1. Research Design	15
3.2. Participants of the Study	15
3.3. Sample and Sampling Technique	15
3.4. Data Gathering Instrument.....	16
3.4.1. Questionnaire.....	16
3.4.2. Semi-structured Interview	17
3.5. Data Collection Procedures	17
3.6. Methods of Data Analysis.....	17
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS	19
4.0. Introduction.....	19
4.1. Students' Reading Strategies Awareness.....	19
4.1.1. Cognitive Reading Strategy Awareness	20
4.1.2. Compensation Reading Strategy Awareness.....	26
4.1.3. Meta Cognitive Reading Strategy Awareness	27
4.1.4. Social Reading Strategy Awareness	30
4.2. Students use of Reading Strategies	37
4.2.2 Compensation Reading Strategy Use	37
4.2.3. Meta Cognitive Reading Strategy Use	38
4.2.4. Social Reading Strategy Use	42
4.3. Interview Data Results and Discussions	43
4.3.1. Students Interview Data Results and Discussions	43
4.3.2. Teachers' Interview Data Results and Discussions.....	45
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	46
5.0. Introduction	46
5.1. Summary	46
5.2. Conclusion.....	47
5.3. Recommendations	48
References	50
Appendices	54

LIST OF TABLES

Table 1 : The Students' Awareness on Low Level Thinking Cognitive Reading Strategies	20
Table 2: The Students' Awareness on top- down and bottom- up cognitive reading strategies ...	22
Table 3: Students' Awareness on High Level Thinking Cognitive Reading Strategies.....	24
Table 4: Students' Awareness on Compensation Reading Strategies	26
Table 5: Students' Awareness on Meta Cognitive Reading Strategies.	27
Table 6 : Students' on Social Reading Strategies.....	30
Table 7: Low Lsevel Thinking Cognitive Reading Strategies Uses.....	31
Table 8: Top- down and Bottom- up Cognitive Reading Rstrategies Use.....	33
Table 9: Higher Level Thinking Cognitive Reading Strategies Use	35
Table 10: Compensation Reading Strategies Use.....	37
Table 11: Meta cognitive Reading Strategies Use	38
Table 12: Social Reading Strategies Use.....	42

LIST OF ABBREVIATIONS

E F L - English as a Foreign Language

E S L – English as a Second Language

L I – English as a First Language

SILL_ Second Inventory Language Learning

CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter discussed about background of the study, statement of the problem, objectives of the study, research questions, scope of the study, limitation of the study, significance of the study and definition of terms.

1.1. Background of the Study

English is a dominant language throughout the world. In Ethiopia, English language is being used as medium of instruction in all levels of education except grade1-4 which English is being given as one subject. In high schools and territory levels, in particular, it is a language of instruction, research, and publication. Hence, learners are expected to have adequate skills in using the language. The more students have skills of language, the more they can be successful in their entire academic performance (Atkins et.al, 1995 as cited in Mebratu 2014). In other perspective, at preparatory level, there is more of a focus on listening, speaking, writing and reading as these are the skills that students most need to develop if they want to study effectively at university. Therefore, the effectiveness of EFL learners depends up on the four skills of language (Atkins et.al, 1995 as cited in Mebratu 2014)

However, among the above skills of language, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the success or failure of students is based on their ability to read and comprehend the text books and passages that most often occur in their school and national level examinations (Negash, 2008).

Reading is the way that enables the reader to get meaning of printed or written materials and get more information through it. Reading is the threshold to all kinds of information. It creates opportunity to us to learn how to construct knowledge, to enjoy stories, to realize what other people believe, to exercise our imagination, to broaden our interest, to develop ideas and beliefs and to know world's reality and knowledge. Moreover, it plays significant role in facilitating learning and serving as an instrument by which students, could study subjects in the curriculum. In addition, students' general educational achievement relies mainly on their

ability to read (Gregersen, T. 2007 as cited in Samuel, 2011). Those who read more, was acquiring knowledge but those who can't read more was not succeed with their performance. In effective reading hinders students from reaching their success and achieving their goals academically since everything requires understanding (Samuel, 2011). Among some factors that hinder effective reading, lack of awareness and not using reading strategies are majors.

Reading strategy is a part of language learning strategy which emerged from a concern for identifying the characteristics of effective learners.

1.2. Statement of the problem

The researcher Mengesha (2003) conducted a research on assessing the reading strategies used by different levels of students. He tried to list down the reading strategies used by different levels of students depending on the purposes that the learners had. Listing down and the strategies of reading by the learners was his strength. But, his weakness was not identifying the levels of students specifically. For doing so and showing the direction for other researchers Mengesha has given a great thank. So, the new researcher has conducted a research on the same title sby filling the gap of Mengesha entitled as ‘ ‘ Assessmentof Reading Strategies Awareness and Use:The Case of Grade 10 Students at Kersa Secondary School‘ ‘. The purpose of this study is to determine the possible differences between awareness and use in terms of reading strategies and trategy instruction. In Kersa Secondary School, almost all students including the outstanding learners are not capable enough in reading when the researcher was examined their reading skill. Some teachers in the Department of English have reported that many students do not seem to use the strategies that the students have been taught. Nuttal (1982) asserts reading is chiefly an effective way of developing students' general language proficiency. However, students do not use sound and effective reading strategies in the level of secondary schools, so they face serious challenges in their reading tasks in particular and learning process in general.

Previous researches on reading have focused on the importance of reading strategies and students' reading skills deficiency in all levels and different English language contexts, EFL, ESL and in countries where English as a first and second language, like United States of America reading problems get worse as students advance through school and are exposed to

progressively more complex concepts and course. Students are entering high schools performing significantly below average in reading and using reading strategies, which in turn leads to students dropping out of high school and causes societal problem; however, students with reading difficulties continue to struggle from elementary to secondary as material becomes more complex (Department of Education, 2006 as cited in Amy Barr). In context where English as a foreign language, like Ethiopia the problem of knowing and using reading strategies is grave. Girma (1994) suggests that students neither aware nor use reading strategies which are classified under cognitive, meta cognitive, compensation, social and affective rather they use strategies that researchers consider to be ineffective such as reading slowly, frequent translation and using dictionary regularly. Girma emphasizes that students cannot even identify and easily describe the reading strategies that they apparently use. All in all, the above realities of the contexts of English language learning show that the problem of English reading skill, knowing reading strategies and using them is below the average.

Mengesha (2003) focused on assessing the reading strategies used by different levels of students. Mebratu (2014) emphasized cognitive reading strategies training and its effect on EFL learners; Girma (1994) focused on investigating into the reading strategies of AAU of first year students. The above researchers' gap motivate the researcher to conduct a study on assessment of reading strategies awareness and use. In general, this study was different from the previous studies in its content methods used.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to assess the reading strategies awareness and use. Through this main objective, the research attempted to meet the following specific objective.

1.3.2. Specific Objective

Therefore, the specific objectives of this study are to:

- Identify types of reading strategies learners of Kersa Secondary School are aware of and use.
- Examine the reading strategies learners are aware of and use dominantly.

- Examine whether there is a difference between learners awareness and use of reading strategies.

1.4. Research Question

- 1) What are the types of reading strategies learners of Kersa Secondary School grade ten students are aware of and use?
- 2) What are the reading strategies that learners are aware of and use?
- 3) Do differences exist between learners and use of reading strategies?

1.5. Scope of the Study

The main purpose of this study is to assess reading strategies awareness and use by considering the classification of Oxford, 1990 reading strategies that are classified under direct and indirect strategies and help us to identify whether the students are using the strategies that were helpful. In this study, out of the six sub categories, the four sub categories cognitive, meta cognitive, compensation and social strategies were included, but the other two memory/ mnemonic and affective strategies were excluded from this study because the recent controversies of scholars emphasized that mnemonic and affective strategies are related to managing a learners' own affective state or social environment which are under the umbrella term of self-regulation (Rose, 2012). In addition, this controversy criticizes the separation of mnemonic/memory strategies from cognitive strategies, and it suggests one is the sub-category of the other. The study was conducted in Oromia Region, Arsi Zone, Munessa District and Kersa Secondary School. It involved only eighty five (85) learners of Grade 10. The schools and the learners were selected because of the researchers' long stay with the schools' community and deep knowledge about the school and the learners.

1.6. Limitations of the Study

One of the major limitations seen was the unwillingness of students to fill out the questionnaire on time. Besides, the shortage of time to conduct interview as schedule due to the work load of the researcher and the interviewee was also another critical problem that the researcher faced.

However, the researcher made smooth relation with his respondents and using their free time attempted to make the study as complete as possible.

1.7. Significance of the Study

Since strategy training is important in second and foreign language reading, the new study have focused on reading strategy. However, there is lack of research on how students approach strategy training and to what extent they use strategies in reading. Therefore, this study was investigating students' awareness of strategy instruction and use of the reading strategies that they have been taught. The result of this study may encourage more explicit strategy training. The study may indicate the significance of strategy instruction by identifying the recalled and used by upper-intermediate level students in the department. The study was provided teachers with information on how much of the strategy the students are actually aware of, possibly leading to some changes in reading. Investigation in to the strategies that students may use also is useful. Moreover, text book designers, curriculum designers, material developers and school administrators plan and implement reading strategies. Furthermore, it lays the ground for those who have interest in conducting further research in the area.

1.8. Definition of Key Termsu

Below are the terms used throughout this thesis.

Strategies: Actions learners take consciously to achieve desired goals.

Reading Strategies: Tactics help readers to comprehend texts better.

Reading Strategies Instruction:- Instruction informed by theory and research to develop self-regulated and strategic readers.s

Top – down reading strategies: Strategies related to the reading text as a whole or to larger parts of the text. Top- down reading strategies include using background knowledge, predicting, using titles and illustrations to help comprehension, skimming, and scanning.

Bottom- up reading strategies:- Strategies related to smaller parts of the reading passage. Bottom- up strategy involves identifying grammatical category of words, recognizing meaning through word families and formation, and paying attention to reference words.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Intrduction

The purpose of this chapter is to show the ideas and findings of different rsearchers that is related to the topic of the study inorder to learn what have been done in the area.

2.1. Reading Strategies

In this section, important concepts about reading strategies such as definition of reading strategies, components of reading strategiess and classification of reading strategies are presented.

2.1.1. Definition of Reading Strategies

Reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they don't understand. These strategies consist of a whole range of strategies including skimming and scanning, contextual guessing, and reading for meaning, utilizing background knowledge, recognizing text structure, and so forth.

Beker (2004) defined reading strategies “astechniques and methods readers use to make their reading successful.”

Pinar (2005) states that researchers have not yet reached on consensus regarding a common definition of reading strategies because of the difficulty of defining reading strategies. Hence, a brief definition of strategies does not exist in the studies. The researcher associates these lack of arrangement to four problems occurred in defining reading strategies. In the first place, reading strategies are challenging to distinguish from other cognitive processes connected to thinking, reasoning, studying, or motivation strategies. Second, the scope of reading strategies is not clear concerning whether they are global or specific. Third, problem related to its intentionality and consciousness that researchers argue on its effectiveness and lastly the interchangeable use of the terms strategies and skills. However, reading strategies defined in many ways based on individual researchers' knowledge and stand about learning strategies. Fenfang Li (2009) summarizes that strategies are defined as learning more effective and

efficient. In the context of reading, reading strategies direct how readers comprehend a task, what textual hints they attend to, how they make sense of what they read, and what they do when they do not understand. Reading strategies deal with the mental process involved when readers intentionally approach a text and make sense of what they read. Reading strategies are deliberate, conscious planned techniques that readers apply to improve their comprehension or retention of ideas, facts, concepts and stories of passages. Precisely they have distinctive characteristics such as: (A) deliberate, conscious plans, techniques and skills; (B) aiming to develop reading comprehension and overwhelm comprehension failures; and (C) behavioral and mental (cited in Fenfang Li (2009).

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily up on comprehension of text. Since reading is meaning- making task, any behaviors used to enhance student understanding help to create more effective readers. Reading strategies are often categorized as those behaviors designed to help students before, during, and after they read.

All in all, on the basis of the above concept, reading strategies are ways that individuals use to make their learning autonomous and they are actions perform by learners in order to facilitate learning in easy manner that leads them in to successes.

Learners who are incapable of effectively comprehending reading texts experienced great frustration and may not had motivation for further learning. Thus, researchers study the use of reading strategies to reduce reading anxiety and to enhance reading performance. Reading strategies are techniques or conscious actions taken to improve understanding and solve difficulties encountered in reading. Reading strategies include reading aloud, paraphrasing, guessing, re-reading the text, visualization the information, asking one self questions, translating, and using a dictionar. Additionally, several studies have shown reading strategy use is also positively correlated with comprehension (Al- Nujad,2003; Darabe, 2000 ; Song, 1999).

More over, diverse variables related to TEFL learners' reading use, such as gender, proficiency levels, personality, and language context, are of interest to researchers. Mangubhi

(1990) examined reading strategy use in relation to English proficiency and found learners at higher proficiency level tended to apply knowledge to understand the text, but learners at a lower proficiency level seldom used any effective reading strategies to solve the difficulties encountered.

Reading strategies are categorized in to cognitive strategies, which enable learners to construct meaning from text and Meta cognitive strategies, enhance readers to assess their reading process. Keskin (2013) proposed that utilization of Meta cognitive strategies, including planning, monitoring and evaluating effective reading and successful performance. More skilled and confident readers employ more Meta cognitive strategies referring to planning, monitoring and evaluating their reading path than unsuccessful learners. Park conducted a Meta analysis study to examine and found reading strategy use.

2.1.2. Components of Reading Strategies

A proportionate number of students in middle and secondary education continue to struggle reading skills such as decoding, fluency, comprehension, and vocabulary. Schools must develop these skills to teach reading and some reading strategies to assist the basic skills. In order to get students to read and enjoy reading, motivation is the first component and becomes a key factor for students in middle school and high school (Alliance for excellent Education, 2004). The focus for motivation should be that the students want to read instead of being forced to read. Teachers and educators should focus on the idea that reading is a useful way to gain knowledge for things that may interest the student. Consequently, reading strategies foster “learner autonomy, independence, and self-direction” (Oxford, 1990:29). Other components that have shown to be effective are guided reading and repeated reading strategies. Repeated reading and guided reading are two tasks that may facilitate increased fluency for students. Repeated reading strategy is an activity in which a student reads and rereads increasingly difficult passages (Alliance for excellent Education, 2004). Because many students who struggle with reading feel embarrassed in front of classmates, repeated reading allows for the student to practice and gain skills so they are more confident to read in front of their peers (Bender, 2002). Bender also suggested that students with learning disabilities

improve oral reading fluency with repeated reading strategies. During guided reading strategies, students are given feedback for errors (Alliance for excellent Education, 2004).

2.1.3. Classification of Reading Strategies

In this study, the four reading strategies classification of Oxford (1990) are considered as it has mentioned in the scope of the study. The two reading strategies are presented in this literature review because researchers haven't yet reach on the agreement whether they belong to self-regulation strategies or sub-categories of cognitive and meta cognitive strategies. To Schmitt, "Learners are faced with discovering a new context's meaning with out recourse to another person's experience" (Schmitt, 1997: 205). Although all classifications of reading strategies have common conceptual background, various scholars classify reading strategies in different ways with a little concept expression and grouping differences. Oxford's (1990) classification is the most comprehensive and detailed of all reading strategies. Thus, it is selected to conduct this research. Direct and indirect reading strategies, therefore, are presented as follows.

2.1.3.1. Direct Reading Strategies

These strategies affect reading success directly in a number of ways. These are: Cognitive reading strategies: Cognitive reading strategies are activities that the learner performs to form the meaning out of a text. These contain both the bottom up reading activity, when the learner concentrate on the analysis of linguistic features, and the top down reading activity, when the learner concentrate on sampling and predicting, testing the prediction, getting the gist, making inference, etc. employing available resources to guess or complete the missing information (Mebratu, 2014). Cognitive strategies engage learners in the following reading strategies.

Repeating: This involves reading a passage more than once to understand it.

Overviewing: Reading headings, subheadings, summarizing and practicing naturalistically.

Skimming: This involves going through reading material in order to get the gist of it.

Scanning: This involves going through reading material quickly to locate specific information.

Using resources: This involves using resources additional to the text to find out the meaning of what is read in the target language.

Making inferences: Inferring the implicitly stated idea of the writer using the context and the prior knowledge.

Referencing: Making references and using tables, pictures and charts.

Translation: This involves using the learner's own language as the basis for understanding what is read in the target language.

Summarizing: This involves making a condensed, shorter version of the original passage. The researcher tried to describe direct reading strategies in which it could give function by listing some of the techniques of reading that can be categorized under cognitive reading strategies. This reading strategies and techniques can help the reader to understand the written text easily and tell the central message of the text if they are asked.

2.1.3.2. Indirect Reading Strategies

Indirect Reading Strategies do not directly contribute to reading success, but they support reading towards success. These are: Meta cognitive reading strategies: organizing, identifying the purpose of a language task, planning for a language task, seeking practice opportunities and self evaluating.

Meta Cognitive Reading Strategies: Described awareness as an essential method that explains readers' explicit awareness of reading strategies.

Organizing: Keeping a language learning note book for writing down new target language expressions.

Identifying the purpose of language task: Identifying the purpose for reading something in the light of the situation and the type of the material.

Extensive reading: Reading a longer text for pleasure.

Intensive reading: Reading a longer text for detail or specific information.

Planning for language task: Figuring out whether or not a reading task requires the reader to recognize and understand varieties of words.

Seeking practice opportunities: Seeking out or creating opportunities for practice.

Self-monitoring: making guesses about what comes next and correcting any misinterpretation as the reader moves ahead.

Self-evaluating: Involves learners assessing their reading proficiency in a variety of ways considering whether or not their comprehension is acceptable at a given point, estimating whether their reading speed has improved.

The researcher tried to describe indirect reading strategies in the corner in which it gives help for the reader to understand a text and list down the parts and also discussed each part in the above section.

Social Reading Strategies: Social Reading Strategies engage in asking for clarification/verification, Cooperating with peers, involving making an effort to work together with other learners on an activity with a common goal e. g. sharing parts of a story to read and then figuring out the entire story through a process of negotiating and cooperating and with more proficient users of the new language, working with more proficient users of the target language, usually outside the language classroom

2.2. Successful and Unsuccessful Readers

In this part, the characteristics of successful and unsuccessful readers were discussed based on the researchers' point of view and suggested reading strategies.

2.2.1. Successful Readers

Successful readers are more autonomous than poor readers in the strategies they use. Current studies of reading strategies magnify the above points. For example, according to Hudson (2007) the reading strategies employed by successful readers showed that most of the comprehension

activities of effective readers take place at the Meta cognitive level. In Meta cognitive reading strategies successful readers use their ability to understand, control, and manipulate their own cognitive process to maximize learning. They also involve in planning, monitoring, and strategies that make them dependent readers. On the other hand, successful readers use cognitive strategies such as making prediction, summarizing, translating, and guessing meaning from context, repetition and using imaginary for memorization. In general, successful readers, read actively for meaning, know what they need to know, connect ideas to what they already know, monitor their reading, adjust their reading rate, understand vocabulary, use resources and cooperate with others to understand things from what they read.

2.2.2. Unsuccessful Readers

According to Nasrash and Tha'er (2014) literature describes unsuccessful readers as learners who have low reading ability. They lack the essential qualities of the struggling reader. They do have poor reading comprehension, study skills, word recognition, and reading fluency. Actually, such kinds of EFL students lack appropriate Meta cognitive strategies that enable them to organise, plan and manage their own reading effectively. Most often, unsuccessful readers cannot identify what Meta cognitive strategies are and they do not know when and how they use them (Wen, 2003). Unsuccessful readers do not have awareness concerning what methods are effective for academic reading, nor do they know how to develop their reading capacity (Yoke, 2001). Obviously, in academic reading comprehension, if students do not have Meta cognitive knowledge, they feel confused in using the proper reading strategies (Shokrpour & Fotovatian, 2009). Several researchers have compared the performance of successful and unsuccessful readers (Mokhtari & Richard, 2002; Almasi, 2003, Richard, 1994: 65) showing that successful readers are more capable enough in monitoring their comprehension and are also capable enough in knowing what kind of strategy they use. Successful readers who develop their awareness of the nature of reading were eventually become effective readers than those who do not (Kinnunen & Vauras , 1995).

Richard, J. (1994: 65) state:

What distinguished unsuccessful learners was note the lack of appropriate strategies but the inability to choose the right strategy for the task. Unsuccessful

learners appear to be active strategy users, but they often failed to apply strategies appropriate to the task at hand. Apparently, they lacked certain necessary high-order processes, what are often called Metacognitive strategies or self regulatory skills, which would enable them to assess the task and bring to bear the necessary strategies for its completion.

2.3. The Difference between Reading Strategies and Reading Skills

There is a great confusion in the area of reading strategies concerning the usage of terms reading strategies and reading skills. Most of the time scholars, researchers, curriculum designers and teachers use these terms interchangeably that makes a reader confused. However, these terms have differences. On the basis of this unclear usage of these terms, some researchers have tried to find out the difference between reading strategies and reading skills. According to Afflerbach, et al. (2008), reading strategies are intentional, goal- oriented processes to regulate and adapt the learner's attempts to give meaning for a text, recognize words, and infer ideas. They 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.” The reader's purposeful control, goal directedness, and awareness define a strategic action. Control and working toward a goal characterize the strategic reader who selects a specific way to a reading goal (i.e, a particular method to a desired end). Awareness enables the reader to select a planned method, the means to the goal, and the activity used to attain the goal, including control that inhabits distractions and keeps commitment to the goal. In contrast, reading skills function without the reader's purposeful control or conscious awareness. They are used out of habit and conscious plan. As a result, they are usually faster than strategies because the reader's intentional decision making is not needed. This has valuable, positive results for each reader's limited working memory system. Hence, as we consider a reader's actions, we must also decide whether they are under automatic or deliberate control. This is the discrepancy between skill and strategy. Reading strategies, like reading skills, are not always successful, and a definition of reading strategies does not require only positive and useful actions. A reader may set an unsuitable goal, such as reading fast to finish before his/ her friends rather than reading carefully and deeply to understand the text. Some strategies are purely wrong ideas about reading, such as guessing a

word based on its first letter. The actions are indeed strategic; they relate specific ways to specific goals but they are inappropriate and ineffective for reading. Having good intentions and trying to be strategic are good starting points but neither alone ensures that readers were decode and understood text successfully. It is the appropriateness of the goal, the means, and the method to connect them that must be negotiated in every situation in order to be strategic and successful. This is basically different from a skill that is well practiced and implemented in the same manner. Reading strategies and skills are different although scholars, researchers, curriculum designers and teachers use them for the same purpose in their books, studies, manuals and lesson plans respectively.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter discussed about research design, participants of the study, sample and sampling techniques, data gathering instruments, data gathering procedures and methods of data analysis.

3.1. Research Design

The aim of this study is to assess reading strategy awareness and use of grade ten students at Kersa Secondary School. To get the desired outcome, the researcher used descriptive research design which makes use of mixed method, quantitative and qualitative research designs were used. Moreover, it enables the researcher to analyze the data and draw inferences in more simplified form and as well as it makes the process and the result more friendly to people who use this material as a reference as it does not necessarily require sophisticated mathematical analysis.

3.2. Participants of the Study

For this study eighty five (85) grade 10 students and three (3) English teachers of Kersa Secondary School were purposively selected. Since the research was conducted in secondary school, when the researcher compared grade ten with grade nine, the former grade level was selected because it is believed that grade 10 students have more exposure to reading strategies. Of the total eight hundred forty five (845), the researcher used 85 grade ten students. In other words, these eighty five grade 10 students and three teachers were involved in this study.

3.3. Sample and Sampling Technique

To get what is expected the researcher used purposive sampling method. This method helps the researcher to build up a sample that is satisfactory to his needs and the sample which have been chosen for a specific purposive (Cohen, Manion & Morrison, 2005). In addition, purposive sampling method is used to find depth information about the problem. As Singh (2006: 94) described that “descriptive research typically used purposive samples, it is

suggested that one should select 10-20 percent of the total population for the study”. So, the researcher proposed to use 10% of the total population for his study. As a result, Eight five (85) students were purposively selected based on their teachers’ mark list from fourteen section and the three teachers teaching grade ten were purposively selected from the available teachers.

3.4. Data Gathering Instrument

Questionnaire and semi-structured interview were the instruments of data collection used in this study.

3.4.1. Questionnaire

Questionnaire is the main instrument used to collect the data in this study. That means, it is the most widely used instrument in a research and it was prepared to get information from the main respondents or students of the research. According to Hossein (2012) by using questionnaire for a group of people, a researcher can collect a number of information in less than an hour, and has multidirectional benefits including cost reduction. Questionnaires give three types of data about the subject of the study: factual, attitudinal and behavioral. In this study, behavioral questions were employed because they typically ask about people’s actions, life-styles, habits and personal history. Thus, students were asked whether they are used to employ Oxford (1990) direct and indirect reading strategies or not. The most well-known questions of this type in L2 and EFL studies are the items in language learning strategy inventories that ask about the frequency one has used a particular strategy in the past. A little adaptation was made up on these Oxford (1990) Strategy inventory for language learning (SILL). In order to find out reading strategies that learners use and know, the researcher used Likert scale that has five points ranging from 1-5 (1= Never, 2= Rarely, 3= Occasionally, 4 = Frequently, 5= Always). These five points of Likert scale were accompanied with close-ended types of questions. This study also used some open-ended questions to allow a room for qualitative data in response of the questionnaire.

3.4.2. Semi-structured Interview

A semi-structured interview was used to gather more data for cross-checking. Semi-structured interview offers a compromise between the structured and unstructured interview. This type of interview is applied in this research because it gives advantages of both approaches and it provides more and in depth information. Interviews were conducted with seven learners from different sections of grade ten and three teachers teaching grade ten. To facilitate clear understanding between the researcher and the participating students, the interview was held in Afan Oromo and for teachers in English.

3.5. Data Collection Procedures

In order to collect the necessary data, the following procedures were used. First, a related literature was reviewed from educational researches, journals and published books to get conceptual background on the topic. Second, the direction of the study was set by formulating general and specific objectives as well as research questions. Then, the main data gathering tools were developed and piloted. The major objective of pilot study was to check the validity and clarity of items. After developing and piloting the tools, the questionnaire was distributed to 85 students of Kersa Secondary School to identify reading strategies used by grade ten students. The results of questionnaire and semi-structured interview can determine the strategies used by learners of grade ten. Semi-structured interview was conducted with seven (7) learners (male 4, female 3).

3.6. Methods of Data Analysis

Qualitative and quantitative data analysis was used to analyze the data which were collected through interview, questionnaire and focused group discussion. First, learners' questionnaires responses that were answered in five-point Likert scale, - never, rarely, occasionally, frequently and always were tabulated and summarized one after another to identify reading strategies learners know and use to see whether they know and use different or similar reading strategies. Then, responses of a semi-structured interview were analyzed qualitatively to confirm the responses of the questionnaire.

In using quantitative method, data, which collected through questionnaire, was explained numerically (Neuman, 2003; Sarantakos, 2005). By using table, percentage and frequency rate that speak for themselves, numerically represented quantitative data which relate to students' reading strategies was analyzed and interpreted by qualitative approach (Bassey, 1995; Cohen, Manion & Morrison, 2000). On the other hand, qualitative approach enables the researcher to collect data using interview.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0. Introduction

This chapter includes the results on students' reading strategies awareness, compensation reading strategy use, Meta cognitive reading strategy use, social reading strategy use, interview data results and discussions.

The main purpose of this study was to assess learners' awareness and use of reading strategies at Kersa Secondary School in Arsi Zone. This chapter presents the results and discussions of the data collected through questionnaires which contain more close and some open ended questions for reading strategy awareness and use, semi- structured interview for students and teachers. To do this, each response of the students' questionnaire was grouped according to four reading strategies' classification-cognitive, compensation, Meta cognitive, and social based on students' awareness and use and then converted to percentage and analyzed thoroughly. In the other way round, some open ended questionnaires ,students' and teachers' interview responses were presented in an integrated way with response of a questionnaire of learners' awareness and use of reading strategies presented on the basis of each item responses. Thus, the results are presented in this chapter to respond to the research questions addressed in this study.

4.1. Students' Reading Strategies Awareness

One of the purposes of this study is to assess students' awareness of reading strategy. To do this, the strategies have been classified in to cognitive, compensation, Meta cognitive and social reading strategies. The questionnaire data results of the students' responses are presented in the following subsections.

4.1.1. Cognitive Reading Strategy Awareness

To analyze learners' awareness of cognitive reading strategies, this section is classified in to three parts that show reading strategies awareness which requires , different levels of thinking and have different purposes that help students to know they can read a given text and understand its message. The questionnaire data results of the students responses are presented in the following table.

A. Low Level Thinking Cognitive Reading Strategies Awareness

Table 1 : The Students' Awareness on Low Level Thinking Cognitive Reading Strategies

No of Items	Responses					
	Not aware		Not sure		Less aware	
	F	%	F	%	F	%
1. Repeating reading a passage more than once to understand it.	3	3.5	7	8.2	25	29.4
2. Practicing the target language in an authentic way for reading comprehension.	8	9.4	11	12.9	6	42.3
3. Skimming reading material in order to get the gist of it.	7	8.2	14	16.4	28	32.9
4. Scanning reading material quickly to locate specific information.	10	11.7	19	22.3	23	27
5. Using resources in addition to the text.	15	17.6	12	14.1	18	21.1

Repeating reading a passage more than once to understand text is low level thinking cognitive strategies awareness and important reading activities. 5% (3) and 8.2% (7) of the respondents are not aware of reading a passage repeatedly in order to understand a text and not sure of repeating reading a passage more than once. 29.4% (25) of the respondents are less aware

repeating a given text more than once to understand its message. 24.7% (21) and 34.1% (2) of the respondents are aware and well aware respectively of repeating reading a passage more than once to understand a text. From the responses of the students, it can be said that most of the students are well aware of repeating reading a passage more than once to identify additional details. On the other hand, the responses of item 2 indicates that 9.4% (8) and 12.9% (11) of the respondents are not aware and not sure respectively of practicing the target language in an authentic way for reading comprehension. 42.3% (36) of the learners are less aware. However, 16.4% (14) and 18.8% (16) of the students are aware and well aware respectively of practicing the target language in an authentic way for reading comprehension. Thus, from the above responses, it can be concluded that more students are less aware of practicing reading using authentic materials.

The response of item 3 shows that 8.2% (7) and 16.4% (14) of the respondents are not aware and not sure of skimming reading strategy. 32.9% (28) of the participants are less aware of skimming reading material in order to get the gist of it. But 25.8% (22) and 16.4% (14) of the respondents are aware and well aware respectively of skimming reading strategy. From this it can be concluded that most of the respondents are less aware of the strategy. On the other hand, item 4 shows 11.7% (10) and 22.3% (19) of the participants are not aware and not sure of scanning reading material and 27% (23) of the learners are less aware of scanning reading material to locate specific information. Whereas, 17.6% (15) and 21.1% (18) of the participants are aware and well aware respectively of scanning reading the material in order to get specific details. From the above data, it is possible to infer that the highest number of respondents is less aware of scanning to locate specific information. Table 5 shows that 17.6% (15) and 14.1% (12) of the respondents are not aware and not sure of using resources addition to the text. In contrast, 21.1% (18) of the participants are less aware of using resources addition to the text. 28.2% (24) and 18.8% (16) of respondents are aware and well aware of using resources addition to the text. Therefore, it is possible to conclude that the highest numbers of the students are aware of using resources addition to the text.

Generally, Table 1 implies that except using resources addition to the text, most of the learners have less awareness on low level thinking cognitive reading strategies that enable students to

understand the message of a given text. From this, it is possible to infer that most of the respondents are less aware of reading strategies that does not require more thinking process.

B. Top - down and Bottom- up Cognitive Reading Strategies

Table 2: The Students' Awareness on top- down and bottom- up cognitive reading strategies

No of Items	Responses						T				
	Not aware		Not sure		Less aware			Aware		Well aware	
	F	%	F	%	F	%		F	%	F	%
6. Reasoning out the meaning of what is read deductively.	14	16.4	16	18.8	15	17.6	22	25.8	18	21.1	85
7. Analyzing expressions by breaking them down in to their component parts.	13	15.2	15	17.6	28	32.9	13	15.2	16	18.8	85
8. Translating what you read in the target language in to your mother tongue.	12	14.1	14	16.4	21	24.7	20	23.5	18	21.1	85
9. Taking note by considering the main idea or specific points.	—	—	8	9.4	26	30.5	18	21.1	33	38.8	85
10. Summarizing what you read.	3	3.5	3	3.5	21	24.7	25	29.4	33	38.8	85
11.High lighting important information in a passage using different techniques like under lining.	6	7	8	9.4	15	17.6	24	28.2	32	37.6	85

Table 2 indicates that the students' awareness on top-down and bottom –up cognitive reading strategies. Item 6 reveals that 16.4% (14) and 18.8% (16) of respondents are not aware and not

sure respectively reasoning out the meaning of what is read deductively and 17.6% (15) of the participants are less aware of reasoning out the meaning of what is read deductively. 25.8% (22) and 21.1% (18) of the students are aware and well aware of reasoning out the meaning of what is read deductively. It can be assumed that most students are aware of top- down cognitive reading strategies which require high level of thinking. In bottom- up processing, according to Brown (2001), readers must first analyze expressions in to letters, morphemes, syllables, words, phrases, grammatical clues, discourse markers to understand the message of the text when the awareness of students' on analyzing expressions by breaking them down in to their component parts is concerned. Item 7 shows that 15.2% (13) and 17.6% (15) of the respondents are not aware and not sure of analyzing expressions in to their component parts. 32.9% (28) of the respondents are less aware of analyzing sentences into parts. Where as, 15.2% (13) and 18.8% (16) of the participants are aware and well aware of analyzing sentences into parts. In general, it seems that the highest number of the students (32.9%) were less aware of analyzing expressions by breaking them down in to their component parts.

Item 8 shows that 14.1% (12) and 16.4% (14) of the respondents are not aware and not sure of translating what they read in the target language in to their mother tongue. 24.7% (21) of them are less aware of translation. 23.5% (20) and 21.1% (18) of them are aware and well aware of translating what they read in the target language in to their mother tongue. Therefore, these findings suggested that the highest numbers of students are less aware of translation. Item 9 show that no respondents are not aware of taking note by considering the main idea or specific points. 9.4% (8) and 30.5% (26) Of them are not sure and less aware of considering the main idea or specific points. 21.1% (18) and 38.8% (33) of the students are aware and well aware of taking note. Finally, it can be concluded that most of the students are well aware of taking note by considering the main idea or specific points. Concerning summarizing what they read in item 10, the same numbers of students (3.5%) are not aware and not sure of summarizing what they read. 24.7% (21) of them are less aware of summarizing a text while 29.4% (25) and 38.8% (33) of them are aware and well aware respectively of summarizing what they read. It can be concluded that the highest number of students are well aware to summarize what they read.

Item 11 shows that 7% (6) and 9.4% (8) of students are not aware and not sure of highlighting important information in the passage. 17.6% (15) of them are less aware of highlighting important information in the passage. On the other hand, 28.2% (24) and 37.6% (32) of them are aware and well aware respectively of highlighting important information in a passage using different techniques like underlining.

Generally, Table 2 shows that students (32.9%, 24.7%) are less aware of bottom - up cognitive reading strategies than top - down cognitive reading strategies. As it is shown in the table, the students which account (38.8%, 37.6%) are well aware of top- down cognitive reading strategies. Thus, it can be concluded that students are partially less aware and partially well aware of bottom- up and top- down cognitive reading strategies respectively.

High Level Thinking Cognitive

C. Reading Strategies Awareness

Table 3: Students' Awareness on High Level Thinking Cognitive Reading Strategies

No of items	Responses						
	Not aware	Not sure	Less aware	Aware	Well aware		
	F %	F %	F %	F %	F %	T	
1. Predicting what a passage is about.	3 3.5	7 8.2	14 16.4	36 42.3	25 29.4	85	
2. Activating prior knowledge.	5 5.8	7 8.2	24 28.2	25 29.4	24 28.2	85	
3. Referencing.	9 10.5	15 17.6	26 30.5	15 17.6	20 23.5	85	
4. Making inferences.	9 10.5	16 18.8	24 28.2	23 27	13 15.2	85	
5. Over viewing headings, sub headings and summaries.	_____	8 9.4	8 9.4	30 35.2	39 45.8	85	

Table3 describes high level thinking cognitive reading strategies awareness that requires students make meaning at more sophisticated levels and students' comprehension. Item1 reveals that 3.5% (3) and 8.2% (7) of the respondents are not aware and not sure of predicting what a passage is about. 16.4% (14) of the participants are less aware of predicting what a passage is about. 42.3% (36) and 29.4% (25) of the participants are aware and well aware respectively of predicting what a passage is about. Finally, it can be concluded that the highest number of students are aware of predicting what a passage is about. On the other side, item 2 shows that 5.8% (5) and 8.2% (7) of the respondents are not aware and not sure respectively of activating prior knowledge. 28.2% (24) of the participants are less aware of activating prior knowledge. 29.4% (25) and 28.2% (24) of the respondents are aware and well aware respectively concerning activating prior knowledge. From this, it can be concluded that the highest number of the students are aware of activating prior knowledge. Item 3 shows that 10.5% (9) and 17.6% (15) of the respondents are not aware and not sure of referencing. 30.5% (26) of the participants are less aware of referencing. 17.6% (15) and 23.5% (20) of the students are aware and well aware of referencing. Therefore, it can be concluded that the highest number of students are less aware of referencing.

Item 5 indicated that 10.5% (9) and 18.8% (16) of the respondents are not aware and not sure of making inferences. 28.2% (24) of the respondents are less aware of making inferences. Where as, 27% (23) and 15.2% (13) of the participants are aware and well aware respectively of making inferences. From this, it can be said that most respondents are less aware of making inferences. Item 16 showed that no respondents are not aware of over viewing headings, sub headings and summaries of a given text. On the other hand, the same numbers of students 9.4% (8) are not sure and less aware of over viewing headings, sub headings and summaries of a given text. 35.2% (30) and 45.8% (39) of the participants are aware and well aware of over viewing headings, sub headings and summaries of the text. Over viewing makes readers familiar with the text's content, organization, layout, special features, and the author's objectives (Parry, 2009). Considering this the highest percentage of students (9.4%, 35.2%, 45.8%) are not sure and less aware, aware, and well aware respectively of over viewing headings, subheadings and summaries. Thus, it is possible to conclude that almost all of the students are aware of over viewing headings, sub headings and summaries.

To conclude, Table 3 shows that students are aware of predicting what a passage is about, aware of activating prior knowledge, less aware of referencing, less aware of making inferences and aware of over viewing headings, sub headings and summaries.

4.1.2. Compensation Reading Strategy Awareness

Table 4: Students' Awareness on Compensation Reading Strategies

No of Items	Responses										
	Not aware		Not sure		Less aware			Aware		Well aware	
	F	%	F	%	F	%		F	%	F	%
1. Using linguistic clues like prefixes, suffixes, word order, etc.	4	4.7	15	17.6	34	40	18	21.1	14	16.4	85
2. Using other clues like title, table of contents, preface etc.	5	5.8	5	5.8	16	18.8	27	31.7	32	37.6	85

Table 4 shows that students' awareness of reading strategies which help them as clues, to get the meaning of new words to the whole text. Item 1 indicated 4.7% (4) and 17.6% (15) of them are not aware and not sure of using linguistic clues like prefixes, suffixes, and word order respectively. 40% (34) of the respondents are less aware of linguistic clues. And also 21.1% (18) and 16.4% (14) of the participants are aware and well aware of using linguistic clues like prefixes, suffixes, and word order. In addition (16.4%, 17.6%, 21.1%) of the respondents are well aware, not sure, and aware of linguistic clues. From this, it can be concluded that the highest number of participants are not sure whether they aware of using linguistic clues that enable them to understand the text. On the other hand, item 2 the same number of students (5.8%) are not aware and not sure respectively of using other clues like title, table of contents, and preface while 18.8% (16) of the participants are less aware of using clues like title, table of content and preface. On the other side, 31.7% (27) and 37.65% (32) of the respondents are aware and well aware respectively of using other clues. In general, the data in Table 4 reveals that almost all of the students are well aware of compensation reading strategies.

4.1.3. Meta Cognitive Reading Strategy Awareness

Table 5: Students' Awareness on Meta Cognitive Reading Strategies.

No of Items	Responses					
	Not aware	Not sure	Less aware	Aware	Well aware	
	F %	F %	F %	F %	F %	T
1. Finding about language learning problems.	8 9.4	10 11.7	31 36.4	20 23.5	16 18.8	85
2. Organizing language learning note book for new target language expressions and structures.	5 5.8	4 4.7	20 23.5	33 38.8	23 27	85
3. Setting goals in order to become proficient enough to read professional materials.	12 14.1	11 12.9	24 28.2	27 31.7	11 12.9	85
4. Identifying the purpose of reading tasks.	5 5.8	5 5.8	21 24.7	23 27	31 36.4	85
5. Planning for reading tasks.	4 4.7	3 3.5	10 11.7	25 29.4	43 50.5	85
6. Seeking reading practice opportunities.	1 1.4	5 5.8	16 18.8	26 30.5	37 .5	85
7. Monitoring your own reading activities.	4 4.7	7 8	13 15.2	30 35.2	31 36.4	85
8. Evaluating your own reading activities.	3 3.5	7 8	15 17.6	25 29.4	35 1.1	85

Table 5 indicates that students' awareness of Meta cognitive reading strategies stated on the review literature, Hudson (2007) emphasizes that successful readers are more aware of Meta cognitive reading strategies. Accordingly, the response of item 1 shows that 9.4% (8) and 11.7% (10) Of the respondents are not aware and not sure of finding out language learning

problems and 36.4% (31) of the respondents are less aware of finding out about language learning problems. However, 23.5% (20) and 18.8% (16) of the participants are aware and well aware respectively of finding out about language learning problems. From this, it can be concluded that the highest number of students are less aware of finding out language learning problems. Additionally, item 2 is about organizing language learning note book for new target language expressions and structures. 5.8% (5) and 4.7% (4) of the respondents are not aware and not sure respectively of organizing language learning note book and 23.5% (20) of the participants are less aware of organizing language learning note book. 38.8% (33) and 27% (23) of the participants are aware and well aware of organizing language learning note book. From this, it can be concluded that most of the students are aware of organizing language learning note book.

Item 3 shows that setting goals in order to become proficient enough to read professional materials. 14.1% (12) and 12.9% (11) of the learners are not aware and not sure respectively of setting goals in order to become proficient enough to read professional materials and 28.2% (24) of the learners are less aware of setting goals to be proficient reader of professional materials. 31.7% (27) and 12.9% (11) of the respondents are aware and well aware of setting goals. From this, it can be said that the highest number of students are aware of setting goals to be proficient reader of professional material. Item 4 is concerning identifying the purpose of reading tasks. The same number of students (5.8%) are not sure of identifying the purpose of reading tasks respectively. 24.7% (21) of the respondents are less aware of identifying the purpose of reading tasks. 27% (23) and 36.4% (31) of the learners are aware and well aware respectively of identifying the purpose of reading tasks. From this, it can be concluded that most students are well aware of identifying the purpose of reading tasks. On the other hand, item 5 shows that regarding planning for reading tasks. 4.7% (4) and 3.5% (3) of the participants are not aware and not sure of planning for reading tasks. 11.7% (10) of students are less aware of planning for reading tasks. In contrast, 29.4% (25) and 50.5% (43) of the students are aware and well aware of planning for reading tasks. In finding out the results of a given data, it is necessary to consider the objectives of the author's (Parry, 2009). Considering this, the highest numbers of students (11.7%, 29.4%, 50.5%) are less aware, aware, and well aware of planning reading tasks. Thus, it can be concluded that almost all of the students are aware of planning for reading tasks.

Item 6 indicates that seeking reading opportunities. From students, 1.4% (1) and 5.8% (5) of the respondents are not aware and not sure of seeking reading opportunities. 18.8% (16) of the learners are less aware of seeking reading opportunities. 30.5% (26) and 43.5% (37) of the students are aware and well aware of seeking reading opportunities. Based on this, it is possible to conclude that the highest number of the students are well aware of seeking reading opportunities. Item 7 is monitoring their own reading activities. 4.7% (4) and 8% (7) of the respondents are not aware and not sure of monitoring their own reading activities. 15.2% (13) of the participants are less aware of monitoring their own reading activities. 35.2% (30) and 36.4% (31) of the learners are aware and well aware of monitoring their own reading activities. From this, it is possible to infer that most of the students are well aware of monitoring their own reading activities. In item 8, 3.5% (3) and 8% (7) of the learners are not aware and not sure respectively of evaluating their own reading activities, development and proficiency. 17.6% (15) of the learners are less aware of evaluating their own reading activities. 29.4% (25) and 41.1% (35) of the respondents are aware and well aware of respectively of evaluating their own reading activities development and proficiency. Thus, it can be concluded that the highest number of students are well aware of evaluating their own reading activities.

Generally, in Table 5, it is found that most of the respondents except item 1, are aware and well aware of meta cognitive reading strategies. The result of this section seems that as Yohannes (2013) explained that successful readers use their ability to understand, controls, and manipulate their own cognitive process to maximize learning.

4.1.4. Social Reading Strategy Awareness

Table 6 : Students' on Social Reading Strategies

No of Items	Responses					T
	Not aware	Not sure	Less aware	Aware	Well aware	
	F %	F %	F %	F %	F %	
1. Asking for clarification /verification.	— —	8 9.4	15 17.6	36 42.3	26 30.5	85
2. Cooperating with peers in reading texts.	— —	6 7	18 21.1	35 41.1	26 30.5	85
3. Cooperating with more proficient readers.	4 4.7	2 2.3	26 30.5	23 27	30 35.2	85

Table 6 shows students' awareness of social reading strategies. Accordingly, item 1 is asking for clarification/ verification.No students are not aware of asking for clarification or verification. 9.4% (8) and 17.6% (15) of the respondents are not sure and less aware of asking for clarification or verification. 42.3% (36) and 30.5% (26) of the participants are aware and well aware respectively of asking for clarification or verification. Thus, it can be concluded that the highest number of students is aware of asking for clarification. Item 2, no students are not aware of cooperating with peers in reading texts.7% (6) and 21.1% (18) of the respondents are not sure and less aware of cooperating with peers in reading texts. 41.1% (35) and 30.5% (26) of the respondents are aware and well aware respectively of cooperating with peers in reading texts. From this, it can be concluded that most of the participants are aware of cooperating with peers reading texts. Item 3 shows that 4.7% (4) and 2.3% (2) of the respondents are not aware and not sure of cooperating with more proficient readers and 30.5% (26) of the participants are less aware of cooperating with more proficient readers. Where as, 27% (23) and 35.2% (30) of the respondents are aware and well aware of cooperating with more proficient readers. From this, it is possible to infer that the highest number of students is well aware of cooperating with more proficient readers. In table 6, it is found that most of the

students are aware and well aware of social reading strategies in which learning best occurs in social setting with support from interaction with peers.

In general, the result of all the above tables indicates that most of the students have high awareness about cognitive (low level thinking and bottom- up reading strategies), compensation and social reading strategies.

4.2. Students' Use of Reading Strategies

4.2.1. Use of Cognitive Strategies

A. Low Level Thinking Cognitive Reading Strategies Use

Table 7: Low Level Thinking Cognitive Reading Strategies Uses

No of Items	Responses					
	Never	Rarely	Occasionally	Frequently	Always	
	F %	F %	F %	F %	F %	T
1. I read a passage more than once to understand it more completely each time for different purposes to get the main idea, to read for detail etc.	4 4.7	9 10.5	14 16.4	35 41.1	25 29.4	85
2. I use the target language in an authentic way for reading comprehension.	6 7	21 24.7	25 29.4	17 20	16 18.8	85
3. I go through reading material in order to get the gist of it.	— —	11 12.9	15 7.6	26 30.5	33 38.8	85
4. I go through reading material quickly to locate specific information.	10 11.7	22 25.8	22 25.8	15 17.6	16 18.8	85
5. I use resources additional to the text to find out the meaning of what is read in the target language.	15 17.6	15 17.6	15 17.6	22 25.8	18 21.1	85

Table 7 shows the use of low level thinking cognitive reading strategies that do not require thinking in a sophisticated way during reading a text. Item 1 indicates that 4.7% (4) and 10.5% (9) of the respondents are never and rarely reading a passage more than once to understand it. 16.4% (14) of the participants are occasionally read a passage more than once to understand it. 41.1% (35) and 29.4% (25) of the respondents are frequently and always respectively of reading a passage more than once to understand. From this, it can be concluded that most students are frequently read a passage more than once to understand it. Item 2, shows 7% (6) and 24.7% (21) of the learners are never and rarely use the language in an authentic way for reading comprehension. 29.4% (25) of the participants are occasionally used the target language in an authentic way for reading comprehension. 20% (17) and 18.8% (16) of the respondents are frequently and always respectively use the target language in an authentic way for reading comprehension. Thus, it can be said that the highest number of students is occasionally use the target language in an authentic way for reading comprehension.

Item 3 indicates that no participants are never go through reading material in order to get the gist. 12.9% (11) and 17.6% (15) of the learners are rarely and occasionally go through reading material in order to the gist. 30.5% (26) and 38.8% (33) of participants are frequently and always go through reading material in order to get the gist or main point. From this, it can be concluded that the highest number of students is always go through reading material in order to get the gist. On the other side, item 4 shows that 11.7% (10) of the respondents are never go through reading materials quickly to locate specific information. The same numbers of students (25.8%) are rarely and occasionally go through reading materials quickly to locate specific information. 17.6% (15) and 18.8% (16) of the learners are frequently and always go through reading to locate specific information. Negash (2008), emphasizes that using scanning and skimming reading strategies critically help students to understand a whole text by considering its specific and main ideas. Item 5 is concerning the use of additional resources that support to facilitate comprehension. The same numbers of students (17.6%) is never, rarely and occasionally respectively use resources additional to the text. 25.8% (22) and 21.1% (18) of the respondents frequently and always use resources additional to the text. Thus, it can be concluded that the highest number of students is frequently use resources additional to the text.

Generally, Table 7 implies that students highly use low level thinking cognitive reading strategies that do not require a profound thinking. However, among these strategies using reading materials quickly to locate information is given a little attention by students. This shows that the students' awareness and use of low level thinking cognitive reading strategies is the same. They know more about them and mostly use them.

A. Top- down and Bottom- up Cognitive Reading Strategies Use

Table 8: Top- down and Bottom- up Cognitive Reading Rstrategies Use

No of Items	Responses						T				
	Never		Rarely		Occasiona ly			Frequent ly		Always	
	F	%	F	%	F	%		F	%	F	%
6. I derive hypotheses about the meaning of what is read by applying general rules, already knows, which is a top-down strategy is leading from general to specific.	9	10.5	23	27	22	25.8	15	17.6	16	18.8	85
7. I find the meaning of a new expression, word phrase, complex sentence or even paragraph by breaking it down in to its component parts.	5	5.8	13	15.2	22	25.8	30	35.2	15	17.6	85
8. I translate what I read in to my mother tongue.	5	5.8	18	21.1	17	20	19	22.3	26	30.5	85
9. I write down the main idea or specific points.	—	—	9	10.5	16	18.8	22	25.8	38	44.7	85
10. I summarize the text by a condensed, shorter version of the original passage	4	4.7	7	8.2	22	25.8	24	28.2	28	32.9	85
11. I use a variety of emphasis techniques such as underling, starring or color coding to focus on important information in a passage.	11	12.9	13	15.2	19	22.3	14	16.4	28	32.9	85

Table 8 shows top- down and bottom-up cognitive reading strategies. Item 6 focuses on deriving hypotheses about the meaning of what is read by applying general rules. 10.5% (9) and 27% (23) of the participants are never and rarely respectively focuses on deriving hypotheses about the meaning of what is read by applying general rules. 25.8% (22) of the

learners are occasionally used it. 17.6% (15) and 18.8% (16) of the respondents are frequently and always focuses on deriving hypotheses about the meaning. From this it can be concluded that the highest number of the learners occasionally focuses on top- down strategy. Item 7 shows that 5.8% (5) and 15.2% (13) of the respondents are never and rarely find the meaning of a new expression, word phrase complex sentences or even paragraph by breaking it down in to its component parts to understand a text better respectively. 25.8% (22) of the learners use this occasionally. 35.2% (30) and 17.6% (15) of the respondents are frequently and always use the strategy. This shows that most respondents are using the bottom- up strategy though some students are not doing so. On the other hand, item 8 shows that 5.8% (5) and 21.1% (18) of the respondents are never and rarely respectively translate in to their mother tongue language. 20% (17) of the participants do this occasionally. 22.3% (19) and 30.5% (26) of the learners are frequently and always translate in to their mother tongue respectively. From this it can be concluded that the highest numbers of students is always translate what they read in to their mother tongue.

Item 9 shows that, no students are never write down the main idea or specific points while 10.5% (9) and 18.8% (16) of the respondents are rarely and occasionally respectively write down the main idea or specific points. 25.8% (22) and 44.7% (38) of the participants are frequently and always write down the main idea or specific points. Thus, the highest numbers of the students always write down the main idea or specific points of a given text. Item 10 shows that 4.7% (4) and 8.2% (7) of the respondents are never and rarely summarize a text by a condensed, shorter version of the original passage respectively. 25.8% (22) of the learners occasionally do this. 32.9% (28) and 28.2% (24) of the participants are frequently and always do this. This showed that most of the students frequently summarize a text in to a condensed version. Item 11 shows that 12.9% (11) and 15.2% (13) of the respondents are never and rarely use a variety of emphasis techniques such as underlining, coding to focus on important information in a passage. 22.3% (19) of the learners occasionally use this. 16.4% (14) and 32.9% (28) of the participants are frequently and always respectively use a variety of techniques that can support the students understanding of a text. This implies that most of the students are always use a variety of techniques that can support understanding of a text.

Generally, students use bottom- up cognitive reading strategies than top- down reading strategies. As it is shown in item 6, 7, 8, 9, 10 and 11, the highest number of students (25.8%, 35.2%, 30.5%, 44.7%, 32.9%, 32.9%) are occasionally, frequently and always find the meaning of a new word or expressions by breaking it down in to component part, translate what they read in to their mother tongue, write down the main idea or specific points, and use a variety of emphasis techniques respectively. This result is similisimilar

B. Higher Level Thinking Cognitive Reading Strategies Use

Table 9: Higher Level Thinking Cognitive Reading Strategies Use

No of Items	Responses						T				
	Never		Rarely		Occasionally			Frequently		Always	
	F	%	F	%	F	%		F	%	F	%
12. I predict what the passage is about.	—	—	17	20	8	9.4	21	24.7	39	45.8	85
13. I relate the content of a passage to one’s prior knowledge.	2	2.3	9	10.5	21	24.7	21	24.7	32	37.6	85
14. I make references and use stables, pictures and charts.	6	7	16	18.8	12	14.1	27	31.7	24	28.2	85
15. I infer the less explicitly stated idea of the writer using the context and the prior knowledge.	9	10.5	15	17.6	18	21.1	22	25.8	21	24.7	85
16. I read headings, sub headings and summaries.	2	2.3	11	12.9	20	16	21	24.7	31	36.4	85

Table 9 shows high level thinking cognitive reading strategies use. Accordingly, item 12 indicates that the process of prediction about a passage by considering its title. No respondents predict what the passage is about. 20% (17) and 9.4% (8) of the learners are rarely and occasionally predict what the passage is about. 24.7% (21) and 45.8% (39) of the participants

are frequently and always do this. This implies that most of the students are always predict what the passage is about. Item 13 shows that 2.3% (2) and 10.5% (9) of the participants are never and rarely relate the content of a passage to their prior knowledge. The same number of students (24.7%) are occasionally and frequently respectively relate the content of a passage to their prior knowledge. 14.1% (12) of the respondents are always do this. Thus, the highest numbers of students are occasionally and frequently relate the content of the passage to their prior knowledge. Item 14 shows 7% (6) and 18.8% (16) of the participants are never and rarely make reference and use tables, pictures and charts while 14.1% (12) of the learners are occasionally do this. 31.7% (27) and 28.2% (24) of the respondents are frequently and always respectively make reference and use tables, pictures and charts. This showed that most of the participants are frequently make reference. On the other hand, item 15 shows that 10.5% (9) and 17.6% (15) of the respondents are never and rarely infer the less explicitly stated idea of the writer using the context and the prior knowledge. 21.1% (18) of the participants occasionally do this. 25.8% (22) and 24.7% (21) of the respondents are frequently and always respectively do this. This implies that most of the students are frequently infer the less explicitly stated idea of the writer using the context and the prior knowledge. Item 16 shows that 2.3% (2) and 12.9% (11) of the participants are never and rarely read headings, sub headings and summarizes. 16% (20) of the learners occasionally do this. 24.7% (21) and 36.4% (31) of the respondents can also do this respectively. This showed that the highest numbers of students is always read headings, sub headings and summaries.

In general, Table 9 clearly shows most of the respondents are successful in using high level thinking cognitive reading strategies prediction (45.8%) using prior knowledge (24.7%), inferring (31.7%), making use of references (25.8%) and reading headings, sub headings and summaries (36.4%) respectively

4.2.2 Compensation Reading Strategy Use

Table 10: Compensation Reading Strategies Use

No of Items	Responses					T
	Never	Rarely	Occasionally	Frequently	Always	
	F %	F %	F %	F %	F %	
1. I guess meanings using previously gained knowledge of the target language such as prefixes, suffixes, word order, etc.	4 4.7	28 32.9	15 17.6	19 22.3	19 22.3	85
2. I seek and use clues that are language based. e. g title, table of contents, preface, etc.	3 3.5	10 11.7	12 14.1	10 11.7	50 58.8	85

Table 10 shows that compensation reading strategies use. Accordingly, item 1 indicates 4.7% (4) and 32.9% (28) of the learners are never and rarely guess meanings using knowledge of the target language such as prefixes and word order. 17.6% (15) of the learners occasionally do this. On the other hand, the same numbers of students (22.3%) are frequently and always respectively do this. This showed that most students do not guess meanings using knowledge of the target language. Item 2 shows that 3.5% (3) and 11.7% (10) of the respondents are never and rarely use clues like title, table of contents and preface. In addition, 14.1% (12) of the participants occasionally do this. 11.7% (10) and 58.8% (50) of the respondents are frequently and always use this. This implies that most students always use clues like title, table of contents and preface.

Generally, table 10 shows that compensation reading strategies use. As it is shown in item 1, the highest numbers of students (32.9%) are rarely guess meanings using knowledge of the target language. In contrary, most of the students (58.8%) always use clues like title, table of

contents and preface. This result showed that students are more aware of and use compensation reading strategies.

4.2.3. Meta Cognitive Reading Strategy Use

Table 11: Meta cognitive Reading Strategies Use

No of Items	Responses					T
	Never	Rarely	Occasionally	Frequently	Always	
	F %	F %	F %	F %	F %	
1. I talk about my language learning problems and read books about language learning to know how I can learn language.	7 8.2	12 14.1	20 16	25 29.4	21 24.7	85
2. I keep a language learning note book for writing down new target language expressions, words and structures I find while reading.	9 10.5	16 18.8	23 27	14 16.4	23 27	85
3. I set goals in order to become proficient enough to read professional materials, to read magazines or news paper for pleasure or in general or reach a superior reading proficiency level.	4 4.7	16 18.8	25 29.4	19 22.3	21 14.7	85
4. I identify suppose for reading something in the light of the situation and the type of the material. i.e reading a longer text for pleasure (extensive reading) or in detail (intensive reading).	5 5.8	11 12.9	10 11.7	30 35.2	29 4.1	85

5. I seek out or create opportunities for practice reading materials other than those required for study in class.	4 4.7	22 25.8	14 16.4	24 28.2	21 24.7	85
6. I guess about what will come next, correct any misinterpretation as the reader moves ahead check whether or not the meaning of a text is correctly understood.	11 12.9	12 14.1	17 20	23 27	22 25.8	85
7. I assess my reading proficiency in a variety of ways, consider whether or not my comprehension is acceptable at a given point, and estimate whether my reading speed has improved.	— —	11 12.9	17 20	24 8.2	33 38.8	85

Table 11 describes the use of Meta cognitive reading strategies which allow learners to control their own cognition. Item 1 is about students talk about their language learning problems and read books about language learning to know how they can learn language. 8.2% (7) and 14.1 (12) of the respondents are never and rarely find out about their language problems. While 16% (20) of the participants are occasionally find out about their language problems. Whereas 29.4% (24) and 24.7% (21) of the respondents are frequently and always find out about their language learning problems. This implies that the highest number of students is frequently found out about language problems and talk to get a solution. Item 2, 10.5% (9) and 18.8% (16) of the participants are never and rarely keep a language learning note book for writing down new target language expressions, words and structures that are found while reading. In this item, the same numbers of students (27%) occasionally and always respectively keep a language learning note book. 16.4% (14) of the learners do this frequently. Therefore, it can be concluded that the highest number of the learners are occasionally and always keep language learning note book.

Item 3 is about setting goals in order to become proficient enough to read professional materials, magazines or news paper for pleasure or in general or reach a superior reading proficiency level. Accordingly, 4.7% (4) and 18.8% (16) of the respondents never and rarely set goals to be proficient readers of professional materials. The analysis also revealed that 29.4% (25) of the participants do this occasionally. 22.3% (19) and 24.7% (21) of the respondents are frequently and always do this. From this, it is possible to infer that most of the respondents occasionally set goals to be proficient readers of professional material. *Item 4* is concerning students whether they identify a purpose for reading something in the light of the situation and the type of the material that mean reading a longer text for pleasure (extensive reading) or in detail (intensive reading) or not. From 85 students, 5.8% (5) and 12.9% (11) of the participants are never and rarely identify the purpose of reading. 11.7% (10) of the respondents are occasionally doing this. However, 35.2% (30) and 34.1% (29) of the participants are frequently and always respectively identify the purpose of reading. This implies that most of the respondents frequently identify the purpose of reading.

Item 5 is about identifying the general nature of the task, figuring out whether or not a reading task requires recognition and understanding of a variety of words, and considering whether having needed vocabulary or not. 4.7% (4) and 25.8% (22) of the participants never and rarely identify the general nature of the task and have the desired words in relation to the task. 16.4% (14) of the respondents occasionally do this. 28.2% (24) and 24.7% (21) of the learners are frequently and always do this. This showed that most of the learners frequently identify the general nature of the task and consider whether they have the needed vocabulary. Item 6, 12.9% (11) and 14.1% (12) of the participants are never and rarely create opportunities to practice reading using other materials different from classroom text books. 20% (17) of the respondents occasionally do this. On the other hand, 27% (23) and 25.8% (22) of the participants frequently and always respectively do this. From this, it can be concluded that most students are frequently create opportunities to practice reading using other materials different from classroom textbooks. Item 7 is intended to see whether or not students guess about what will come next, correct any misinterpretation as they move ahead, check whether or not the meaning of a text is correctly understood, and correct in accurate guess. Accordingly, no respondents apply this strategy. 12.9% (11) and 20% (17) of the participants

rarely and occasionally do this. 28.2% (24) and 38.8% (33) of the learners are frequently and always apply this strategy. This implies that most of the respondents always use the strategy.

In general, table 11 shows that some subjects use basic parts of Meta cognitive reading strategies like talking about their language learning problems, setting goals to be proficient readers of professional materials, identifying the general nature of tasks, monitoring reading activities and proficiency. Furthermore, as Oxford (1989) suggested that successful language learners chiefly use meta cognitive reading strategies, such as monitoring reading process and evaluating reading proficiency.

4.2.4. Social Reading Strategy Use

Table 12: Social Reading Strategies Use

No of Items	Responses					T
	Never	Rarely	Occasio nally	Freque ntly	Always	
	F %	F %	F %	F %	F %	
1. I ask for clarification /verification	– –	6 7	12 14.1	24 28.2	43 50.5	85
2. I work together with other learners on an activity with a common goal.	5 5.8	16 18.8	16 18.8	26 30.5	22 25.8	85
3. I work with more proficient users of the target language, usually outside of the language classroom.	6 7	8 9.4	29 34.1	24 28.2	18 21.1	85

Table 12 is regarding social reading strategies uses that enable learners to comprehend a text through interaction with other proficient readers. Accordingly, item 1 indicates that asking for classification or verification. From 85 students, no one asks for clarification. 7% (6) and 14.1% (12) of the respondents are rarely and occasionally do this. 28.2% (24) and 50.5% (43) of the participants are frequently and always respectively ask for clarification. From this it can be concluded that most students always use this strategy to understand what they read. On the other hand, item 2 shows about working together with other learners on an activity with common goal. 5.8% (5) of the respondents never apply the strategy. The same number of students (18.8%) rarely and occasionally do this. 30.5% (26) and 25.8% (22) of the

participants are frequently and always apply the strategy. This implies that most of the students are frequently use the strategy. Item 3 is concerning working with more proficient users of the target language, usually outside of the language classroom. 7% (6) and 9.4% (8) of the participants are never and rarely cooperate with more proficient readers. 34.1% (29) of the respondents are occasionally doing this. 28.2% (24) and 21.1% (18) of the participants are frequently and always cooperate with more proficient readers. From this it can be concluded that the highest numbers of students occasionally cooperate with proficient readers.

Generally, table 12 demonstrated that students exceptionally use social reading strategies that are helpful whenever a reader face difficulty during reading a given text. Most learners (50.5%) ask for clarification and work together with other learners. Even if a high proportion of the students use this strategy, (34) of the students work with more proficient users of the target language and (7%) of them never do this.

4.3. Interview Data Results and Discussions

A semi-structured interview was given for both students and teachers. Their data and results were presented and discussed in the following subsections.

4.3.1. Students Interview Data Results and Discussions

In relation to students' use of reading strategies, ten questions were asked in interview. From this it is possible to infer that in question No.1, almost all of the students give a response which assures them that they have learnt a reading strategy. Question No. 2, all, students give a response which assures them that they knew reading strategies. Question No.3, From seven (7) learners four of (4) them said that they knew some reading strategies which support their reading success. Where as, three (3) of them said that they don't clearly understand reading strategies which help them for reading success. Question No.4, all students said that they use different kinds of reading strategies when they encounter difficulties in understanding a text. During they face difficulties, they said, they use reading strategies like employing a guide, reference books, etc. On the other hand, from seven (7) learners, three (3) of them said that when they encounter difficulties to comprehend a text, they use strategies like inferring the less explicitly stated idea of the writer, using the prior knowledge and predict about the text. In

question No. 5, from seven (7) students, four (4) of them said that they do so many things to maximize their reading proficiency. For example, they read with their friends, ask their friends about their reading strategies to learn from each other. Whereas, three (3) of them said that to maximize their reading proficiency, they use some techniques such as reading different books which are related to other subjects, reading magazines and novels. From this, it can be concluded that some students use Meta cognitive reading strategies to maximize their reading proficiency.

In question No. 6, all of the students (7) said that they use different kinds of reading strategies for different reading purposes. For example, when they read novels, magazines, and news papers, they use extensive reading techniques because it is for the sake of enjoyment, but when they read a text book, an exercise book, they read intensively because it is for the sake of deep understanding and mark. This reveals that the response of this interview question is similar with the questionnaire. In question No. 7, all of the students (7) said that they read a text with their friends. If they do not understand a given text and if their friends understand what they read, they can share ideas and get more clarification about the point which is not clear for them. This shows that all students use social reading strategies as they said in the questionnaire response. In question No.8, two (2) of the students said that they have discussed their reading problems with their friends. Whereas, five (5) students have never discussed about their reading strategies problem and read books about reading and reading strategies. From this we can conclude that most of the students have never tried to find their problem as they said in the questionnaire. In question N. 9, all students (7) said that they used additional resources such as dictionary, reference books and guides when they do not understand what they read. Thus, this reveals that all of the students use this reading strategy as they respond in the questionnaire. Concerning question number 10, all students (6) of them said they do not use their own reading strategies that enable them to understand a reading text. However, one (1) of them said that he uses different strategies, but he is not sure whether they are known by others and only used by him. And also, he said that he cannot mention them by name and uses them unconsciously. This indicated that almost all students do not use their own reading strategies as they said in the open ended questionnaire.

Generally, as it was said in the questionnaire response, most of the students use more cognitive (low level thinking and bottom- up strategies), compensation and social reading strategies. In addition, they mostly use extensive and intensive reading techniques which belong to Meta cognitive reading strategies. However, some students usually use Meta cognitive reading strategies.

4.3.2. Teachers' Interview Data Results and Discussions

In question No. 1, from teachers' interview all of them (3) of the interviewed teachers said that they have taught reading strategies to their students in the regular class. They said that mostly they teach reading strategies such as making reference of nouns in the passage by using clues, using prior knowledge and using extensive and intensive reading techniques. Question No. 2, in the teachers' interview, all teachers (3) of them said that there are sections that discuss reading strategies in the student text and syllabus as well. They said that every reading section contains important reading strategies like inferring, referencing, skimming, scanning, guessing, predicting and summarizing materials. Question No. 3, from three teachers (2) of them said that they always motivate or tell them to read more about reading and reading strategies. They also advise students to read books in the libraries to practice other skills. However, one (1) of the teachers said that he rarely helps his students to develop their reading and reading proficiency by advising students to work together and develop their reading proficiency. Thus, this showed that only (2) of them help students to develop their reading strategies and proficiency. Furthermore, question No. 4, all teachers said that they always teach or ask students to read in groups and pair and they said that they teach the other social kinds of readings with cognitive and Meta cognitive reading strategies. Considering this, it can be said that teachers more teach social reading strategies than Meta cognitive reading strategies. Finally, question No. 5, two (2) teachers said that they suggest students reading strategies that enable them to maximize their reading proficiency outside the regular class room. But, only one (1) teacher tried to mention some reading strategies he always suggests to students. For example, reading books which are written by foreign authors and contains reading strategies. From this, it can be concluded that the students are poor in using Meta cognitive reading strategies.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

In this chapter, summary, conclusion and recommendation of the study on assessment of reading strategy awareness and uses in teaching reading of grade 10 students in Arsi Zone Munessa District are presented. The recommendations are hopefully useful for students, teachers, text book designers and policy makers.

5.1. Summary

This study attempted to assess learners' reading strategy awareness and use in teaching reading of grade 10 students at Kersa Secondary Schol. To achieve the objectives of this study, mixed method approach was employed. Questionnaire and semi structured interview were used to collect the appropriate data from the participants of this study. The questionnaire was designed to gather suitable information about learners' reading strategy awareness and use. The responses of the questionnaire and interview were analyzed quantitatively and qualitatively respectively.

The finding of this study is obtained from the response of the questionnaire and semi-structured interview that learners knew and employed different kinds of reading strategy. They knew more and utilized cognitive reading strategies which requires low level thinking and bottom- up processing such as skimming, scanning, repeating a text more than once, using additional resources, breaking down structures in to their component parts, translating the text in to mother tongue language, underlining important points, and referring nouns. Moreover, students employed compensation reading strategies such as guessing meanings of new words using prefixes, suffixes and word order and using clues like title and table of contents and so on. In addition, they used social reading strategies such as asking for clarification and read with other learners to share ideas, understand difficult concepts, learn each other, imitate others reading strategies and find out the main idea of texts. Whereas, from this category, students did not read with more proficient users of the target language usually outside the classroom to improve their reading and reading strategies as well. This implies that learners preferred to read with their friends in the group who have almost equal performance of reading

and language ability rather than working with more proficient users of the language who are not available around them whenever they need help from them.

The responses of the students, also revealed that most of the learners are poor at using some cognitive reading strategies that requires high level thinking and top-down processing such as reasoning out of the meaning of what is read deductively, summarizing what they read, predicting what a passage is about, activating prior knowledge and making inferences (reading beyond the line) and also the result of the questionnaire and semi-structured interview indicated that students are not capable enough in knowing and using meta cognitive reading strategies that successful readers use such as finding out about reading strategies problem, setting goals in order to become proficient enough to read professional materials, monitoring their own reading activities and evaluating their own reading activities, development and proficiency. The above summary does not only mean that learners are poor at employing some cognitive and meta cognitive reading strategies, but it indicated that there are some successful students who know more and use well meta cognitive, high level thinking and top- down reading strategies. In other perspective, the result of this study showed that the students' awareness and use of reading strategies is related to their teachers' reading strategy. The result of teachers' interview revealed that teachers focus in teaching cognitive reading strategies such as referencing nouns, inferring, skimming, scanning, summarizing, predicting, using prior knowledge, and using other materials and also students use social reading strategies more than Meta cognitive reading strategies.

Generally, the finding of the research shows that most of the students know and use some direct reading strategies that are routine and unsuccessful learners use like repeating a passage more than once, translating in to mother tongue language, skimming, scanning and some students who are good readers are aware of and use both direct and indirect reading strategies

5.2. Conclusion

On the basis of the above research findings, the following conclusions were made. It is possible to conclude that knowing and using different kinds of reading strategies that affect

reading directly and indirectly have a crucial benefit to students' understanding of any academic or authentic text.

However, this study confirms that students of this school mostly use routine cognitive reading strategies and compensation reading strategies which affect reading directly. Furthermore, they use some social reading strategies that have an impact on reading indirectly, but Meta cognitive reading strategies which have a great positive impact on reading and academic performance of successful students in the current time is highly ignored. Therefore, it is possible to conclude that the reading strategies students use is not satisfactory in this particular school (Kersa Secondary School) in Arsi Zone.

It is possible to conclude that, in relation to research questions, students are aware of and use different types of reading strategies, they are aware of and use cognitive, compensation and social reading strategies dominantly and their awareness of and use of reading strategies is almost the same; that means, what they said in the reading strategy awareness section was applied in the reading strategy section.

Based on the overall analysis result, it can be concluded that students' reading strategies awareness and use is below an average because of their poor effort in using Meta cognitive reading strategy, teachers' insufficient practice of teaching reading strategies and in adequate coverage of reading strategies' training which gives emphasis to strategies that affect directly and indirectly

5.3. Recommendations

1. Schools should arrange trainings for English teachers on reading strategies and encourage teachers to teach reading skills sections and reading strategies equivalently besides other skills.
2. Text book designers should include different strategies such as reading directly and indirectly and avoid presenting the same pattern of comprehension questions, reading strategies and skills throughout all units.
3. Text book designers need to consider a separate guide or text book for reading strategy training.

4. Curriculum designers should take in to account reading strategy training as a subject that has its own period.
5. Further research should assess why learners and teachers dominantly use and teach some reading strategies respectively.
6. It is also recommended that more research is needed to investigate the similarities and differences between high and low achievers in using reading strategies to arrive at more reliable conclusions.

References

- Afflerbach, P. Pearson, P.D.& Paris, S.G.2008.*Clarifying Differences between Reading Skill and Reading Strategies. The Reading Teacher*, 61(5), pp.364- 373. Dol:10.1595/RT.61.5.1.
- Alliance for Excellent Education (2004). *How to know a good adolescent literacy program when you see one: Quality criteria to consider. Issue of*. Retrieved June 17, 2004, from [http:// www. All 4ed. Org / publication / Issue Briefs. html](http://www.All4ed.Org/publication/IssueBriefs.html)
- Almasi,J.F.2003. *Teaching Strategies Processes in Reading* .New York: Guilford Press.
- Al- Nujad, A. H. (2003). *The relation ship between vocabulary size, reading strategies, and reading comprehension of EFL learners in Saudi Arabia (unpublished doctoral dissertation)*. Oklahoma State University. Still water, OK, USA.
- Atkins, J., Hailom B. and Nuru M. 1995. *Skills Development Methodology –Part 1: Addis Ababa: AAU Press*.
- Barr, Amy D. 2006. *A Descriptive Study of Reading Strategies for Secondary Education in Minnesota. University of Wisconsin- Stout*.
- Bassey, M.1995. *Creating Education through Research: A Global Perspective of Educational Research in the 21st Century*. BERA England: Moor Press.
- Bender, W. (2002). *Differenciating instruction for students with learning disabilities*. Thousand Oaks, CA: Corwin Peerss.
- Beker, W.&Boonkit, K.(2004). *Learning strategies in Reading and Writing; EAP contexts. RELC Journal*, 35(3): 299-328
- Cohen, L.Manion, L. and Morrison,K. 2000. *Research Method in Education (5th ed.)* London : Routledge Farmer.

_____. Cohen, L. Manison, L. and Morrison, K. 2005. *Research Method in Education* (5th ed.) London: Routledge Falmer.

Darabie, M .Y. (2000). *The relation ship between college – level Jordanian students’ meta cognitive awareness strategies and their reading comprehension achievement in English as a foreign language* (unpublished doctoral dissertations. Ohio University, OH, USA.

Fenfang Li. 2009. *A study of English Reading Strategies used by Senior middle School Students*. *Asian Social science*, 6 (10), 184-192, www.ccsenet.org/ass.

Girma G. 1994. *A preliminary Investigation in to the reading Strategies of AAU first Year Students*, Unpublished MA Thesis, Addis Ababa University.

H. K. Keskin. *Impacts of reading meta cognitive strategies and reading studies on school success*. *International Journal of Academic Research*, vol 5, no- 5, pp 312- 317, 2013.

Hossein Tavakoli, 2012. *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Tehran, Iran: RAHNAMA Press.

Hudson, T. 2007. *Teaching Second Language Reading*. Oxford, England: Oxford University Press.

Kinnunen, R., & Vauras, M. 1995. *Comprehension Monitoring and the Level of Comprehension in High and Low – Achieving Primary School Children’s Reading*. *Learning and Instruction*, 5(2), 142-165, [http://dx.doi.org/10.1016/0959-4752\(95\)00009-R](http://dx.doi.org/10.1016/0959-4752(95)00009-R).

Mangubhai, F. (1990). *Towards a taxonomy of strategies used by ESL readers of varying proficiencies while doing close exercises*. *Australian Journal of Reading* 13 (2), 128- 139.

Mebratu Mulatu .2014. *Cognitive Reading Strategy Training and Its Effects on EFL Learners’ Comprehension Skills*. *International Journal of Research (IJR)* Vol-1, Issue-4, May 2014 Issn 2348-6848

Mengesha Fantahun, 2003. *Investigating Reading Strategies Used and Factors Affecting Them*. Unpublished MA Thesis.

- Mokhtari, K., & Reichard, C.A. 2002. *Assessing Students' Metacognitive Awareness of Reading Strategies*. *Journal of Education Psychology*, 94(2), 249-259. <http://dx.doi.org/10.1037/0022-0663.94.2.249>.
- Nasrah, M. I & Tha'er, I.T. 2014. *Effective of a Metacognitive Reading Strategies Program for Improving Low Achieving EFL Readers*. *International Education*. 1913-9020 E-ISSN 1913-9039. <http://dx.doi.org/10.5539/ies.V8n1p71>.
- Negash Getachew, 2008. *A Comparative Study of the Methods of Teaching Reading Employed by the Televised Teacher and the Classroom Teacher*. Unpublished MA Thesis, Addis Ababa University.
- Neuman, W. L. 2003. *Social Research Methods: Qualitative and Quantitative Approaches* (5th ed.). Boston: Allyn and Bacon
- Nuttall, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Book Ltd.
- Pinar, U. 2005. *Successful and Unsuccessful Readers' Use of Reading Strategies*. Unpublished MA Thesis. Ankara, Bilkent University.
- Richard, J. C. and Lockhart, H. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge : Cambridge University Press.
- Rose, H. 2012. *Language Learning: Where Do We GO from Here? Studies in Self –Access Learning Journal*, 3(2), 137 – 148.
- Samulel M. 2011. *Factors that Affecting Students' Reading Comprehension in Two Government High School*. Unpublished MA Thesis, Addis Ababa University.
- Sarantakos, S. 2005. *Social Research*. (3rd ed.) . Melbourne: Macmillan Education.
- Schmitt, N. (1997). *Language Learning Strategies. In Reading : Description, Acquisition and Pedagogy*. Cambridge : Cambridge University Press.

- Shokrpour,N.,& Fotovatian,S.2009. *The Effects of Consciousness Raising on Metacognitive Strategies on EFL Students' Reading Comprehension .ITL International Journal of Applied Linguistics*, 3,221-245.
- Singh Y.K.(2006) *Fundamental of Research Methodology and Statistics*. New age international Publishers: New Dalhi.
- Song, M. J. (1999). *Reading strategies and second language reading ability: The magnitude of the relation ship*. *English Teaching*, 54 (3), 73-95.
- Wen, Q.F.2003. *The Successful Way of Learning English*. Shanghai: Shanghai Foreign Language Education Press.
- Young, C., & Yokes, S.F.2001.*Learner Diaries as a Tool to Heighten Chinese Students' Metacognitive Awareness of English Learning Reflections on English Language Teaching*, 1,125-138.

APPENDICES

APPENDIX A

Students' Questionnaire

Dear students, first of all, I would like to thank you for your participation in this study. I am a post graduate at the University of Adama and I am conducting research for my thesis. The purpose of this study is to assess learners' reading strategy awareness and use in teaching reading with regard to grade ten students. This questionnaire is not looking for 'right' or 'wrong' answers, but is searching in English. Therefore, you are kindly requested to reflect on your experience of reading strategies.

Your answers to the questions should be based on what you practically do when you read texts for different purposes. Remember that your answers are based on what you wish you could have done or should have been. The worth of the study completely depends on how true and Factual answer you provide in terms of what you know and do with regard to reading strategy. I like to stress that information you provide is completely confidential used by the researcher only. For the matter, you do not have to write your name.

Thanks again for contribution of your time and effort to fill the questionnaire!

PART I: Personal Information

DIRECTIONS: Please put a ☒ mark in the box and complete the blank spaces with the right information.

Sex : Female ☐ Male ☐

School : _____, Grade and section : _____

PART II: Reading Strategies Awareness Questionnaire

DIRECTIONS: The following are lists of statements that will help you to identify your reading strategies awareness based on internationally accepted reading strategies of Oxford. Please read each statement and rate your reading strategy awareness according to the scale below by putting a (✓) mark under the number that best shows your awareness.

Note: 1. Not aware 2. Not sure 3. Less aware 4. Aware 5. Well aware

A. READING STRATEGIES THAT AFFECT READING DIRECTLY

No	Items	Responses				
	Statements (cognitive reading strategies)	1	2	3	4	5
1	Repeating reading a passage more than once to understand it.					
2	Practicing the target language in an authentic way for reading comprehension.					
3	Scanning reading material quickly to locate specific information.					
4	Skimming reading material in order to get the gist of it.					
5	Using resources additional to the text.					
6	Reasoning out the meaning of what is read deductively.					
7	Analyzing expressions by breaking them down in to their component parts.					
8	Translating what you read in the target language in to your mother tongue.					
9	Taking note by considering the main idea or specific points.					
10	Summarizing what you read.					
11	Highlighting important information in a passage.					
12	Predicting what a passage is about.					
13	Activating prior knowledge.					
14	Referencing.					
15	Making inferences.					
16	Over viewing headings, sub headings and summaries.					
No	Statements (Compensation reading Strategies)	1	2	3	4	5
1	Using linguistic clues like prefixes, suffixes, word order, etc.					
2	Using other clues like title, table of contents, preface, etc.					

B. READING STRATEGIES THAT SUPPORT READING INDIRECTLY

No	Items	Responses				
		1	2	3	4	5
1	Finding out language learning problems.					
2	Organizing language learning note book for new target language expressions and structures.					
3	Setting goals in order to become proficient enough to read professional materials.					
4	Identifying the purpose of reading tasks.					
5	Planning for reading tasks.					
6	Seeking reading practice opportunities.					
7	Monitoring your own reading activities.					
8	Evaluating your own reading activities, development and proficiency.					
No	Statements (Social Reading Strategies)	1	2	3	4	5
1	Asking for clarification/ verification.					
2	Cooperating with peers in reading texts.					
3	Cooperating with more proficient readers.					

PART II: Reading Strategies Use Questionnaire

DIRECTIONS: This questionnaire is designed to find out the reading strategies you use during reading texts for different purposes. Please read the following statement and then answer in terms of how well the statement describes your genuine experience about reading strategy use. Rate your reading strategy use according to the scale below by putting a (√) mark under the number that best shows your reading strategy use.

Note : 1. Never 2. Rarely 3. Occasionally 4. Frequently 5. Always

A. READING STRATEGIES THAT AFFECT READING DIRECTLY

No	Items	Responses				
	Statements (cognitive reading strategies)	1	2	3	4	5
1	I read a passage more than once to understand to completely each time for different purposes to get the main idea, to read for detail.					
2	I use the target language in an authentic way for reading comprehension (e.g. by reading newspapers, magazines, etc in the target language).					
3	I go through reading material in order to get the gist of it.					
4	I go through reading material quickly to locate specific information.					
5	I use resources additional to the text to find out the meaning of what is read in the target language.					
6	I derive hypotheses about the meaning of what is read by applying general rules, already knows, which is top- down, strategy is leading from general to specific.					
7	I find the meaning of a new expression, word phrase, complex sentence or even paragraph by breaking it down in to its component parts.					
8	I translate what I read in to my mother tongue language.					
9	I write down the main idea or specific points.					
10	I summarize the text by a condensed, shorter version of the original language.					
11	I use a variety of emphasis techniques such as underlining, starring or color coding to focus on important information in a passage.					
12	I predict what the passage is about.					
13	I relate the content of a passage to one's prior knowledge.					
14	I make references and use tables, pictures and charts.					

15	I infer the less explicitly stated idea of the writer using the context and the prior knowledge.					
16	I read headings, sub headings and summaries.					
No	Statements (Compensation Reading Strategies)	1	2	3	4	5
1	I guess meanings using previously gained knowledge of the target language such as prefixes, suffixes, word order, etc.					
2	I seek and use clues that are language based (e.g. title, table of contents, preface, etc).					

Please, feel free to inform which reading strategy you use more out of the above two categories, when do you use them and for what purpose?

B. READING STRATEGIES THAT SUPPORT READING INDIRECTLY

No	Items	Responses				
	Statements (Meta cognitive Reading Strategies)	1	2	3	4	5
1	I talk about my language learning problems and read books about language learning to know how I can learn language.					
2	I keep a language learning note book for writing down new target language expressions, words and structures I find while reading.					
3	I set goals in order to become proficient enough to read professional materials, to read magazines or newspapers for pleasure or in general or reach a superior reading proficiency level.					
4	I identify a support for reading something in the light of the situation and the type of the material (i.e reading a longer text for pleasure (extensive reading) or in detail (intensive reading).					

5	I seek out or create opportunities for practice, reading materials other than those required for study in class.					
6	I guess about what will come next, correct any misinterpretation as the reader moves ahead, check or not whether the meaning of a text is correctly understood, and correct in accurate guesses.					
7	I assess my reading proficiency in a variety of ways, consider whether or not my comprehension is accurate at a given point, and estimate whether my reading speed has improved.					
No	(Social Reading Strategies)	1	2	3	4	5
1	I ask for clarification /verification.					
2	I work together with other learners on an activity with a common goal (e.g sharing parts of a story to read and then figuring out the entire story through a process of negotiating and cooperating difficult concepts from a given Statements text, and finding out the main idea of texts together etc).					
3	I work with more proficient users of the target language , usually outside of the language classroom.					

Please, inform me which reading strategy you use more out of the above two categories to facilitate your reading. Why?

List and explain if there are other strategies enable you to control and direct your own cognitive process to maximize reading._____

APPENDIX B

Afan Oromo Version of students Questionnaire

Bargaaffii Barattootaan Guutamu

Jaalatamtoota Barattootaa,

Hunda dura qorannoo kana keessatti hirmaachuu keessaniif isin galateeffachuun barbaada. Ani yuunivarsitii Adaamaatti eeb-booddeef (post graduate) qo'annoo waraqaa eebbaa hojjachaa jiruudha. Kaayyoon waraqaa kanaas, barattoota kutaa 10ffaa yeroo ammaa dubbisuu barsiisuu ka'umsa godhachuun, malaa fi itti fayyadama dubbisuu barattootaa ilaaluufiidha. Deebiinbargaaffii kanaa 'sirriidha'ykn 'sirrii miti' jechuuf osoo hin ta'iin, yeroo Ingliffa dubbistan mala dubbisuu isa kamiitti akka dhimma baatan beekuufiidha. Kanaafuu, muuxannoo dubbisuu keessaniif tooftaawwan dubbisuu akka naaf eertan kabjaanan isin gaafadha.

Bargaaffii gaafatamtaniif deebiiwwan isin kennitan, barreeffamoota, kaayyoowwan adda addaatiif yeroo dubbifan sirriitti wantoota raawwattan irratti hundaa'uu qaba. Yaadadha, deebiiwwan isin kennitan waan isin raawwattan irratti kan bu'uureeffate malee, hiriyyoonni keessan waan raawwatan irratti, isin waan gochuu haawwatan ykn utuu ta'ee kan jedhu irratti kan bu'uureeffate ta'uu hin qabu. Guutumaan guutuutti faayidaa qo'annichaa isin waan beektaniif waan itti fayyadamtaniif tooftaawwan dubbisuu ilaalchiisee deebii dhugaa fi sirrii isin kennitan irratti hundaa'a. Ragaan isin kennitan iccitiidhaankan qabamuu fi galtee qo'nnoo kanaa qofaaf akka ta'e isinii mirkaneessuun barbaada. Kanaafuu, maqaa keessan barreessuun barbaachisaa miti.

Kanaaf yeroo keessan aarsaa gootanii bargaaffii kana naaf guutuu keessaniif irra deebi'een isin galateeffdha.

Kutaa I: Odeeffannoo Dhuunfaa

Qajeelfama: Saanduqa qophaa'e keessatti bakka si ilaallatuutti mallattoo (✓) fi bakka duwwaa kennameetti odeeffannoo sirrii guuta.

Saala : Dubara ☐ Dhiira ☐

Mana Barumsa : _____ Kutaa fi daree : _____

Kutaa II: Bargaaffii hubannoo tooftaawwan dubbisuu

Qajeelfama : Himoonni armaan gadiitti tarreeffaman dubbisa Oxford, adduunyaa (1990) irratti fudhtamuummaa argatan yoo ta'an, isin mala hubannoo dubbisuu keessanii akka baafattan kan godhaniidha. Himoota tokko tokkoon dubbiisuun safartoota armaan gadii irratti hundaa'uun mallattoo (✓) lakkoofsa yaada keessan agarsiisuu jala kaa'uudhaan agarsiisaa.

Yaadadha :

1. Hubannoo hin qabu
2. Nan shakka
3. Hanga tokko hubannoo qaba
4. Hubannoo qaba .
5. Sirriitti hubannoo qaba

A. Tooftaawwan dubbisuu kallattiidhaan dubbisa irratti dhiibbaa kan geessisan

T.L	Gosoota bargaaffii	Deebiiwwan				
	Himoota (tooftaawwan duubbissa adeemsa yaadaa waliin walitti dhufeenya qaban)	1	2	3	4	5
1	Dubbisa hubachuuf yeroo tokko ol irra deebi'uun dubbisuu.					
2	Dubbisa hubachuuf, gosa afaan itti fayyadamtu al-idilee (fkn: gaazeexaa, barruulee fi kkf dubbisuu) karaa ta'een shaakaluu.					
3	Waliigalaan yaada barreeffamichaa argachuuf bifa sakattaan barreeffamicha saffisaan dubbisuu.					
4	Ragaa murtaawaa argachuuf barreeffamicha saffisaan ilaaluu.					
5	Barreeffamichaan alatti wabiilee mata-durichaan walitti dhufeenyaa qaban fayyadamuu.					
6	Hiikkaa barreeffama dubbiffamee ergaa waliigalaa irraa ka'uun (irra keessaa gara jalaatti jechuun walii gala irraa xiqqaatti) sirrummaa isaa agarsiisuu.					

7	Iechoota ykn jechoota keenya kutaalee xiqqaa irraa ijaaramaniitti kukkutuun ibsuu.					
8	Afaan ittiin dubbifameerraa gara afaan ofiitti jijjiiruu.					
9	Yaada walii gala qabxiwwan xixiqqaa dubbisa keessa jiran tilmaama keessa galchuun yaadannoo fudhachuu.					
10	Wanta dubbisaniif yaada goolabaa kennuu.					
11	Tooftaawwan adda addaa fayyadamuun ragaalee ykn qabxiilee faayidaa qaban dubbisicha keessaa mul'isanii agarsiisuu.					
12	Dubbisichi waa'ee maalii akka ta'e tilmaamuu.					
13	Mata- duree dubbisichaa irratti beekumsa duraan qabnu yeroo dubbisaatti fayyadamuu.					
14	Jechoota ykn gaaleewwan murteessoo dubbisicha hubachuuf gargaaramnu ,fkn Maqaa Caalaa jedhu isa , kan isaa fi akka bakka bu'aniitti.					
15	Yaadolee barreeffamaa sirriitti hin ibsamin beekumsa duraanii ykn galumsa fayyadamuudhaan xummuruu.					
16	Mata- dureewwan, goolabdootaa fi mata- dureewwan xixiqqaa adda baasuu.					

T.L	Gosootaa bargaaffii	Deebiiwwan				
	Himoota (tooftaawwan duubbisaa adeemsa dubbisa keetii too'atan)	1	2	3	4	5
1.	Rakkoowwan afaan barachuu beekuu.					
2.	Ibsootaa fi ijaarsa kaayyoo afaan irratti xiyyeeffatamee fi dabtara afaan irratti baratamu qopheessuu.					
3.	Dubbisa barreeffamoota sadarkaa isaanii eeggatan ta'uuf galtee qopheessuu.					
4.	Kaayyoo gilgaalota dubbisaa adda baasuu.					
5.	Gilgaalota dubbisaa hojjachuuf karoorsuu.					
6.	Carra dubbisa shaakaluu mijeessuu.					
7.	Hojiirra oolmaa dubbisa mataa ofii too'achuu.					
8.	Hojiirra oolmaa dubbisa mataa ofii too'achuu, guddinaa fi dandeettii gamaaggamuu.					
T/L	Himoota (tooftaawwan dubbisa gamtaa)	1	2	3	4	5
1.	Akka nuuf galuuf ykn mirkaneeffachuuf gaafachuu.					
2.	Hiriiyoota isanii waliin ta'uun barreeffamoota dubbisuu.					
3.	Dubbistoota dandeettii qaban waliin taa'uu.					

Kutaa III : Bargaaffii itti fayyadama tooftaawwan dubbisaa

Qajeelfama : Bargaaffiin kun barreeffamoota kaayyoowwan adda addaatiif yeroodubbifan tooftaawwan dubbisa itti dhimma baatan adda baasuun beekuuf kan qophaa'eedha. Himoota armaan gadii dubbisuun itti fayyadama tooftaa dubbisuu keessanii himoota hagamtu muuxannoo keessan isa dhugaa akka ibsan ka'umsa godhachuun deebisaa. Safartoota armaan gadiitti kaa'amaan ka'umsa godhachuun mala dubbisuu itti dhimma baatan caalmaatti kan agarsiisuu filachuuf mallattoo kanatti (√) dhimma bahuun lakkoofsa kenname jalatti agarssisa.

T.L	Gosoota bargaaffii	Deebiiwwan				
		1	2	3	4	5
1	Dubbisa tokko hubachuuf yaada ijoo isaa argachuu fi gadi fageenyaan dubbisuuf si'a tokko oliin dubbisa.					
2	Afaan, dubbisa hubachuuf itti gargaaramnu haala al- idilee ta'eenan itti gargaarama (fkn, barruulee fi kkf dubbisuun)					
3	Yaada waliigalaa dubbisichaa argachuuf, sakattaanan dubbisicha dubbisa.					
4	Ragaalee xixiqqaa dubbisichaa argachuuf, saffisaanan dubbisicha dubbisa.					
5	Afaan kennameen dubbisee hiika isaa argachuuf, barreeffamichaan alatti wabiilee dabalataan dubbisa.					
6	Seera waliigalaa al- tokko ol gadiitti jechuun yaada bal'aa irraa gara isa xiqqaatti hojiitti hiikuudhaan hiika barreeffama dubbiffamee yaada tilmaamaan maddsiisa.					
7	Ibsa haaraa, gaalee, hima wal- xaxaa ykn keeyyata kutaalee xixiqqaatti qoruun hiika isaa barbaada.					
8	Waanan dubbise gara afaan tokkoffaa kootitiin hiikadha.					
9	Yaada ijoo ykn qabxiilee xixiqqaa ni barreessa.					
10	Dubbisa guddicha, ibsa gabaabaa fi waliigalaa ta'eenan xummuura.					

11	Ragaalee ijoo dubbisicha keessa jiran irratti xiyyeeffannoo gochuuf tooftaawwan agarsiiftoota akka sararaa, mallattoo, bocaa fi kkf ittin fayyadama.					
12	Dubbisichi waa'ee maaliyakka ta'e nan tilmaama.					
13	Mat- duree dubbisichaa beekumsan armaan dura qabuunan wal-qabsiisa.					

Yaadadha : 1. Gonkuma 2. Hanga tokko 3. Yeroo tokko tokko 4. Irra deddeebi'ee 5. Yeroo hundumaa

14	Bakka bu'oota, gabateewwan, fakkiiwwanii fi chaartiiwwan dubbisichaa hubachuuf ittin fayyadama.					
15	Yaada barreeffamichaa ifatti hin kaa'amne beekumsa koo duraa fi galumsa fayyadamee xummurasaan kenna.					
16	Mata-dureewwan, yaadoota goolabaa fi mata-dureewwan xixiqqaa nan dubbisa.					

T.L	Himoota (tooftaawwan dubbisaa yaada deeggruu danda'an)	1	2	3	4	5
1	Beekumsa dursee argameerraa agarsiiftoota afaanii kan akka dham-jechaduraa, dham-jecha boodaa, wa-duraa duuba jechootaa fi kkf fayyadamuudhaan hiika jechootaa ni tilmaama.					
2	Agarsiiftoota afaanichaa bu'uureeffatan (Fkn : mata-duree, baafata, seensaa fi kkf) nan barbaadas nan fayyadamas.					

Mala dubbisa armaan olitti kaa'ameen lamaan keessaa ati isa kamitti akka fayyadamtu bilisa ta'ii ragaa kee kenni yoomii fi kaayyoo maaliitiif itti fayyadamta?

B. Tooftaawwan dubbisaa karaa naannawaadhaan dubbisa deeggaran

TL	Gosoota bargaaaffii	Deebiiwwan				
	Himoota (tooftaawwan duubbisaa adeemsa dubbisa keetii too'atan)	1	2	3	4	5
1	Dhimma rakkoolee afaan koo barachuu ni mari'adha, akkasumas afaan barachuun akkamitti akka danda'amu beekuuf, kitaabilee waa'ee afaan barachuu odeessan ni dubbisa.					
2	Wantoota haaraa yeroon dubbisu kanan argadhu ibsoota afaanii (jechamoota), jechootaa fi ijaarsaawwan bareessuuf dabtara barnoota afaanii ni qopheessa.					
3	Dubbisa barreeffamoota sadarkaa isaanii eeggatan ta'uuf barruulee ykn galaalchoota gammachuuf ykn dhimma waliigalaa dubbisuuf ykn dandeettii dubbisaa sadarkaa ol-aanaarraan gahuuf galteen qopheessa.					
4	Dubbisa tokko dubbisuuf haalaa fi gosa barreeffamichaa tilmaama keessa galchuun kaayyoo isaa adda baaseen (kana jechuun dubbisa dheeraa gammachuuf dubbisuu barbaadan qayyabannoof dubbisuu)					
5	Amala waliigala gilgaalaa addaan baasa, gilgaalli dubbisanii jechoota garaagaraa akkan beekuu fi hubadhu kan barbaadu ta'uu fi ta'uu dhiisuu isaa nan qora. Akkasumas barreeffamni jechootan barbaadu qabaachuu fi dhiisuu isaa tilmaama keessan galcha.					
6	Dhimma dubbisichaa keessatti of-afuutti dhuunfaan ni tilmaama dubbisicha yeroon dubbisaa jirutti hiika dogonggoraa kamiillee nan sirreessa. Hiikni dubbisichaa sirrii akka ta'utti nan sakatta'a.Akkasumas tilmaamota sirrii hin taane ni sorora.					
7	Dandeettii dubbisuu koo karaa hedduunan sakatta'a.Dubbisa hubachuu koo sadarkaa ta'een fudhatama qabaachuu ykn dhabuu tilmaama keessan galcha.Akkasumas saffisni dubbisa kootii fooyya'uu ykn fooyya'uu dhabuu ni tilmaama.					

T.L	Himoota (tooftaawwan dubbisa gamtaa)	1	2	3	4	5
1	Ifa akk naaaf ta'uuf ykn mirkaneeffachuuf ni gaafadha.					
2	Barattoota warra kaan waliin wal-ta'uu fi kaayyoo waliinitiif hojii irra oolmaa dubbisaa raawwachuu (fkn : kutaalee seenichaa dubbisuuf hirmaachuu fi wal-ta'uun miira waliigalteetiin waliigala seenichaa sakatta'uu, dubbisa kennameerraa yaada rakkoo gaafachuun akkasumas yaada ijoo dubbisichaa waliin barbaaduu.					
3	Irra caalaa namoota dandeettii itti fayyadamtoota afaan kaayyeeffamee waliin yeroo baay'ee kutaa barnootaatiin alatti waliinan dubbisa (hojjadha)					

Dubbisa kee si'eessuuf mala dubbisaa armaan olitti kaa'aman lamaan keessaa ati isa kamitti caalmaatti akka fayyadamtu ibsi. Maaliif ?

Dandeettii dubbisaa kee gudiffachuuf tooftaawwan dubbisaa biroo adeemsa yaaduu keetii too'achuu fi qajeelchuu danda'an yoo jiraatan tarreessi akkasumas ibsi.

APPENDIX C

A semi structured Interview for Students

Dear students, first of all I would like to extend my thanks to you who are writing to come here and participate on this interview. This interview is designed to assess learners' reading strategy awareness and use with regard to grade ten students. Therefore, you are kindly requested to participate without any fear in the interview and provide me with helpful information for my research work.

I would like to inform you that any information will be kept confident.

Interview Questions

1. Have you ever learnt about reading strategies? If you say 'yes', what kinds of reading strategy do you know about?
2. Do you know about reading strategies that enable you to comprehend a text? If you say 'yes', what are they?
3. Do you know about reading strategies that support your reading success indirectly? If your answer is 'yes', what are they?
4. Do you use different kinds of reading strategies when you encounter difficulties in understanding a text? If you use, what are they?
5. What do you do to maximize your reading proficiency?
6. Do you use different kinds of reading strategies for different reading purposes?
7. Have you ever read a text with your friends? Why?
8. Have you ever discussed your reading problem with others and read books about reading and reading strategies to be proficient enough in reading? If you did, what did you learn out of it?
9. Have you ever use resources additional to the text that you read? If you say 'yes', why?
10. Do you use your own reading strategies that enable you to understand a reading text? What are they?

APPENDIX D

A semi structured Interview for Teachers

Dear Teachers, first of all I would like to express my thanks to you who are willing to participate on this interview. This interview is designed to assess learners' reading strategy awareness and use in teaching reading with regard to grade ten students. Therefore, you are kindly requested to participate in the interview and provide me with helpful information for my research work.

Thanks again for your contribution!

Interview Questions

1. Have you ever taught reading strategies to your students in the regular class? If you say 'yes', what kinds of reading strategies have you taught?
2. Are there sections that discuss reading strategies in the student text and syllabus?
3. How much do you help your students to develop their reading strategies and reading proficiency?
4. Do you teach your students reading strategies that support their reading success indirectly? If you say 'yes', what are they?
5. Do you suggest students reading strategies that enable them to maximize their reading proficiency outside the regular classroom?

APPENDIX E
Afan Oromo Version of Students Interview
Jaalatamtoota Barattootaa

Hunda dura asitti argamuu fi gaaffii kana irratti hayyamamoo taatanii hirmaachuu keessaniif galanni koo guddaadha. Gaaffiin kun kan qophaa'e barattoota kutaa 10ffaa yeroo amma dubbisa barsiisu ka'umsa godhatee, mala dubbisa barattootaa fi itti fayyadama isaa ilaaluufiidha. Kanaafuu, soda tokko malee gaaffii kana irratti hirmaachuu fi raga qo'annichaaf barbaachiisaa ta'e akka naaf kennitan kabajaadhaan isin gaafadha.

Ragaan kamiillee iccitiidhaan akka qabamu isin hubachiisuun barbaada.

Deeggarsa keessaniif irra deebi'een isin galateeffadha.

Gaaffiilee afaanii

1. Tooftaawwan dubbisaa barattootaa beektaa? Deebiin kee ' eeyyee ' yoo ta'e, tooftaawwan dubbisaa akkamiifaa beektaa?
2. Tooftaawwan dubbisaa barreeffama tokko akka hubattuuf si gargaaran ni beektaa? Deebiin kee' eeyyee ' yoo ta'e, maal fa'i?
3. Tooftaawwan dubbisaa karaa naannawaadhaan milkaa'ina dubbisuu keetii deeggaran ni beektaa? Deebiin kee ' eeyyee ' yoo ta'e maal fa'i?
4. Dubbisa tokko hubachuuf haalli rakkisaa ta'e yeroo si mudatu, tooftaawwan gosoota dubbisaa garaagaraa ni fayyadamtaa? Yoo fayyadamte maal fa'i?
5. Dandeettii dubbisuu keetii guddiffachuuf maal goota?
6. Kaayyoowwan dubbisaa adda addaatiif tooftaawwan dubbisaa adda addaa ni fayyadamtaa? Yoo fayyadamte kaayyoowwan dubbisaa fi tooftaawwan dubbisaa maal fa'i?
7. Hiriyyoota kee waliin barreeffama tokko dubbistee beektaa? Maaliif?
8. Dubbisaa dandeettii qabu ta'uuf barattoota biroo waliin waa'ee rakkoowwan dubbisa keetii mari'atee fi kitaabilee tooftaawwan dubbisuu dubbistee beektaa? Yoo dubbistee jirta ta'e maal fa'i?
9. Barreeffama dubbifteef wabiilee dabalataa gargaaramtee beektaa? Deebiin kee ' eeyyee ' yoo ta'e, maaliif?
10. Barreeffama tokko hubachuuf kan si gargaaru tooftaawwan dubbisaa mataa keetii ni fayyadamtaa? maal fa'i?

APPENDIX F

Afan Oromo Version of Students Group discussion

Jaalatamtoota Barattootaa

Hunda dura asitti argamuu fi gaaffii kana irratti hirmaachuu keessaniif galanni koo guddaadha. Gaafiin kun kan qophaa'e barattoota kutaa 10ffaa yeroo ammaa barsiisu ka'umsa godhatee, mala dubbisa barattootaa fi itti fayyadama isaa ilaaluufiidaha. Kanaafuu, sodaa tokko malee, gaaffii kana irratti hirmaachuu fi iddoo qo'annichaaf akka naaf kennitan kabajaadhaan ni gaafadha.

Gaaffiilee Marii Garee

1. Tooftaawwan dubbisa barattee jirtaa? Barattee jirta yoo ta'e, tooftaawwan dubbisaa akkamiifa beektaa?
2. Dandeettii dubbisaa keetii guddifachuuf maal goota?
3. Marii garee kee keessatti, tooftaawwan gosoota dubbisaa garaagaraa ni fayyadamtaa? Yoo fayyadamte maal fa'i?
4. Tooftaawwan dubbisaa karaa naannawaadhaan milkaa'na dubbisuu keetii deeggaran ni beektaa? Deebiin kee 'eeyyee' yoo ta'e maal fa'i?
5. Dubbisa tokko hubahuuf haalli rakkisaa ta'e yeroo si mudatu, tooftaawwan gosoota dubbisaa garaagaraa ni fayyadamtaa? Yoo fayyadamte maal fa'i?

APPENDIX G

Interview Transcription of Sample Students

T: Have you ever learnt about reading strategies? If you say ‘ yes ‘, what kinds of reading strategies do you know about?

S: Yes, I have. For example I have learnt about skimming, scanning, intensive reading and extensive reading techniques, referencing and so on.

T: Do you know some reading strategies that enable you to comprehend a text? If you say ‘yes’,What are they?

S: Of course, I know some reading strategies which help me to understand a passage. For example skimming, scanning and repeating a passage more than once.

T: Do you know about reading strategies that support your reading success indirectly? If your answer is ‘yes’, what are they?

S: Yes, I know different kinds of reading strategies that support my reading success indirectly such as reading with my friends, using any opportunities to practice reading.

T: Do you use different kinds of reading strategies when you encounter difficulties in understanding a text? If you use, what are they?

S: Yes. To maximize difficulties on exam or whenever I read a text , I use different methods such as referring, guessing etc.

T: What do you do to maximize your reading proficiency?

S: In order to improve my reading proficiency, I use different methods such as reading different books which are written by foreign authors.

T: Do you use different kinds of reading strategies for different reading purposes? If you use, what are the reading purposes?

S: I have to use different methods for different purpose. For example If I read novel that is for the sake of enjoyment.

T: Have you ever read a text with your friends? Why?

S: Yes, I have. I have read because in order to share different ideas and ask for clarification.

T: Have you ever discussed your reading problem with others and read about reading and reading strategies to be proficient enough in reading? If you did, what did you learn out of it?

S: I have never read about reading strategies, but I have discussed about my reading problem with my friends.

T: Have you ever used resources additional to the text you read? If you say ‘yes’, Why?

S: Yes, I have. For example I have used a dictionary which is written in Amharic and Afan Oromo in order to translate words which are difficult.

T: Do you use your own reading strategies that enable you to understand a reading text? What are they?

S: Yes, I use. For example, reading a text by relating with my own prior experience.

APPENDIX H

Afan Oromo Sample Transcription of Students' Interview

Barsiisaa : Malaawwan dubbisaa baratee jirtaa?

Barataa : Eeyyee.

Barsiisaa : Maal fa'a?

Barataa : Malaawwan dubbisaa keeyyata tokko haala ittiin dubbisee hubachuu danda'u keessaa tokko keeyyata sana keessatti irra deebi'uun yeroo lamaa fi sana oli dubbisuudhaan keeyyata sana hubachuuf yaalii ni godha.

Barsiisaa : Tolee gaaffiin itti aanu malaawwan dubbisaa barreeffama tokko akka hubattuuf si gargaaran beektaa?

Barataa : Eeyyeen.

Barsiisaa : Maal fa'a beektaa?

Barataa : Inni tokkoffaa barreeffamicha keenname irra deebi'ee dubbisuu inni lammaffaa immoo hima ijoo barreeffama kennamee sana adda baasuun ergaa barreeffamichaa hubachuuf yaalii godha.

Barsiisaa : Tolee gaaffiin inni itti aanu, malaawwan dubbisaa karaa naannaawaadhaan hima dubbisuu keetiif si deeggaran ni beektaa?

Barataa : Eeyyen. Akka yaada kiiyaatti karaa naannaawaadhaan malaawwan dubbisa sana hubachuuf na gargaaran keessaa tokko hima ijoo akkuma jirutti ilaaluun adda baasuudha.

Barsiisaa : Tolee, gaaffiin itti aanu dubbisa tokko hubachuuf haalli rakkisaa ta'e yoo si mudatu, malaawwan dubbisaa ni fayyadamtaa?

Barataa : Eeyyeen ni fayyadama. Fakkeenyaaf yeroo lamaa sadiirra deebi'uun dubbisuu.

Barsiisaa : Gaaffiin itti aanu, dandeettii dubbisuu keetii guddiffachuuf ykn fooyyeeffachuuf maal goota?

Barataa : Dandeettii dubbisuu kiyya fooyyeeffachuuf barreeffama kamiyyuu irra deebi'uun dubbisuun hubachuuf yaalii godha.

Barsiisaa : Tolee, gaaffiin itti aanu kaayyoowwan dubbisaa adda addaatiif malaawwan dubbisaa adda addaa ni fayyadamtaa?

Barataa : Eeyyeen, ni fayyadama. Kunis kan ta'u barreeffamni tokko kan hubatamu haala salphaanii fi haala rakkisaa ta'een hubatamuu waan danda'uuf kaayyoo irratti hundaa'uun dirqama ta'a jechuu dha.

Barsiisaa : Hiriyyoota kee waliin barreeffama dubbistee beektaa?

Barataa : Eeyyeen, dubbisee ni beeka.

Barsiisaa : Maaliif?

Barataa : Sababni isaa namni akkuma bifaa fi amalaan garaagara ta'e dandeettii garaagra waan qabuuf kaayyoowwan keenyas garaagara. Kanaafuu, garaagarummaa kana wal- simsiisuun barreeffama kenname karaa salphaa ta'een hubachuun waan danda'amuuf.

Barsiisaa : Dubbistoota dandeettii qabu ta'uuf barattoota waliin waa'ee rakkoowwan dubbisuu mari'atee beektaa?

Barataa : Eeyyeen, mari'adhee ni beeka. Kunis yeroo barreeffama tokko dubbisuun hubachuu dadhabe, barattoota waliin mari'achuun kan jiruudha.

Barsiisaa : Barreeffamoota dubbisteef wabiilee dabalataa gargaaramtee beektaa?

Barataa : Eeyyeen. Fakkeenyaaf dubbisa Afaan Oromoo yeroo dubbisu kitaaba ' QORSA ' jedhuutti fayyadamee jira.

Barsiisaa : Barreeffama tokko hubachuuf kan si gargaaru malaawwan dubbisaa mataa keetii ni fayyadamtaa?

Barataa : Eeyyeen, ni fayyadama. Fakkeenyaaf mata-duree irratti hundaa’uun muuxannoo armaan dura qabuun wal-simsiisuun dubbisuuf yaaluu.

Barsiisaa : Tolee odeeffannoo naaf kenniteef ammallee irra deebi’een si galateeffadha.

APPENDIX I

Afanan Oromo Sample Transcription of Students' Focused Group Discussion

Barsiisaa : Tooftaawwan dubbisaa baattanii jirtu? Barattanii jirtu yoo ta'e, tooftaawwan dubbisaa akkamiifaa beektuu?

Barattoota : Eeyyeen barannee jirra. Callisaan dubbisuu, yaadannoo qabachaa dubbisuu fi hiriyyoota waliin dubbisuudha.

Barsiisaa : Dandeettii dubbisaa keessanii guddiffachuuf maal gootu?

Barattoota : Kitaabilee wabii garaagaraa dubbisuu, irra deebi'anii dubbisuu fi kkf.

Barsiisaa : Marii garee keessatti, tooftaawwan gosoota dubbisaa garaagaraa ni fayyadamtu? yoo fayyadamtan ta'e maal fa'i?

Barattoota : Eeyyee. Tooftaawwan armaan olitti gaaffii tokkoffaaf fayyadamne maqaa dhahuun ni danda'ma.

Barsiisaa : Tooftaawwan dubbisaa karaa naannwaadhaan milkaa'na dubbisuu keessanii deeggaran ni beektu ? Deebiin keessan eeyyeen yoo ta'e maal fa'i ?

Barattoota : Iddoo mijaawaa filachuu, naamusa dubbisuu beekuu fi dabaree walii keennuudha.

Barsiisaa : Dubbisa tokko hubachuuf haalli rakkisaa ta'e yeroo si muudatu, tooftaawwan gosoota dubbisaa garaagaraa ni fayyadamtu? Yoo fayyadamtan maal fai ?

Barattoota : Eeyyeen. Wal-gaafachuu, tasgabbiin irra deebinee ilaalu fi yaadannoo qabachuun kitaabilee wabiitti fayyadamuudha.

APPENDIX J

Comments given by English Teachers concerning the way English Questionnaires changed to Afan Oromo

The researcher tried to ask comments three English teachers namely: Alemu Bekele, Ismael Geriba, and Aberash Lema. Then, the researcher listened what these teachers said or forward as a response for questions which are translated from English to Afan Oromo and finally the researcher tried to take the central point of the three teachers as a response.

English understanding of some the students was very poor. Therefore, it is important to translate to Affan Oromo. As we observed the way the researcher translated English questionnaire to Afan Oromo was almost the same or balanced. To give the the suitable answer for the questionnaire, the learners should well understand the questions and also the researcher should give an over view or general information concerning all questions to get what is expected at the end of the study. Beyond this, the way English questionnaires are translated to Afan Oromo was very good and smart. Therefore, it is advisable to go to the next step of your research's work.