



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**ASSESSMENTS OF THE STRATEGIES TEACHERS USE TO MOTIVATE
STUDENTS TO READ TEXTS IN ENGLISH: THE CASE OF GRADE 10
STUDENTS AT SIRE SECONDARY SCHOOL**

BY

BIZUWORK MEKONNEN BOGALE

SEPTEMBER, 2017

ADAMA, ETHIOPIA



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**Assessments of the Strategies Teachers Use to Motivate
Students to Read Texts in English: The Case of Grade 10
Students at Sire Secondary School.**

Bizuwork Mekonnen Bogale

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

September, 2017

Adama, Ethiopia

DECLARATION

I hereby affirm that my research work entitled “Assessments of the Strategies Teachers Use to Motivate Students to Read Texts in English: The Case of Grade 10 Students at Sire Secondary School”. A Thesis Submitted for the Partial Fulfillment of the Requirement for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

Bizuwork Mekonnen Bogale

Department of English

Sign _____

Date _____

COUNTERSIGNED

This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

Sign: - _____

Advisor: - Teshome Tola (PhD)

Date: - _____

Department of English

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW



DEPARTMENT OF ENGLISH

ASSESSMENTS OF THE STRATEGIES TEACHERS USE TO MOTIVATE STUDENTS TO
READ IN ENGLISH: THE CASE OF GRADE TEN STUDENTS AT SIRE SECONDARY
SCHOOL

BY:

BIZUWORK MEKONNEN BOGALE

APPROVAL OF THE EXAMINATION BOARD

NAME	SIGNATURE	DATE
<u>Dr. Tesneme Tola</u> ADVISOR		<u>01/10/2017</u>
<u>Tamere Iditts</u> EXTERNAL EXAMINER	<u>Tamere Iditts</u>	<u>01/10/2017</u>
<u>Melkamu Sammedhi (PhD)</u> INTERNAL EXAMINER		<u>01/10/2017</u>
_____	_____	_____

Acknowledgements

I would like to thank my advisor Dr. Teshome Tola who has given me considerable support for the research work without him this paper wouldn't have been completed like this. I would also thank Sire Secondary School administrators and staff members who have involved with me for the successful data gathering accomplishment of this study.

Consequently, my thanks also included all the English teachers who participated in the focus group discussion and grade 10 students in Sire & Amuta Chanco Secondary School who gave the response during the final thesis questionnaire and the pilot testing for this research.

My thanks also go to my colleagues in the English Language Department at Sire Preparatory School who were encouraging and helping me in all my striving to make my dream come true. I am grateful to Ato Dejene Tesema, Sire Preparatory School director and Ato Ayichilu Bogale Koloba Jari'e General Primary School director who were generously provided me with a number of necessary materials throughout my study.

I would also like to thank my family members especially my wife Kelemua Bogale, my daughter Yodit Bizuwork, my sons: Yirgalem , Ermias and Eyuel Bizuwork for their invaluable moral, materials support, advice and encouragement.

Table of Contents

Contents	Pages
Acknowledgements.....	v
Table of Contents.....	vii
List of Tables	x
Abstract.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objectives of the Study	5
1.3.1 General Objective of the Study.....	5
1.3.2 The Specific Objectives of the Study.....	5
1.4 Significance of the Study	5
1.5 Scope of the Study.....	5
1.6 Limitation of the Study	6
1.7 Organization of the Study.....	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE	7
2.0 Introduction	7
2.1 Strategies of Language Learning.....	7
2.2 Definition of Language Learning Strategies.....	7
2.3 Definition of Reading.....	8
2.4 Strategic Reading.....	9
2.5 Some Potentially Useful Meta Cognitive Strategies.....	9
2.5.1 Pre-reading Strategies.....	9
2.5.2 While Reading Strategies	10
2.5.3 Post-Reading Strategies	10
2.6 Strategies of Motivation to Read Texts.....	11
2.7 Students' Motivation in reading Texts	15
2.7.1 Bottom-up Strategies.....	12

2.7.2 Top-down Strategies	13
2.7.3 The Interactive Strategies	14
2.8 Concept-Oriented Reading Guide for Students Motivation	15
2.9 Intrinsic Versus Extrinsic Motivation in Reading	15
2.10 Teachers Motivating Students in Reading Texts	16
CHAPTER THREE: METHODOLOGY OF THE STUDY	18
3.0 Introduction	18
3.1 The Research Design.....	18
3.2 Population of the Study.....	18
3.3 Sample and Sampling Techniques	19
3.4 Data Collection Instruments.....	20
3.4.1 Questionnaire	20
3.4.2 Class Observation.....	21
3.4.3 Focus Group Discussions.....	22
3.5 The Pilot Testing	22
3.6 Procedures of data Gathering	23
3.7 Procedures of Data Analysis	24
3.8 Ethical Procedure.....	24
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	25
4.0 Introduction	25
4.1 Analysis of the Questionnaire Results	25
4.1.1 Results Regarding Pre-reading Strategies.....	25
4.1.2 Results of While Reading Strategies	26
4.1.3 Results of Post Reading Strategy	27
4.1.4 Teacher Motivating Students in Reading Texts	29
4.1.5 Response Regarding Strategies Students Motivating in Reading Texts.....	30
4.1.6 Summary of Reading Strategies	31
4.1.7 Students Open Ended Questions Response Regarding the Strategies	32
4.2 Presentation of Results Obtained from Classroom Observation	33
4.2.1 The First Class Observation.....	33
4.2.2 The Second Class Observation	34

4.2.3 The Third Class Observation	35
4.2.4 The Fourth Class Observation	36
4.2.5 The Fifth Class Observation	37
4.2.6 The Six Class Observation	38
4.3 Presentation of Focus Group Discussion	39
4.4 Triangulation of the Results	41
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	42
5.1 Summary.....	42
5.2 Conclusion	43
5.3 Recommendations.....	44
REFERENCES.....	47
Appendices -----	51
<u>Appendix I:Questionnaire for Students</u> -----	51
<u>Appendix II:Classroom Observation Checklist</u>	54
<u>Appendix III:Teachers Focus Group Discussions Agendas</u>	56
<u>Appendix IV: Students' Questionnaire Amharic Version</u>	57
<u>Appendix V: Students' Questionnaire Afan Oromo Version</u> -----	60

List of Tables

Table 1: Summaries of Responses Regarding Pre-reading Strategies	26
Table 2: Summaries of Responses Regarding While Reading Strategies.....	26
Table 3: Summaries of Responses Regarding Post Reading Strategies	28
Table 4: Summaries of Responses Regarding Strategies Teacher Used to Motivate Students to Read Texts	29
Table 5: Responses of the Strategies Students' Motivate Themselves to Read Other Texts	30
Table 6: The Summary of Reading Strategies in the Mean value and its percentage	31

Abstract

The main objective of this study was to assess the strategies teachers use to motivate students to read English texts in EFL classroom. It was also to investigate students' English reading skills in grade 10 at Sire Secondary school. To achieve this, the researcher used descriptive research. The sample populations were selected from 500 grade 10 students. 20% of the students were selected in simple random sampling technique. Hence, 100 students were selected and six English teachers who teach English were also selected purposely. In order to gather information on the main objective, data collection instruments such as questionnaire, classroom observation, and focus group discussions were used. The data collected through the questionnaires were categorized, coded and analyzed according to quantitative statistics. The data gathered through open-ended questions, classroom observation and focus group discussion also coded and categorized thematically. Thus, the results depicted that inappropriate reading techniques and procedures were used in grade 10. Teachers were using the traditional way of teaching reading which was dominated by reading aloud and giving meanings of new words without the students' prediction. Teachers also gave meanings of new words without guessing from the context. Teachers only focused on the active learners. There was no time given for silent reading in the strategies of group discussion, individual or pair works about the text. This studying paper provided about change in the practice of teaching and learning reading in grade 10. As a result, current strategies and procedures of teaching reading were not employed by the teachers properly. On the other hand, teachers tried to motivate students to read texts. Students also motivate to read texts in English as they responded. But the teachers concluded in the discussion that only a few students in the reading classroom practice the reading activity voluntarily. Most of the students in the classroom haven't interested to practice the reading task. This showed that most of the students' statuses were below grade 10. Generally, the consequence of wrong reading practices and less motivated the students resulted in the weak performances of them in their reading skills. This leads us to conclude teachers, the government's hierarchal structures on educational leaderships should motivate to read on more attention for education quality to the students' reading achievements.

CHAPTER ONE

1.0 INTRODUCTION

This chapter begins with the background of the study. It presents the strategies of language teaching which gives brief discussion on assessment of the strategies teachers use to motivate students reading skills. It is followed by statement of the problem by readdressing challenges raised in the background and further elaborates with specific problems. In the subsequent sections research objectives are indicated. Then it proceeds with significance, scope of the study, limitation and procedures of the research presented respectively.

1.1 Background of the Study

Language learning strategy emerged at the beginning of 1960s. According to Widen and Rubin (1987), language learning strategies facilitate learning and enable the learners to be successful in language learning. They define language learning strategies as “. . . any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and usage of information.” In connection with this, Williams (1994) states that learning strategies are common behavior and thoughts used by learners during learning so as to better help them understand, learn, and remember new information. Language learning strategies are crucial issues for language learners and language learning.

As a result, scholars made researches concerning how learners learn well. They also believe that language learning strategies help learners to be successful as well as independent or autonomous if they use the strategies properly. In this regard, Williams (1994) argues that learning strategies are the key to learner’s autonomy and success. Language learning strategies are specific actions behaviors, types or techniques that students use to improve their progress in developing language skills (ibid).

Williams and Burden, (1997) agree that due to many factors English language has important services in the world. It has become a dominant language in business, finance and banking, science and technology, popular culture and international relations around the world. It is widely accepted that fluency in English language is a key to success.

So that English in Ethiopia context is also very important. It is a medium of instruction in general primary education in some regions, secondary education and higher education and also serves as a serving language in some organization like aviation, bank and hospital. It is very important that study the strategies of learning this language skills (MOE, 2010)

Therefore, there are four macro skills in language learning (listening, speaking, reading and writing) and two micro skills (vocabulary and grammar). There are different strategies in teaching and learning these language skills. As the researcher experience, in the teaching-learning instruction, the students learning achievements are very poor. The researcher's intention was to look over what strategies teachers use to motivate students to read foreign language texts in the classroom. Because, he didn't look all the skills in these research. That made him focus on specifically in reading strategies (Nuttal, 1996).

Scholars express that reading strategies, as part and parcel of learning strategies, should be paid attention in order to help students develop their reading skills. Research indicates that effective or expert readers are strategic (Palincsar & Brown, 1984). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik & Turner 1991).

When students are able to select and use a reading strategy automatically, they achieve independence in using the strategy. Shnahan (2000) identified six reading strategies that have evidence of improving students reading skills. The reading strategies are reading instruction: a) activating prior knowledge and predicting based on prior knowledge b) Questioning c) visualization d) monitoring, clarifying, or fixed up strategies e) inference training f) retelling. In this regard, the researcher decided to assess strategies of teachers use to motivate students to read texts used by grade 10 students. He believed that to use appropriate reading strategies is one of the areas that might arouse their reading skills motivation. Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning.

As scholars state students who are not able to develop their reading skill are likely to fall behind others for the rest of their lives, and education where the population cannot read well tend to

remain behind in terms of students achievement. On the other hand, motivating the reading skill of secondary school students is essential. Motivating students reading ability is one of the areas which are currently attracting the attention of the Ethiopian Ministry of Education. Lack of reading skill has negative impact on the quality of education in Ethiopia (MOE, 2010). Thus, it is time that researches on students' reading skills. In fact, there were some local researches related to reading. However, they focused on primary, junior, secondary schools and higher education reading skills successful and unsuccessful with the solutions.

As scholars suggest the ability to read and understand texts is one of the most important skills students learn. They stated that without this skill, it is virtually impossible to be successful in one's academic career. These evidences indicate that learning to read at a sufficient rate with comprehension is essential for learning to read well, and reading well is critical for the overall academic success. One of the areas that related to the motivation of reading skills is reading strategy.

In general, strategies of teachers use to motivate students to read texts in English are beneficial in the classroom and outside the classroom. It has a means of positive reinforcement in academic education. The researcher is motivated to assess strategies of teachers use to motivate students to read texts in English language with particular reference to grade 10 students at Sire Secondary school. In addition, the researcher has observed the strategies of teachers use to motivate the students to read texts, their poor familiarity in reading EFL classroom. As we know, reading is mandatory in the education system. As the researcher understanding reading is the researcher interest to assess the strategies teachers use to motivate students to read in English.

As the researcher has long experience in teaching the English language, the students had poor achievements in language learning. Despite the fact that, it is important to assess strategies applying that is motivating students reading skills. Therefore, as a teacher the reasons had initiated him to conduct a study on the particular school on the gap of this area.

1.2 Statement of the Problems

According to the Ethiopian education policy and curriculum design, students begin learning English mostly as elementary school, starting from grade one as a subject. When they reach in

grade nine they begin to use English as a means of learning many subjects. As the researcher observed in his long experience the students had poor performance in the particular subject in the current time. Regardless of studying with English for more than eight years, students reading and understanding skills in English is very weak as the researcher view. The Ethiopian Ministry of Education's interest in ensuring the quality of education across Ethiopia has led to an exploration of the means by which the quality of students' reading. The findings of the Reading Assessment (Ethiopian School Reading Assessment Data Analytic Report: Language and Early Learning, Oct. 31, 2010) report show that reading achievement is very low in Ethiopia.

Some local researchers investigated the kind of reading skill strategies were employed by primary, high school and college students. For example, Mendida (1988), Girma (1994), Gessesse (1999), Negash (2008), Cameron (2010), Atakiliti (2011), Dereje (2012), Dawit (2014) and Fantahun (2014) investigating focused on college, high school and primary school students reading skills. However, there were no researches about assessing strategies of teachers used to motivate students to read texts in English used by grade 10 students as to the knowledge of the researcher in the particular school. As the researcher observed in the area of teaching reading students potential was not successful in their academic career. So, his intention was how teachers used the students to read the English text. To look into students interpreted the literary text into play the role of the character and bring to their culture or not. Students' description was very important.

Then no sufficient study was conducted in the area of the strategies teachers used to motivate students to read in English in grade 10 in Sire Secondary School. This study aimed at assessing strategies of teachers use to motivate students to read texts in EFL classroom used by grade 10 students, in Oromia Region, Arsi Zone, Sire Wereda, Sire Secondary School.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study was to assess the strategies teachers use to motivate students to read in English.

1.3.2 The Specific Objectives of the Study

The specific objectives of the study were to:

- ❖ examine whether EFL teachers implement effective reading strategies to motivate students in the classroom.
- ❖ look into how EFL teachers motivate students to read in reading lessons, and
- ❖ identify how students are motivated to practice other reading as their achievement in English.

1.4 Significance of the Study

This research is expected to have the following benefits. The result might help the students to develop reading skills motivation toward foreign language learning. It will help English teachers to recognize the factors that impede the effectiveness of the strategies that they used to motivate students to read texts in EFL classroom. Then, using the research, teachers might use to solve classroom factors hindering students' reading skills motivation in their school based on the results. On the other hand, teachers solve the students' poor activity through practicing reading strategies actively in classroom. Finally, the findings could be useful cues for researchers who will be interested to conduct further research in this area.

1.5 Scope of the Study

The major focus of this study was to investigate the implementation of the strategies of teachers use to motivate students to read a text in EFL classroom. The study was designed to answer in what extent teachers use to implement the students to read texts in English class. It was delimited to grade 10 at Sire Secondary School which is located in Sire district, Northern-east Arsi,

Oromia Regional state. In the school, there were 504 grade 10 students and among them, 20% were taken as sample participants together with 6 English teachers.

1.6 Limitation of the Study

The study was limited in one school. It also focused on only grade 10 students. The study didn't express the problems that impede the strategies that implied in grade 9 students in teaching and learning reading in English. The research objectives was also limited on the pre-while, post reading strategies of reading, teachers activities in reading to motivate students and the students themselves were how much motivated for reading. But there were other strategies in reading activities which were not mentioned in the study like reading speed, extensive reading and reading for gist for student's motivation.

1.7 Organization of the Study

This research has five chapters. The First Chapter presents the background of the study. It begins with the strategies of language teaching which gives brief discussion on assessment of the strategies teachers used to motivate students reading skills. It is followed by statement of the problem. It is readdressing challenges raised in the background. It further elaborates with specific problems. In the subsequent sections, research objectives are indicated. Then it proceeds with significance and scope of the study. The Second Chapter expressed the review literature of this research. It discussed the reviews that related points which supported the framework of the study. The Third Chapter dealt with the research methodology. This briefly discussed about a descriptive research. It attained the area of population of the study. It expressed the population sample and sampling techniques. It also mentioned data collection instruments, procedures of data gathering, and procedures of data analysis. At the fourth chapter, briefly suggested the analysis of the data collected, collated according to the quantitative data analysis and open ended question, the observation and the focus group discussions analyzed qualitatively. At last in the fifth chapter, the conclusion and the recommendation are presented.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter implies the overall review literature of the study from the related researches with this study. The first part expresses the strategies of language learning and followed by the definition of language learning strategies. It proceeds with language learning & teaching strategies and learning motivations focused on reading strategies intrinsically and extrinsically. Consequently, bottom-up and top down reading strategies paraphrased and coated from different scholars researches. Then the information generalized relatively with students' reading skills strategies and students' motivation strategies to read texts in English.

2.1 Strategies of Language Learning

Cognitive psychologist states that learners are far from learning language; rather they are actively involved in making problems faced in order to learn. One outcome of such work has been an interest in the broader notion of learning strategies. When confronted with a learning task, learners have various resources at their disposal and make use of them in different ways. Cognitive strategies are only one of the resources people have available to them. They use their minds, but also their feelings and their social and communicative skills in active ways.

Over the last twenty years there has been the growing amount of research into language learning strategies. This work, which has been mainly descriptive in nature, is concerned with investigating how individuals go about the task of learning something, and attempting to discover which of the strategies that learners use are the most effective for the particular type of learning involved, (Willams & Burden, 1997).

2.2 Definition of Language Learning Strategies

Different scholars have defined language learning strategies in various ways in their own words; Stern has defined them as the conscious efforts learners made and as purposeful activities (in Wenden & Rubin, 1987). However, Wenden points out that in the literature, strategies have been referred to as "techniques, tactics potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills (prepositions, conjunctions, determiners, etc.),

cognitive abilities, language processing strategies, problem solving procedure”, these multiple designations point to the elusive nature of the term strategies (Wenden, cited in Alderson, 2000). Language skills (listening, speaking, reading and writing) are the basic standards of someone who literates in education.

2.3 Definition of Reading

Reading is one of the basic languages skills. It is a complex cognitive process of decoding in order to construct or derive meaning (reading comprehension). Educators explain reading is means of language acquisition in communication and sharing information. Like all language skills, it is a complex interaction between the text and the reader. Reading is shaped by the reader’s prior knowledge, experiences, attitude and language community. So reader is culturally and socially situated to the reading skills (Anderson, 2000).

As scholars states the reading process requires continuous practice, development and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather laws readers can escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation (Anderson, 2000).

Readers use a variety of reading strategies to assess with decoding (to translate symbols into sounds or visual representation of speech) and comprehension. Readers may use morpheme, semantics, and syntax and content clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schemata theory (Alderson, 2000).

2.4 Strategic Reading

Reading is a process of constructing meaning by interacting with text. As individuals read, they use their prior knowledge along with clues from the text to construct meaning. Research indicates that effective or expert readers are strategic (Palincsar & Brown, 1984). This means they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik & Turner, 1991). When students are able to select and use a strategy automatically, they have achieved independence in using the strategy.

2.5 Some Potentially Useful Meta Cognitive Strategies

According to Snow, Burns and Griffins (1998), some of potentially useful Meta cognitive strategies are divided into three; namely, pre-reading (planning) strategies, while-reading (monitoring) strategies and post-reading (evaluation) strategies.

2.5.1 Pre-reading Strategies

Pre-reading strategies include previewing and prediction. Previewing can be used to make a decision whether to read a book, an article or a text. Where appropriate text type might involve: thinking about the title, checking the edition and date of publication, reading the table of contents quickly, reading appendices quickly, reading indices quickly, reading the abstract carefully, reading the preface, the forward and the blurb carefully (Snow, Burns, & Griffins, 1998). Brown, (1984) adds that previewing helps students recognize the difficulty level of a text and comparative difficulty with other texts in the same field helps them judge the relevance/irrelevance of a text for particular topic and helps them decide. The book from a set of possibilities would be more appropriate to read for a specific purpose. Its value for teaching is the amount of time. It might save if it prevents prolonged reading of something of no value (Nuttall, 1996).

Prediction occurs after taking the decision to read a text. This strategy is used to anticipate the content of text, to make hypotheses about the macro propositions it might contain. It is a form of psychological sensitizing, thinking about the subject and asking oneself related questions. It is often a case of supplying or activating appropriate background knowledge and this might best be

done through pre-reading activities. It makes use of top-down processing to activate different kinds of schemata in common with many pre-reading activities (*ibid*).

2.5.2 While Reading Strategies

While reading strategies consist of self-questioning and self-monitoring, self-questioning research identified as a characteristic of good reading promotes cognitive processes such as inferring, monitoring, understanding and attending to structure. Pearson and Fielding (1991) detail how generally, instruction in self-questions improves student processing of text and note that poorer readers tends to benefit most from such training.

Scaffolding of instruction leading to gradual control appears to be beneficial. Nuttall (1996) describes this activity as interrogating text talk. For students unfamiliar with this activity the teacher interrogating the text aloud can provide a valuable example, particularly where the focus is put on important problematic aspects of a text, (Pearson & Fielding, 1991).

Organized methods involving self-questioning have been in using for some time (Nuttall, 1996). Palincsar and Brown, (1984) focused on teaching summarizing questioning, clarifying and predicting skills, arguing that these activities, if someone engaged in while reading, he/she enhanced comprehension, and at the same time, reading gave the students the opportunity to monitor whether comprehension was successful.

Self-monitoring refers to monitoring one's own comprehension and checking. Comprehension is taking place adopting repair strategies; it is seen as a hall mark of skilled reading. It is important that students are aware of how various strategies will help them. Self-verbalization was also seen as important (Pearson & Fielding, 1991). The connection with schema theory is clear: by asking themselves whether they understand, learners are asking whether it fits in with what they already know. Thus, they learn how to understand what they read in the process of learning how to monitor their comprehension (*ibid*).

2.5.3 Post-Reading Strategies

Questions of evaluation and personal response are also seen by teachers and course book writers as a valuable post-reading activity, relating the text to the outside world (Nuttall,. 1996).

The work may be done either orally or in writing, though Nuttall (1996) favors the former because of the importance of discussion and exchange of views. Research suggests that in learning to make the text their own, readers will better comprehend it. Readers can be encouraged to relate content to their existing schemata and to evaluate it in the light of their own knowledge and experiences. This promotes greater interaction with text and may lead to more successful reading encounters.

Training in meta cognitive strategies is a relatively new departure for foreign language teaching of reading but it seems to have potential value for enhancing the reading of particular texts and more importantly, carrying over to future reading experiences. Snow (1998) provides a detail and useful review of strategy training, focusing primarily on strategies-based instruction aimed at increasing learner awareness of the benefits that such strategies might have for them. More familiar to teachers is training in cognitive strategies and skills, and most of the textbooks surveyed attempt to cover a range of these with varying degrees of motivation for success (ibid).

2.6 Strategies of Motivation to Read Texts

As scholars state motivation is an important factor in academic success. When students are motivated to learn, academic achievement is significantly increased. Motivation towards learning can stem from numerous sources for example, from external sources such as assessment requirements or the expectations of parents or teachers. Motivation for learning can also be internal such as the enjoyment of learning and problem-solving in a particular subject area. Another internal motivator is the desire for academic recognition and status (Gardner, 2010).

Most educators explain motivation is an essential component not only of the teaching-learning process, but all of the actions human beings perform daily and throughout their lives. Motivation or lack of motivation is what explains why some employees get to their jobs on time while others do not, or yield a high production while others do not; why some students are more efficient to read, pay more attention for their lesson, or turn in their homework and projects on time and with high quality while others do not; and even why our children may want to make their bed or walk their dogs while others do not. So it is not surprising to see employers, teachers, and parents trying to find effective strategies to motivate to do their works, students and children also (ibid).

However, how motivation defined? Child (1986) defines motivation as internal processes with a sharp point that encourage us to satisfy some need. Pintrich and Schunk (1996) explain motivation as the process whereby goal-directed activity is instigated and sustained. According to them, motivation is a process which cannot be observed directly, but can be inferred by behaviors as choice of tasks, effort, persistence, and verbalizations. Finally, these authors claim that motivation is an activity that is instigated and sustained; that is to say, starting toward a goal is important and often difficult since it requires taking the first step. However, they suggest that motivational processes are critical to sustaining action. So, one of the sustaining strategies is reading skills activity in the classroom.

Similarly, Pintrich and Schunk (1996) explain that motivation is a construct that is difficult to define, but he identifies characteristics that motivated individuals display. According to them, motivated individuals express effort in attaining a goal, show persistence, attend to the tasks that are necessary to achieve the goals, have a strong desire to attain their goal, enjoy the activities necessary to achieve their goal, are aroused in seeking their goals, have expectancies about their successes and failures. They said that when these individuals are achieving some degree of success, they demonstrate self-efficacy; they have self confident about their achievements. They are reasons for their behavior, and these reasons are often called motives.

The construction of meaning that occurs in reading is a combination of bottom up process (decoding and understanding words, phrases and sentences in a text) and top down ones (ours expectations, previous knowledge constructs (schemata) of the text contents and genre). It is very difficult, sometimes impossible, to read successfully a text where our own schemata cannot be brought bear (Gardner, 2010).

2.6.1 Bottom-up Strategies

Gough in Davies (1995) proposed the bottom-up strategies arguing that reading is a process in which information is extracted from a text through a decoding of symbols (letters), words, phrases, clauses and sentences. That means, reading is viewed as a decoding process involving reconstruction of the author's intended meaning through recognition of the printed letters, and building up meaning for a text from the smallest textual units at the bottom (letters, and words) to larger units at the 'top' (phrases, clauses, and sentences) (Carrell, 1988).

Asher (1994) notes that the bottom-up strategies of reading process reflects a behaviorist view in that learners build reading skills in a sequential manners, starting with phonetic elements and ultimately developing the ability to determine sentence and passage meaning.

McDonough and Shaw (1993) add readers attempt to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at meaning of the text. The implication of the bottom-up strategies for reading instruction is that classroom practice should focus on drilling linguistic elements starting from the smallest textual units and building up to higher textual elements with sound relationships to help learners develop pronunciation (Rivers, 1968). Nuttall (1982) argues that the bottom-up strategies attributes failure to comprehend a text to language specific deficit, for example, lack of vocabulary words. Therefore, to overcome this problem, students made to study the meaning of words selected from the text.

2.6.2 Top-down Strategies

Reading is an activity in which a reader tries to arrive at a certain understanding of a text by using his/her background knowledge and prediction (Goodman cited in Davies, 1995). Goodman in Carrell (1988) also asserts that the top-down strategies is a psycholinguistic guessing game in which the reader constructs a message encoded by a writer as a graphic display. According to the psycholinguistic model, a text either written or spoken does not by itself carry meaning, rather the text only provides directions for readers as to how they should retrieve or construct meaning based on their previously acquired knowledge or experience. As to this strategy, the role of the readers is considered to be quite active.

Reading is an active process whereby students construct meaning based on their previous knowledge and experience. They predict meaning as they read, they take in large chunks of text at a time, they do not attend to separate letters; rather they match what they already know with the meaning they derive from the text (Bycina & Dubin, 1991).

The pedagogical implication of the top-down strategies of reading process is that teachers need to focus on the teaching of the effective reading strategies which help learners make use of their background experience to predict and interpret information of the text.

2.6.3 The Interactive Strategies

Rumelhart (1977) came up with an alternative model of reading which he called an interactive model. This model is an arbiter of the afore-mentioned two models. It contains elements of both bottoms-up and top-down models operating interactively (Goodman cited in Davies 1995). In relation to this, Bycina and Dubin, (1991) explains:

Interactive theory acknowledges the role of previous knowledge and prediction skill but, at the same time, reaffirms the importance of rapid and accurate processing of the actual words of the text... Essentially, then, the two processes, bottom-up and top-down, are complementary; one is not able to function properly without the other (p, 197).

According to Bycina and Dubin, (1991) and Rivas (1999), the implication of the interactive strategies for the teaching of reading is that classroom practice should include both bottoms-up and top-down strategies. Teacher should focus on teaching reading strategies that help learners to make use of their previous knowledge in the process of tackling any reading task; at the same time on developing linguistic knowledge (e.g. vocabulary, syntax) to enable learners to overcome any textual constraints while they engage in reading process.

Thus, students should be encourage to combine top-down and bottom up strategies in reading, which means in practice doing such things as discussing the topic of a text before reading it arousing expectations, eliciting connections between references in the text and situations known to the students (ibid).

The reader is motivated to read; by interesting content or a challenge task is effective reading and the reader has no particular interest in reading is ineffective in the task.

Students need to learn how to generate good questions. Questioning is effective for improving comprehension because it provides students with purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is being learned to what is already known Having students generate their own questions about a text has also been shown to be an effective strategy for improving reading comprehension-questioning becomes a vehicle for connecting the text to their own prior knowledge (Armbruster, Lehr, & Osborn, 2001 p, 56).

2.7 Concept-Oriented Reading Guide for Students Motivation

Some educators advocate that the best way to become a proficient reader is by reading widely and frequently. But others educators suggest that gaining proficiency may not be so simple for many students who may need more contextual support (Pintrich & Schunk 1996) .

Contextual support is extremely valuable for gaining reading proficiency, but educators are suggesting that, while explicit instruction and appropriate texts are valuable, an often over looked factor is motivational support. So, this proposes that when the classroom encourages the powerful motivation for reading, students acquire proficiency steadily and predictably (ibid). This shows that motivation to read needs high concentration.

2.8 Intrinsic Versus Extrinsic Motivation in Reading

When students read a passage or a book, they have a reason for applying it. Likewise when students avoid reading a text that may be expected to read, they usually have a reason for their resistance. The most prominent reason for recreational reading is they enjoy it. This reason refers to interest or intrinsic motivation, which means doing something for its own sake, and these motivations are internal to the student (Wigfield & Guthrie, 1997).

Students who consistently read for their own interest are often quite competent and are usually high achieving readers. As Wigfield and Guthrie (1997) documented students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading. Intrinsic motivation for reading was most highly associated with whether or not students read widely and frequently on their own accord.

Another reason student to read in school is external pressure. Often students say that their reason for reading is that “the teacher assigned it,” or “I’ll get in trouble if I don’t.” In this case the reason for reading is external motivation (Ryan & Connell, 1989). An extremely wide spread research finding is that internal motivation (interest, intrinsic motivation) are positively correlated with reading achievement, and external motivation (pressure, requirements, rules) are not correlated with reading achievement (Guthrie & Coddington, 2009). So from this teachers can implement practice in the classroom that either support or undermine student intrinsic motivation.

2.9 Teachers Motivating Students in Reading Texts

When teachers don't assure the relevance of text or reading activity, students tend to avoid reading (Assorts, Kaplan, & Roth, 2002). In classroom that promote motivation, teachers continually make connections between texts and the life experiences of students, films, other texts, previous school experiences, and the topic at hand. Before assigning a piece of text to read, teachers provide students with a purpose for reading, and they consciously activate students' prior knowledge. Teachers use a variety of approaches, demonstration, film, field trips, and picture books to build students background knowledge to present similarities and contrast between their own experiences within the given text.

In classroom that support motivation, students frequently work in a small group and pairs to analyze texts and to edit one another's reading assignment. Teachers structure learning experiences to help students develop deeper comprehension through discussion, to debate using text based reasoning, and to understand various point of view. Effective teachers scaffold choices so that at first there are limited options, and eventually, students are making multiple choices within a lesson such as topic and text selection, partner or group selection, or making decision about the end product (ibid)

In discussion of scaffolding for students' choice, Antonio and Guthrie (2008) suggested that teachers consider:

- ✓ Offering simple choices at first & helping students practice making good choices
- ✓ Provided feedback about their choices & using team choices for younger students
- ✓ Offering information that clarifies good choices
- ✓ Affording choices within a task (e.g. ordering, sequence, topic), ineffective scaffolding for choice, and a teacher initially shares responsibility with the students and gradually shifts the decision-making into the students' hands.

In an interview study with secondary teachers, Flowerday and Scharaw (2000) found that teacher offer choices on:

- Topic of study & Reading materials
- Methods of assessment & Order of activity

- Social arrangement & Procedural sequences

These teachers said purposes were to increase students' interest and commitment to the learning and reading activities to increase their vocabulary status.

Vocabulary development is intertwined with reading comprehension and content area learning. Students need a variety of strategies they can use to learn and remember the many technical terms, key concepts, and academic vocabulary that they encounter in the study of various discipline. There is no evidence that "assign, define, and test" the most prevalent approach used in middle and high school classroom for learning vocabulary, is effective in helping students to learn words (Allen, 1999 p, 74).

According to Allen (1999), teachers in each content area should implement purposeful vocabulary instruction to:

- Increase reading comprehension and develop knowledge of new concepts,
- Improve range and specificity in writing,
- Help students communicate more effectively and develop deeper understanding of words and concepts with which students are only nominally familiar.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter presents the methodology which helped the researcher to manage the research process and intended results. It described the research type, population of the study, sample and sampling technique, methods of data collection, procedures of data gathering, methods of data analysis and ethical procedures with briefs explanation.

3.1 The Research Design

Research design is the plan and structure of investigation conceived to obtain answers to research questions. The purpose of this study was to assess classroom strategies that teachers use to motivate students to read texts in English grade 10 students in Oromia Region, Arsi Zone, Sire Wereda, at Sire Secondary School. To achieve this purpose, a descriptive research design involving mixed method was used. Mixed method employs strategies of inquiry that involves quantitative and qualitative data either the same time or one after the other to best understand research problems (Cresswell, 2003). Quantitative data include a large number of data describing and sampling respondents in order to synthesize a numerous independent data pertaining to the numerical data analysis (ibid). Qualitative data encompassed to provide the researcher with insight comments and explanations; which are useful in developing a holistic picture of a depth understanding of a problem.

On the other hand, the researcher used the quantitative data gathered through closed-ended questions; the qualitative data were collected through open-ended questions, observation, and focus group discussion to obtain relevant data for the study.

3.2 Population of the Study

The target populations of the study were 10th grade students and English language teachers who were teaching the language in this grade. The samples were selected based on the following reasons.

First, these students were learning English in the school for two years. They were also learning all subjects in English language except their local language. Second, most teachers complained these students poor reading skills motivation. Even the learners were not motivating to read the exam instructions. Finally, the researcher believed that grade 10 students cooperate with him to give relevant data for the study. On the other hand, English language teachers who were teaching in this grade were subjects of the study, since it was believed that teachers knew very well about classroom factors that impeding students motivation to read texts toward the target language.

3.3 Sample and Sampling Techniques

“Technically, the size of the sample depended upon the precision the researcher desired in estimating the population parameter at a particular confidence level. There is no single rule that can be used to determine sample size” (Singh 2006: 94). According Samy cited in Fantahun (2014) it was not possible to include all units of population in a study in order to arrive at valid conclusion. In Sire Secondary school, there were 10 sections of grade 10 students which were consisted of 504 students in the academic year of 2009E.C.

Moreover, the size of population was often large in most of educational phenomena that the study of all units was not only being expensive but also vast and time consuming. Descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample (ibid). Based on this, from 504 students 20% selected using simple random sampling techniques ten from each section and in a nutshell 100 students were selected. The researcher used this technique because the procedure gave each element in the population equal chance as a sample unit and all choice are independent each others.

The six English teachers were selected purposely for this study. They were a few in number and more reliable information was expected from them and in case of social learning they have been full potent in short term training about the tasks of teaching learning. This was based on the view that, when we found a small number of the members of a population possessing required characteristics (ibid.), so the researcher selected grade 10 English teachers.

3.4 Data Collection Instruments

Questionnaire, classroom observation, and Focus Group Discussion were the instruments used in this study. Data were generated using questionnaires for students, classroom observation and focus group discussions. These research instruments were used in this study because the researcher believed that these instruments were more effective in gathering information from the respondent about classroom “assessments of the strategies teachers use to motivate students to read texts in English” at the class under research. For this reason, a combination of closed-ended, open-ended questions, classroom observation checklist, and discussion points for focus group discussions, were prepared.

Some open-ended questions were also used along with the closed- ended ones in order to take clear information from respondents to avoid some influences by pre- determined set of response. Open-ended questions were prepared based on the research objectives. Classroom observation was prepared with in column correspond list that are essential for the observation with the support of audio videos. And points for focus group discussions were based on the strategies teachers used to motivate students to read in English according to discussion guided agendas with audio videos.

3.4.1 Questionnaire

The students’ questionnaire was composed of both closed-ended and open-ended items. Best and Kahn cited in Fantahun (2014), indicate that both kinds of items could be used in questions. They also pointed out that the open forms probably provided a greater depth of response. Therefore, the respondents revealed their frame of reference and possibly the reasons for their response. In the case of closed-ended items they were used to elicit information from the students.

For this purpose, 29 closed ended and three open ended questions were prepared for students’ questionnaire. The closed-ended questions were adapted, based on the figure, Mokhtari and .Reichard cited in Singh, (2006). Five numbers followed each statements as Likert’s scale (5,4,3,2,1) but the researcher used (4,3,2,1,0) that indicates 4= always, 3= usually, 2= sometimes, 1= rarely and 0= never or almost never , for statistic analyzing with responding value.

Some open-ended questions were integrated into the closed-ended ones, as necessary, and distributed to all of the 100 students. To avoid doubts and misunderstandings, the questions were prepared both in their mother tongue Afan Oromo and Amharic for the students. The questions for the students had three parts. Part one referred to teachers used reading strategies for students to read English texts in the classroom, part two referred to teachers use to motivate students to read texts, part three referred to students themselves motivate to read other reading texts in EFL classroom.

3.4.2 Class Observation

As scholars state observation was one of the most important data gathering tools. The observation checklist adapted from Figure Pike and Salend cited in Singh, (2006). This helps to investigate classroom influences that supports for strategies of teachers use to motivate student to read texts. It helped not only implement but also to substantiate the data that were gained by questionnaires and focus group discussion.

According to Best and Kahn cited in Fantahun (2014) observation gives firsthand account of situation under study and when combined with other data collecting tools, it allows for holistic interpretation of the situations which are being studied. Duke and Pearson (2002) further states that data from direct observation contrast with and can be often usefully complement information obtained by others techniques. Based on this, the researcher prepared classroom observation checklist in order to collect additional information and substantiate the result obtained through questionnaires and focus group discussion. The students' activities during the strategies of teacher motivate students to read texts were the target issue that students participation. Since the sampling of the study is 10 students from each of the 10 sections, it was difficult to combine and observed these hundred students together, but in each class was possible issue.

Based on this, the researcher observed each class once. The observations carried out after students' questionnaires had distributed and collected. These helped the researcher to analyze the individual students' activity. The observable method of research was adapted and as an action researcher and classroom practitioner. Secondary school class was taken to teach the students through different motivational techniques. The researcher took each class observation for 6 days during reading sessions (03- 07- 2009 to 30- 07- 2009E.C. during reading activity).

The teachers applied different reading strategies. They used motivational expressions to make the students improvement in the text reading. The researcher observed and filled in the check list then results were analyzed.

3.4.3 Focus group discussions

A focus group is a discussion, where 6 to 12 are brought together for a discussion (Singh, 2006). The English language teachers who taught English in grade 10 to be participated as part in this focus group discussion. The focus group discussion points adapted from figure (Gunning cited in Singh, 2006). The focus group discussion held with the purpose of the research teachers' use to motivate the students to read that impeding the practice of the strategies Grade 10 students read the target language. Discussions were prevailed points like, the strategies teachers use to motivate the students to read. To obtain the required information from the teachers, and additional questions allow asking for clarification of the questions and it is helpful to investigate the classroom strategies teachers motivate students to read texts (Krueger & Richard, 1998). The discussion points focused on the three strategies (pre-reading, while reading, and post reading), teachers motivate students to read texts and students themselves motivate to read other texts. Then, the researcher used focus group discussions were done through audio recording and note taking. All information from the participants were written down and observed by the researcher for analyzing. Teachers' focus group discussions came together and analyzed the data using qualitative methods of analyzing.

3.5 The Pilot Testing

The pilot testing is verifying a component of the system or the entire system under a real time operating conditions. It verifies the major functionality of the system before going into results (Chilisa, 2012). As a result, the researcher adapted 29 closed-ended items from Mokhtari and Reichard cited in Singh (2006) and three open-ended items (ibid) a total of 32 items to collect data from the students. The closed-ended questions were produced with options always, usually, sometimes, rarely and never with value number 4,3,2,1, and 0 respectively. And three general open-ended items also included. All the items were focused the research objectives that based on reading strategies.

Then the researcher selected similar grades level students from a secondary school. The selected secondary school was Amuta Chanco Secondary School. In the selected secondary school there were 150 grade 10 students. The researcher randomly selected from 150 students 20% of the students for sample of 30 students (Singh, 2006). The researcher distributed the questions for the selected respondents with the school teachers. Then he collected the distributed questions. After that the researcher with his colleagues analyzed the collected data with SPSS and checked the results with Crobach's alpha scales. The reliability result was 0.75. This showed the researcher reached on acceptable items. As scholars says if the reliability of alpha scale is nearer to 0.8, the reliability of the research questions result acceptable. The researcher with his colleagues also checked all the thirty students' response of open-ended questions. All the students explained the response as the researcher prepared. The researcher colleagues also asked the students if there were some ambiguity questions in the questionnaire. All respondents replied that all questions were clear for them to give response.

After these the researcher prepared the 32 items presenting and editing with the school department members and checked the difficult items. Then they observed and they didn't see any difficulty. After that the researcher prepared and distributed the final thesis questionnaires for his final research.

3.6 Procedures of Data Collecting

The researcher arranged the data collection process with responsible bodies of the school. Then, using questionnaire, class observation and focus group discussion were triangulate the collected data. According to Selinger and Shohamy (1989), instruments like questionnaire, observation, and focus group discussion help to attain more reliable data. Therefore, as the given schedule the closed-ended and open-ended questionnaires distributed for 100 students in both shift in a classroom. The observations were carried out to evaluate classroom activities of the teachers' and the students' instruction in reading activities. The researcher filled the checklist then identified and analyzed the relevance of the topic orderly in the observations. The focus group discussion was applied after the observation in the school staff. Based on these, data were collected

3.7 Procedures of Data Analysis

In order to answer the research questions quantitative and qualitative analyses methods were used. First, the collected data were sorted, coded, and categorized according to the research questions. Then the categorized data were gathered through open-ended questionnaires analyzed in SPSS quantitatively, observation and focus group discussions were analyzed and interpreted qualitatively, then data analyzed in qualitative study basically involves word argumentations than numerical explanations. Quantitative data which were gathered through closed-ended questions and analyzed and interpreted in mean value and percentage. This included tabulating and calculating in different explanations, mean, percentage and the frequency of reliability. This was formed for the finding to reach the conclusions. The data obtained through questionnaire, observation and focus group discussions were analyzed with triangulation for comparative as well as analytical purpose. The key finding was then, interpreted in light of appropriate theoretical and empirical literature.

3.8 Ethical Procedure

The researcher has to consider the ethical principles such as respecting the autonomy of research participants and data protection under which the research was conducted. These general principles included request for permission from authorities, respect for persons, and confidentiality of information gathered from subjects and documents. So, the researcher used relative citations of paraphrase, adapt and adopt some points from different references and acknowledge them seriously as the research ethical consideration. The researcher kept the regulation of the university to present the research paper as the schedule informed. This helped him to present the defense as the school of PGs program.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter covers the presentation, analysis and interpretation of data gathered through questionnaire, classroom observation and focus group discussion. The data gathered through questionnaire was analyzed quantitatively using the mean and the percentage. On the other hand, data collected through class observation and focus group discussion were analyzed qualitatively and was employed in order to crosscheck the results obtained from the questionnaire.

4.1 Analysis of the Questionnaire Results

The data obtained from questionnaire were analyzed and interpreted using mean and percentage. The analysis was made for each single table based on the participants that have been taken as sample. Then, the data obtained from the respondents are categorized according to reading strategies of Oxford (1990) with their statistical result. The student's preference for each item was computed in the mean value and the percentage of mean. Then, based on their mean values, the preferences were put the results in percentage.

4.1.1 Results Regarding Pre-reading Strategies

As it can be seen in Table 1 the questionnaire was provided to the students of this study to investigate the kind of reading strategies they employ. From the total number of twenty nine questions of this study six of them deal with pre-reading strategies the participants employ. The pre-reading strategy is the stage where teachers are expected to motivate and activate students' relevant prior knowledge about the topics, concepts, issues and vocabulary contained in the reading text. These questions of pre-reading strategies listed in Table 1 and figures obtained from the students are presented as follows:

Table 1: Summaries of Responses Regarding Pre-reading Strategies

No	1. Pre-reading Strategies	Responses												mean	Percent
		Always		Usually		Sometimes		Rarely		Never		Total			
		NR	RV	NR	RV	NR	RV	NR	RV	NR	RV	NR	RV		
1.1	We read the title and heading.	51	204	22	66	14	28	10	10	3	0	100	308	3.08	61%
1.2	We predict what the passage might be about.	21	84	25	75	27	54	13	26	14	0	100	226	2.26	45%
1.3	I ask myself what I already know about the title.	25	100	20	60	25	50	18	18	12	0	100	228	2.28	46%
1.4	I share ideas with partners during pre-reading	12	44	23	34	33	66	22	22	10	0	100	201	2.01	40%
1.5	I have good motivation to read a reading text	38	125	35	105	19	38	5	5	3	0	100	300	3.00	60%
1.6	I set reading goals in every reading lesson	21	84	31	91	30	60	10	10	8	0	100	247	2.47	49%
Grand mean													2.52	50%	

(NR=Number of Respondents, RV= the Response Value)

As it is indicated in Table 1 of all pre-reading activities most of the students 61% responded that they read the title and heading while 60% said that they are motivated to read texts. However, only 40% of the respondents agree to share their ideas to their partners. The aggregate results of the pre-reading activities revealed that only 50% (M=2.52) practiced the strategies less frequently whereas halves of the respondents said they didn't exercise the pre-reading activities.

4.1.2 Results of While Reading Strategies

The second sub-category of reading strategy is while reading strategy. According to Oxford (1990) this strategy is used for storing information. It requires creating mental linkages such as associating, reciting, repeating and summarizing the information in order to remember the reading texts. The results of this strategy are presented Table 2.

Table 2: Summaries of Responses Regarding While Reading Strategies

No	2. While reading Strategies	Responses												mean	Percent
		Always		Usually		Sometimes		Rarely		Never		Total			
		NR	RV	NR	RV	NR	RV	NR	RV	NR	RV	NR	RV		
2.1	I think about what I am reading	36	144	32	96	18	36	12	12	2	0	100	288	2.88	58%
2.2	I pause while I am reading	12	48	19	57	31	62	16	16	22	0	100	183	1.83	37%
2.3	I picture in my mind people, place, or events while I am reading texts.	18	72	27	81	25	50	14	14	16	0	100	217	2.17	43%
2.4	I imagine that I am talking with the writer while I am reading	12	48	19	57	24	48	22	22	23	0	100	175	1.75	35%
2.5	I am motivated by my classroom teacher to read a text	36	144	24	72	17	34	13	13	10	0	100	263	2.63	53%
Grand mean														2.25	45%

(NR=Number of Respondents, RV= the Response Value)

Table 2 shows in all while reading activities most of the students (58%) responded that they think about what they are reading while 53% said that they are motivated by their classroom teacher. However, only 35% of the respondents agree to imagine the writer during reading a text and 37% of the respondent said they paused during reading. The aggregate results of the while reading activities revealed that 45% (M=2.25) practiced very less frequently the while reading activities but 55% of the respondent didn't apply while reading activities.

4.1.3 Results of Post Reading Strategy

One of the sub categories of reading strategy is post reading strategy. According to Oxford (1990) this strategy helps learners to regulate their learning. It includes arranging, planning, evaluating and centering one's learning while reading texts. The results of this strategy are presented as follows:

Table 3: Summaries of Responses Regarding Post Reading Strategies

No	3. Post reading Strategies	Responses												Mean	Percent
		Always		Usually		Sometimes		Rarely		Never		Total			
		NR	RV	NR	RV	NR	RV	NR	RV	NR	RV	NR	RV		
3.1	I look for clues to figure out a difficult word	34	136	27	81	24	48	11	11	4	0	100	276	2.76	55%
3.2	I try to relate with the pictures in the text when reading parts confuse me.	33	132	37	111	18	36	9	9	3	0	100	288	2.88	58%
3.3	I think about what I read	27	108	34	102	22	44	9	9	8	0	100	263	2.63	53%
3.4	I am motivated to read other text as reference.	23	92	40	120	26	52	7	7	4	0	100	271	2.71	54%
3.5	I check any difficult word from dictionary	29	116	39	117	22	44	5	5	5	0	100	282	2.82	56%
3.6	I try to play role of a character in a literary English texts	6	24	16	48	21	42	30	30	27	0	100	144	1.44	29%
Grand mean														2.54	51%

(NR=Number of Respondents, RV= the Response Value)

Table 3 shows that all post reading activities most of the students 58% responded that they try to relate with the pictures in the text while 56% said that they check any difficult word from the dictionary. However, only 29% of the respondents agree to try to play role of a character in a literary text. The aggregate results of the post-reading activities revealed that only 51% (M=2.54) practiced in less frequently the post reading activities whereas 49% of the respondents didn't exercise post reading activities.

4.1.4 Teacher Motivating Students in Reading Texts

The fourth category of reading in this finding is motivation strategy. Motivation is one of the key factors that determine the rate and success of foreign language attainment. According to Oxford (1990) this strategy helps the learners to make the learning interested and attractive. Hence, the learners overcome knowledge gaps and understand texts when they are reading. Most students need help in making the leap from teacher guided close study of graded short texts authentic literature. Encourage students to think about their approaches to reading and how to build their confidence. The result of teacher motivates the students to read texts are presented as follows in the Table.

Table 4: Summaries of Responses Regarding Strategies Teacher Used to Motivate Students to Read Texts

No	4. Strategies teachers use to motivate students to read texts	Responses										Total		mean	Percent
		Always		Usually		Sometimes		Rarely		Never		NR	RV		
		NR	RV	NR	RV	NR	RV	NR	RV	NR	RV				
4.1	My teacher appreciates me during pre-reading tasks.	18	72	28	84	23	46	17	17	14	0	100	219	2.19	44%
4.2	My teacher praises my reading style of words & sentences.	22	88	33	99	21	42	13	13	11	0	100	242	2.42	42%
4.3	My teacher helps me when I face problem during my reading tasks.	32	128	20	60	25	50	14	14	9	0	100	252	2.52	50%
4.4	My teacher motivates me to read different references for progressing my reading.	14	56	29	87	28	56	11	11	18	0	100	210	2.10	42%
4.5	My teacher makes me retell the message of the given text.	18	72	28	84	26	52	16	16	12	0	100	224	2.24	45%
Grand mean														2.29	46%

(NR=Number of Respondents, RV= the Response Value)

Table 4 shows in all teachers use to motivate the students to read texts 50% responded that their teacher use to motivate them to read texts while 45% said that their teacher makes them retell the message of a text. However, only 42% of the respondents agreed to be praised by their teacher

and the same result showed that 42% their teacher motivates them to read different references. But 58% of them didn't agree to be motivated by their teacher. The aggregate results of the strategies teacher uses to motivate them to read texts revealed that 46% (M=2.29) practiced very less frequently the strategies teacher use to motivate students to read texts in English but 54% of the students weren't be motivated by their teacher.

4.1.5 Response Regarding Strategies Students Motivating in Reading Texts

The fifth category of reading in this study was students' motivation to read other texts in English. This strategy was useful for facilitating learning through interaction and sharing ideas by discussing with their teachers and partners in the environment. It also expressed the students' achievement in reading. The results of this strategy are presented in Table.5

Table 5: Responses of the Strategies Students' Motivate Themselves to Read Other Texts

No	5.Students' Motivation to Read other texts	Responses												M ea	Perce nt
		Always		Usually		Sometimes		Rarely		Never		Total			
		NR	RV	NV	RV	NR	RV	NR	RV	NR	RV	NR	RV		
5.1	I am aroused to read every subject notes	46	184	29	87	13	26	9	9	3	0	100	306	3.06	61%
5.2	I am motivated to read other materials like magazine article	23	92	29	87	30	60	16	16	2	0	100	255	2.55	51%
5.3	I tried to understand the pronunciation of new words from objects	43	172	24	72	15	30	11	11	7	0	100	285	2.85	57%
5.4	I am motivated to read supplementary materials in the library	18	72	31	93	29	58	12	12	10	0	100	235	2.35	47%
5.5	I am motivated to do tasks in reading under every unit of textbook	41	164	38	114	10	20	7	7	4	0	305		3.05	61%
5.6	I depend on only the textbook than to read other references	3	12	14	42	15	30	20	20	48	0	104		1.04	21%
5.7	I am motivated to read seriously for my academic career	60	240	25	75	10	20	1	1	4	0	336		3.36	67%
Grand mean														2.61	52%

(NR=Number of Respondents, RV= the Response Value)

Table 5 shows that, of all students motivate to read other texts most of the students (61%) responded that they are aroused to read every subject notes similarly 61% said that they are motivated to do tasks in reading activities. However, only 21% of the respondents agree to depend on only the textbook. The aggregate results of the strategies students motivate to read other texts revealed that only 52% (M=2.61) practiced less frequently motivated to read other texts whereas 48% of the students didn't motivate to read other texts in English

4.1.6 Summary of Reading Strategies

The results of the reading strategies were put in Table 6 in the mean rank order based on the total value of the grand mean value in each response and are presented.

Table 6: The Summary of Reading Strategies in the Mean value and its percentage

No	Reading Strategies	Mean	percentage	Results
1	Strategies Students Motivate to Read Other Texts in English	2.61	52%	practiced Less frequently
2	Post Reading Strategies	2.54	51%	Practiced Less frequently
3	Pre-reading Strategies	2.52	50%	Practiced Less frequently
4	Strategies Teacher Used to Motivate Students to Read Texts	2.29	46%	Practiced Very less frequently
5	While Reading Strategies	2.25	45%	Practiced Very less Frequently

Table 6 indicated that the summaries of the strategies filled according to their mean values and percentages. Students motivation to read other text take place in the first position having the mean value of 2.61(52%) with they have less frequently compared with other strategies. It is not far from others in the same Table. But 48% disagreed with this. This also indicated that most of the participants were employing less frequently this strategy as other strategies. Post reading

strategies have the mean value of 2.54(51%) with also less frequently and placed in the second position. Whereas pre-reading strategies in the third place like other strategies have less frequently having the mean value of 2.52(50%). Teacher motivated students to read texts have a mean value of 2.29(46%) with also very less frequently level and placed in the fourth position. But 54% disagreed. Finally, while reading strategies have the mean value of 2.25(45%) within very less frequently level and placed in the last position in comparison with others. But 55% of the students disagreed this.

In general, students' motivation to read other texts, post reading strategies and pre-reading strategies are in less frequently applied. Hence, most of the students preferred to employ these strategies in a few points. Whereas, teacher motivated students to read text and while reading strategies are nearly having the same range of mean value with very less frequently applied, students preferred to use while reading strategies next to pre-reading strategies. As seen, while reading strategies are applied very less frequently when compared to others. So, most of the students were not using this strategies. Therefore, learners were no applying properly the while reading strategies. Thus, the participants should not give attention to apply reading strategies.

4.1.7 Students Open Ended Questions Response Regarding the Strategies

As most respondent replied teachers always applied the pre-reading activities, the while reading activities were used rarely but the post reading activities were usually applied. So according to most of the respondents, these strategies were applied only sometimes in the classroom. Even some of the respondents said that teachers shouldn't give care for reading strategies.

Questions about their teacher use to motivate them to read texts in English, they expressed as the teacher tried to motivate them but most of the students were not actively working in the given activity of reading texts. Only the active participants were working the given tasks from the given text.

As the last question presented for them, most of the students had good motivation to practice other text reading activity but they had problems of understanding difficult words and phrases in a given text. Even they had motivation to read text was difficult for them to guess new words

from the context. This concluded that the students have had motivation but participants have difficulty to understand the meaning of new words and identify a text message.

4.2 Presentation of Results Obtained from Classroom Observation

The observation was conducted on six English language reading lessons in Sire Secondary school in grade 10. Fortunately, the school teachers were found teaching different titles when the researcher went for classroom observation. Thus, the lessons observed in all classes were a bit similar strategies teachers applied in reading. Four of the six teachers didn't apply all the strategies they used loud reading with only the clever learners. But only two of the teachers applied the reading strategy very well. Both focused on prior knowledge prediction of pictures, the silent reading, word meanings and answered the comprehension questions with scanning and skimming the given texts.

4.2.1 The First Class Observation

The titles of the observed reading lessons were 'rivers in the world', 'rivers in the world are function able for human lives. The activities of these reading lessons were similar to other class activity. For instance, there were pre-reading activities (questions related to the topic of the text that were used to arouse students' interest and activate their prior knowledge of the text), and while-reading activities (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text and assure more mental involvement). The reading tasks were, however, not the kinds that allow students to interact actively among themselves.

The researcher used an observation checklist comprising the strategies pre-, while-, post reading, strategies, teachers used to motivate students to read and strategies students themselves motivate to read in English. The statements were designed based on the objectives and review of related literature of this study. The items in the observation checklist were originally prepared in always/sometimes/rarely category. After the observation sessions were completed they were tallied and converted into 'apply always/sometimes and rarely. The classroom observation data were analyzed following five phases of reading (pre, while, post-reading strategies, strategies teachers use to motivate students to read English text and strategies students themselves motivate to read other texts in English).

As the researcher observed the teacher presented the text about 'rivers in the world'. He used the strategies pre, and post reading strategies. He started as they read the text at their home. He brought the ideas of the text with riddle like he wrote the river name 'Mississippi' on the board and asked question "I have four eyes, what am I? The students tried different answer. But they couldn't get the answer. The answer was the four letters 'I' in river 'Mississippi'. These made the students motivate to read the text. The teacher used the top- down process by giving general view about the use of river for human lives. Students predicted some ideas like electric power, irrigation and transportation. Then, they related with the text as bottom up process. The teacher also divided the text into parts and generalized the important points.

The teacher didn't express pictures related the text in the reading part. But he tried to motivate students to read the text and figure out the important points. He sometimes used students reading aloud the text. He didn't give chance to present the topics by using different strategies (scanning, skimming, extensive) readings to inform the specific, general or to understand the text message.

In the third section of observation lists were about students' motivation of practicing reading activity. As the researcher observed teacher tried to motivate the learners to read the text. But the learners were passive to practice activities in the text. Only the active learners were answer questions invited from the teacher and their text book. In addition, the teacher invited them to practice the text main points with a partner or group but the students were fewer participants in the lesson. The teacher himself concluded the lesson.

To conclude, the teacher only sometimes used the strategies of pre-, while, and post reading. He used to motivate the students mostly always but students rarely motivated to read other texts

4.2.2 The Second Class Observation

The titles of the observed reading lessons were 'memory and finance'. The activities of these reading lessons were almost similar with the first. As a result, there were pre-reading activities (questions related to the topic of the text that were used for arouse students' interest and activate their prior knowledge of the text), and while-reading activities (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text and assure more

mental involvement). The reading tasks are, however, not the kinds that allow students to interact actively among themselves.

As the researcher observed the teacher presented the text about 'finance and memory'. He used the strategies pre, while and post reading strategies. He started predicting the topic as their prior knowledge. The teacher used the top- down process by giving general view about the use of finance and memory. Students predicted some ideas like finance is life, development and power. Then, they related with the text as bottom up process. The teacher also divided the text into parts and generalized the important points.

The researcher observed the teacher expressed ideas in the text with the reading part. He tried to motivate students to read the text and figure out the important points. He sometimes used students to read aloud the text. He didn't give chance to present the topics by using different strategies (scanning, skimming, extensive) readings to inform the specific, general or to understand the text message.

In the third section of observation lists were about students' motivation of practicing other reading activity. As the researcher observed teacher tried to motivate the learners to read the text. But the learners were passive to practice activities in the text. Only the active learners were answer questions invited from the teacher and their text book. In addition, the teacher invited them to practice the text main points with a partner or group but the students were fair participant in the lesson. The teacher himself concluded the lesson.

Generally, this teacher used the strategies of pre-, while, and post reading almost sometimes, and he used to motivate the students mostly always but students motivated to read other texts were rarely.

4.2.3 The Third Class Observation

The titles of the observed reading lessons were 'Two Ethiopian Children'. The activity of this reading lesson was a few similar to the first and the second. Consequently, there were pre-reading activities (questions related to the topic of the text that were used for arouse students' interest and activate their prior knowledge of the text), and while-reading activities (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text and

assure more mental involvement). The reading tasks are, however, not the kinds that allow students to interact actively among themselves.

As the researcher observed the teacher presented the text about ‘two Ethiopian children’. He used the strategies pre, while and post reading strategies. He started predicting the topic as their prior knowledge. The teacher used the top-down process by giving general view about two Ethiopian children. Then, they related with the text as bottom up process by finding specific points. The teacher also divided the text into parts and generalized the important ideas.

As the researcher observed the teacher didn’t describe pictures in the text with the reading part. He tried to motivate students to read the text and figure out the important points. He always used students to read aloud the text. He didn’t give chance to present the topics by using different strategies (scanning, skimming, extensive) readings to inform the specific, general or to understand the text message. So he used this strategy rarely.

In the third section of observation lists were about students’ motivation of practicing reading activity. As the researcher observed, teacher tried to motivate the students to read the text. But the learners were slow to practice activities in the text. Only active learners were answer questions invited by the teacher. In addition, the teacher invited them to practice reading the text main points with a partner or group but the students were not participating in the lesson. The teacher himself concluded the lesson.

Generally, this teacher used the strategies of pre-, while, and post reading almost sometimes, and he used to motivate the students mostly always but students motivated to read texts were rarely.

4.2.4 The Fourth Class Observation

The topic of the observed reading lesson was ‘City in the Future’ text. Therefore, there were pre-reading activities (questions related to the topic of the text that were used for arouse students' interest and activate their prior knowledge of the text), and while-reading activities through loud reading (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text and assure more mental involvement). The reading tasks are, however, not the kinds that allow students to interact actively among themselves.

As the researcher observed the teacher presented the text about 'city in the future'. He used the strategies pre, while and post reading strategies. He started predicting the topic as their prior knowledge. Then, they related with the text as bottom up process by finding specific points. The teacher divided the text into parts and generalized the important ideas.

As observation the teacher didn't express pictures in the text with the reading part. He tried to motivate students to read the text and figure out the important points. He always used students to read aloud the text. He didn't give chance to present the topics by using different strategies (scanning, skimming, extensive) readings to inform the specific, general or to understand the text message. So he used this strategy rarely.

As the researcher observed, teacher tried to motivate the learners to read the text. But the learners were too passive to practice activities in the text. Only the active learners were answer questions invited from the teacher and the text comprehension questions. In addition, the teacher invited them to practice the text main points with a partner or group but the students were not participating in the lesson. The teacher himself explained the text through lecturing.

Finally, this teacher used the strategies of pre-, while, and post reading almost always, and he used to motivate the students always but students motivated to read texts themselves were sometimes.

4.2.5 The Fifth Class Observation

The title of the observed reading lesson was 'Potential & Kinetic Energy' reading texts. The activities of these reading lessons were almost similar to the first, second, third & fourth. Then, there were pre-reading activities (questions related to the topic of the text that were used for arouse students' interest and activate their prior knowledge of the text), and while-reading activities through silent reading (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text and assure more mental involvement).

As observed by the researcher, teacher presented the text about 'potential & kinetic energy'. He used the strategies pre, while and post reading strategies. He started predicting the topic as their prior knowledge. Then, they related with the text as bottom up process by finding specific points. The teacher divided the text and generalized the important ideas.

As the observation the teacher described pictures in the text with the reading part. He tried to motivate students to read the text and figure out the important points relate with pictures. He always used students to read silent the text. He gave chance to present the topics by using different strategies (scanning, skimming, extensive) readings to inform the specific, general or to understand the text message. So he used this strategy very well.

As observed by the researcher, teacher tried to motivate the learners to read the text. But the learners were too passive to practice activities in the text. Only the active learners were answer questions invited from the teacher and the text comprehension questions. In addition, the teacher invited them to practice the text main points with a partner or group but the active students were participating very well in the lesson. Mostly the teacher explained the text through lecturing.

In conclusion, in the observation this teacher used the strategies of pre-, while, and post reading almost always, and he used to motivate the students also always, students motivated to read texts themselves were sometimes.

4.2.6 The Six Class Observation

The titles of the observed reading lesson was ‘When I Was Won the Lottery’ reading texts. The activities of these reading lessons were almost as from the first, second, third, fourth & fifth. Then, there were pre-reading activities (questions related to the topic of the text that were used to arouse students' interest and activate their prior knowledge of the text), and while-reading activities through silent reading (skimming, scanning and vocabulary exercises which were used to draw students' attention to the text).

As observed by the researcher, teacher presented the text about ‘when I was won the lottery’. He used the strategies pre, while and post reading strategies. He started predicting the topic as their prior knowledge. Then, they related with the text as bottom up process by finding specific points. The teacher divided the text and generalized the important ideas. He applied this strategy better than the previous classroom observation.

As the researcher observed to this, the teacher described pictures in the text with the reading part. He tried to motivate students to read the text and figure out the important points. He always used students to read silently. He gave chance to present the topics by using different strategies

(scanning, skimming, extensive) readings to inform the specific, general or to understand the text message.

As observed, teacher tried to motivate the learners to read the text. But the learners were too passive to practice activities in the text. Only the active learners were answer questions invited from the teacher and the text comprehension questions. In addition, the teacher invited them to practice the text main points with a partner or group but the active students were participating very well in the lesson. Mostly the teacher explained the text through lecturing

Generally, in the observation this teacher used the strategies of pre-, while, and post reading, and he used to motivate the students always and students motivated to read texts themselves were only sometimes.

In conclusion the researcher observed that teachers always used the strategies were two of six teachers and also they motivated the students to read the texts and other references. But as the researcher observation only two of six teachers always used the strategies but four of six didn't use the strategies very well.

4.3 Presentation of Focus Group Discussion

The researcher designed three major parts of discussion points in seven orders for teachers in order to assess the reading strategies that employs in EFL classroom. The results of the obtained information through the discussions are presented as follows.

The first discussion point was designed to investigate the strategies teachers use in reading skills. The teachers presented whether they use the reading strategies (pre-reading, while reading, and post reading activities) when they teach to read or not. Four of the participants claimed that they employed the strategy of pre-reading and post reading effectively but they use while reading as a home work and loud reading with only clever students because most of their students were passive to practice reading. Only two teachers forwarded that use this strategy as silent reading very well. Hence, their information indicated that the majority of the teachers were not applied the strategies in order to improve students' reading skills

The second discussion point was the teachers whether use to motivate their students to read English texts and motivate students to practice reading such as settings reading goals and objectives or not. The participants suggested that the majority of the learners did not set goals and objectives for their reading. However, some of the students were employing this strategy as much as possible. Thus, their information leads to the conclusion that most of the students in the target school were not setting goals and objectives for their reading and also they didn't have interest to read texts. Only the teachers motivate them to read most of the time in external motivation. Some teachers used the language of motivation to their students by saying excellent, very good, good, well, nice etc. they also created external motivation by giving points for reading activities. But most of the students were not motivating to read texts.

The third discussion point was the students whether their motivated to employ reading strategies like guessing the meanings of unfamiliar words in the text in order to understand the message of texts or not. Four of the participants suggested that their students were not guessing the meanings of unfamiliar words from majority of the context in order to understand the reading texts. On the other hand, two teachers claimed that active students were guessing unfamiliar words from the context to understand texts. Therefore, the information indicated that most of the learners did not employ this strategy well.

The next point was designed what kind of techniques use to motivate students to read English texts in EFL classroom. Two of the participants suggested that their students use to motivate strategies such as memorizing, reciting and rehearsing in order to remember the reading texts through motivation. Whereas, the rest of the teachers mentioned that their students didn't try to repeat ideas and information to remember what they read. Hence, the data shows that most of the learners were not employing this strategy.

Finally, the last discussion question points raised the teachers whether their students employed strategies like, taking notes during reading texts in order to understand it. Four of the teachers responded that their students were not taking notes during reading texts while two of the participants claimed that their students were using this strategy successfully. Hence, based on their information, the majority of the learners were not using this strategy.

Generally, some teachers use the three strategies of reading (pre-, while, and post reading strategies). But most of the teachers didn't apply while reading strategies. They rose as reason shortage of time. Some of them said that students even hadn't interest to read texts. Because of these two of the teachers give reading texts as homework. This concludes teachers applied the strategies only sometimes and motivate the students to read text was effectively applied and students motivated to read other texts were sometimes applying.

In conclusion, the teachers expressed they always used the three strategies of reading and motivate the students to read the texts and other references. But as all teachers strongly suggested most of the students didn't motivate to read any texts.

4.4 Triangulation of the Results

The overall statistical result obtained from the descriptive analysis students response in reading such as the strategy that they used pre-reading strategies 50%, while reading strategy 45% very less frequently and post reading strategy 51% shows that they used the strategies less frequently. Secondly, the result of the strategies teachers used to motivate students reading texts 46% shows that the teachers used the strategies very less frequently. Thirdly, the results of the strategies students motivate to read other texts are 52%. This shows that the students used the strategies again less frequently and led them a little reading habit.

The result of students' response to open-ended questions and the classroom observation indicated that similar from the strategies mentioned in the quantitative analysis. Students focused on while reading loudly and read by only the active learners. The slow learners were passive participants in the reading texts. On the other hand, in the classroom observation the researcher observed that teachers focused on active learners and used loud reading strategies.

The results of focus group discussion showed that teachers used the strategies very well in the classroom. But all the teachers suggested strongly that most of the students were not interesting to read any texts except a few active learners in the classroom. These made them focus on the active learners and loud reading strategies.

Generally, the three data analysis of the result showed teachers used the reading strategies less frequently and they motivated their students very well. But students' activities were very less.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter attempts to wrap up the whole activities carried out during the study. It presents a concise summary of the activities carried out during this study. Next in the conclusion section, the major findings of the study are given in line with the research questions. Finally, based on the findings of the study, possible recommendations are suggested for implementation by responsible bodies.

5.1 Summary

As it had been revealed in the first chapter of this thesis, the aim of the study was to assess the strategies teachers use to motivate students to read texts in English at Sire Secondary School found in Sire Wereda, Arsi Zone, Oromia Region. In order to conduct the research: background, statement of the problem, objectives, significance of the study, scope of the study and procedure of the study were prepared. Moreover, review of related literature and related studies were also consulted and included in the study.

Based on the objectives the related studies, and the research type were determined where mixed method research types were used. Based on the research design the study's site and population were identified. From the study sites and the target population the grade level and the respondents were the source of the data. The researcher selected the sample using simple random sampling techniques.

To this end, the site of the study was Sire Secondary School and from the grade levels, grade 10 students. However, the sources of data were 100 (hundred) students and 6 (six) EFL teachers. From these sample students, 100 of them were used to provide questionnaire data. To collect data, the appropriate instruments, namely, close-ended questionnaire and open ended questions were prepared. The data gathering instruments, such as: questionnaire was administered among 100 students and the observation was carried out with six classroom instructions. In such a way, all 100 student questionnaires distributed and returned with a 100% response rate.

Finally, the data gathered using questionnaires observed, coded and prepared for data analysis. The classroom observation checklist and the focus group discussion points were also prepared. The data from the three instruments were analyzed, presented in triangulation and discussed with the help of descriptive statistics quantitatively, such as, frequency, mean, percent in tables and qualitatively with verbal interpretations. The results of the data analysis were presented, discussed and triangulated on the basis of the research objectives designed and discussed earlier in Chapter One. The overall results of the data analysis have been given in the next section.

5.2 Conclusion

This study tried to assess the strategies teachers use to motivate students to read texts in English at Sire Secondary School in Sire Wereda in Arsi Zone, in Oromia Region. Therefore, to realize the aim of the study, quantitative and qualitative data were collected and analyzed using descriptive statistics. The results of the data analysis showed the following findings with respect to the benefits of EFL reading strategies towards teachers use to motivate students reading habit, students' motivation towards the reading habit, the books or materials students read, the types of students reading habits and the problems students faced in their efforts to read.

To begin with, the finding of the study concerning the strategies of the EFL reading lesson towards students reading habits confirmed that the activities for the lesson were limited and the post reading activity was dominant. Besides, the finding also indicated that the reading strategies were more of individual work than group work and that teachers would explain new words to help learners read and do tasks. But teachers were not using the strategies and introducing the aims and objectives of the lesson. As a result, it was possible to realize that the value of the classroom reading strategies towards developing students reading habits was not significant.

Second, based on the results of the findings of the study, it was possible to confirm that students have motivation to read because they have been making efforts to read at home and at the library. It was possible also to realize that students were asking for help thereby to improve their reading skill and they were not also trying to work with friends to solve their problems. Moreover, since students use libraries and their subject notes to get habits to read and were making efforts to improve their reading by using reading programs and by having reading places regularly. All these evidences confirmed that only the active students have motivated for reading.

Third, concerning the specific strategies of reading habit of students, the finding revealed that students have two types of reading habits namely, academic reading habit and intensive reading habit. The active students reading habit was academic because their aim for reading was to develop their academic skills. Besides, as active students since they have to study for tests and exams and to do assignments, it would be convincing that students reading habit was academic. In addition, as students were reading to get specific ideas of texts and since they were reading shorter texts, it was convincing that most of students reading motivation were less frequent.

Finally, the major factors that influenced students' reading strategies were that since students have limited word power and since there was shortages of reading habits and that the classroom reading strategies could not help them solve their reading problems. Furthermore, factors related to students' problems were that the strategies of the reading lesson was limited, that motivation and encouragements for students from teachers, parents or the school was less frequent and that there was not internet access could supports them.

5.3 Recommendations

In this section, recommendations are given concerning EFL teachers' beliefs and practices of the strategies of reading assessment based on the finding of the study. Besides, possible suggestions are also recommended for future studies.

To begin with, the finding of the study revealed that the classroom EFL reading strategies was limited and that activities were so little and even those carried out were mainly meant for individual work than for group work. In additions, teachers were not explaining the objectives of the lesson and techniques useful to read and get context meanings were not provided to students. Hence, these miss of strategies led to the fact that students could not get benefits from the classroom reading lesson.

- ❖ To develop students' reading skill and to promote students reading habits, the amount of EFL reading strategies must be applied with reading lesson and teachers must follow the aims and objectives of the lesson so that students should have set goals for reading texts.
- ❖ EFL teachers also should motivate students ways to do reading texts, and should use pre, while and post reading strategies, should not focus on only active learners and should show students ways and techniques, such as, how to interpret pictures and diagrams with

which students can get meanings of texts contextually. This will help students motivate to read independently when they are reading at home or at other places.

- ❖ The classroom reading strategies and its activities should be done in groups of various forms, use silent reading, such as, in small or large groups so that students can motivate to learn from each other and can motivate intrinsically to help each other.

The finding also confirmed that students have motivation for reading; however, having motivation is only the clever students. Therefore, students' motivation for reading must be further strengthened so as to create good academic performance.

- ❖ To further strengthen students motivate, they have to be supported with provisions of reading techniques, such as, extra reading classes or tutorials on how to read better and on how to use library books, such as references on the reading skills.
- ❖ Since most students have problems of the English language, they should also be given extra classes on the four skills of the language and on ways to increase their word powers.

Third, the finding also revealed that students themselves were not motivated to read texts. However, the students should develop non academic and extensive reading habits because when students acquire intrinsic or extrinsic reading habit they would be proficient in reading and avoid problems related to reading.

- ❖ Thus, students should be motivated or advised to develop nonacademic or extensive reading habit by informing the benefits they get from these types of readings.
- ❖ Teachers must use strategies of reading to give classroom and out of class activities and assignments for students to read fictions, newspapers, magazines and additional reference books.
- ❖ Teachers can motivate students by giving reading topics at the library for students to read and thereby to get along with how to make use of materials from the library.

The finding confirmed that students were not receiving support and encouragement and that there was not internet access in the school.

- ❖ To promote students' reading habits, the school library has to be equipped with both academic, non academic and reference materials.
- ❖ Teachers, parents and the school also have to work together to maintain internet access in the school because if there is internet access in the school, students will be able to get books they want easily and with little cost. This can be done by preparing income generating situations and by using the school ICT center.
- ❖ Teachers, parents and the school administrators also have to support and motivate students thereby to create students when they demand for help. Concerned bodies should help students by providing conditions where students get books, internet access and where they can learn from each other.

Finally, the researcher would like to suggest that anyone interested to do research can apply the study at other contexts. He/she can use different instruments and sample to obtain deferent result and to continue from where the present study stops or as a means of reference to related studies.

REFERENCES

- Allen, J. (1999). *Word, Words, Words. Teaching Vocabulary in Grade 4-12*. Portland, ME: Sten House.
- Asher, R.E. and Simpson, J.M.Y (1994). *The Encyclopedia of Language and Linguistics*. UK: Pregamon Press.
- Atakilit Gebru (2011). *An Investigation of Reading Strategies*. Used by Grade 11 EF Student of Addishihu Senior Secondary School (Unpublished MA Thesis).
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods,DE*. International Reading Association
- Bycina, D. and Dubin, F. (1991). *Academic Reading and the ESL/EFL Teachers*. In L. Celce-Murcia (ed.). *Teaching English as Second or Foreign Language*. (PP. 195-215)
- Carrel, P.L. (1988). *Introduction: Interactive Approaches to Second Language Reading*. In P.L. Carrell, J. Devine and D.E. Eskey (eds.), pp.73-92.
- Chlisa, B. (2012). *Indigenous Methodologies*. Thousand Oaks, CA: SAGE
- Cameron, J. & Pierce, W.D. (1994). *Reinforcement, Reward, and Intrinsic Motivation: A Meta Analysis*. *Review of Educational Research*, 64, 363-423.
- Cresswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Approaches*. Los Angeles : Sage.. USA, Florida. abhatt@usf.edu
- Child, D. (1986). *Psychology and the Teacher*. London: Cassell. UK.
- Davies, F. (1995). *Introducing Reading*. London: Penguin Book Ltd.
- Dawit Tibebe (2014). *The Effect of Explicit Reading Strategies Instruction on Reading Comprehension of Upper Primary Grade Students*. *International Journal Education*. 6(3)
- Dereje Negede (2012). *Primary Teaching in Ethiopia Policy and Practice*. Unpublished PhD Dissertation Addis Ababa University.

- Duke, N. K. and Pearson, P. D. (2002). *Effective Practices for Developing Reading Comprehension*. In: A.E. Farstrup and S.J. Samuels (Eds.). *What Research has to say about Reading Instruction* (3rd ed., pp. 205-242). Newark, DE: International Reading Association.
- Fantahun Geta (2014). *An Investigation of Reading Strategies by Grade Eight EFL Students*. Unpublished MA thesis: Addis Ababa University.
- Gardner, R. C. (2010). *Motivation and Second Language Acquisition. The Socio Educational Model*. New York: Peter Lang Publishing, Inc.
- Gessesse Tadesse (1999). *The Effect of Process Approach to Teaching Reading on First Year Students at Kotebe College of Teacher Education*. (Unpublished PhD. Dissertation), Schools of Postgraduate Studies Addis Ababa University.
- Girma Gezahagn (1994) *Preliminary Investigation is to the Reading strategies of Addis Ababa University First Year Students*. (Unpublished MA Thesis). Addis Ababa University.
- Gurthie, J.T. & Alao, S. (1997). *Designing Context to Increase Motivation to Reading*. *Educational Psychologist*, 32, 95-105.
- Gurthie, J.T. & Wigfield, A. (1997). *Incentives and Intrinsic Motivation to read. Reading Engagement: Motivating Readers Through Integrated instruction* (205-217). New York, DE: International Reading Association.
- Herbert, L. (1978). *Teaching Reading in a Content Areas*. New Jersey: Prentice Hall. Inc.
- Hiebert, E.H. , Pearson, P.D. , Taylor, B.M. , Recharadson, V. & Paris, S.G. (1998). *Every Child a*

- Reader*. Ann Arbor, MI: center for improvement of early reading Achievement (CIERA).
- Krueger, Richard, A. (1998). *Focus Groups. A Practical Guide for Applied Research*. Newbury, Calif: Sage Publications.
- McDonough, J. and Shaw, C. (1993). *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Black Well Publishers Ltd.
- Melaughlin, M. & Allen, M.B. (2002). *Guided Comprehension; A Teaching Model for Grade 3-8*. New Park, DE: International Reading Association.
- MOE (Ministry of Education), (2010). *Education Sector Development Program. ESPDN IV (2010/2011-2014/2015)*. Ministry of Education: Addis Ababa.
- Mokhtari and Reichard C. (2002). *Metacognitive Awareness of Reading Strategies questionnaire*.
By APA
- Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan: Publishers. Ltd.
- Nuttal, C. (1996). *Teaching Reading Skills in a Foreign Language*. Macmillan: Publishers, Ltd.
- Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language*. London: Heinmann Educational Book Ltd.
- Nuttal, C. (1996). *Teaching Reading Skills in a Foreign Language*. Macmillan: Publishers, Ltd.
- Oxford, R. (1990). *Language Learning Strategies. What Every Teacher Should know*.
Massachusetts: Heinle & Heinle Publishers.
- Palincsar, A.S., and Brown, A.L. (1984). *The Reciprocal Teaching Comprehension. Fostering and Comprehension – Monitoring Activities*. *Cognitions and Constructions* 1, 117-175.
- Paris, S.G., Wasik, B.A. (1991). *The Development of Strategic Reader*. In R. Barr, M.L. Kamil P. B. Mosenthal, and PP Pearson (Eds), *Hand Book of Reading Research*. (Vol,2 PP 609-

- 640). New York: Longman.
- Pearson, P.D. and Fielding, L. (1991). *Comprehension Instruction*. In R. Barr, M.L. Kamil
P. B. Mosenthal, and PP Pearson (Eds), *Hand Book of Reading Research*. (Vol,2 PP 815-
860). New York: Longman.
- Pintrich, P. R., and Schunk, D. H. (2002). *Motivation in Education: Theory, Research, and
Application* (2nd ed.). New Jersey: Merrill Prentice Hall.
- Selinger, H.W, and Shohamy, E. (1989). *Second Language Research Methods*. OUP: Oxford.
- Sharman, B. (2000). *An Exemplar for Teaching and Learning Qualitative Research*. Sam
Houston State University Huntsville. Texas USA
- Singh K. (2006). *Fundamentals of Research Methodology and Strategies*. Mahatma Gandhi:
Chitra Koot. Rural University
- Snow, C., Burns, S. and Grifftin, P. (1998). *Preventing Reading Difficulties in Young Children*.
Washington D.C.: National Academic Press.
- Rivas, R.M. (1999). "Reading in recent *ELT Course book*." *ELT Journal*, Vol. /53/1
- Rivers W. (1968). *Teaching Foreign Language Skills*. Chicago: University ofChicago Press.
- Wenden and Robin, J. (1987). *Learners Strategies in Language Learning*. Englewociffs, N.Y.
Prentice Hall. Int.
- William, E. (1994). *Reading in the Language Classroom*. Macmillan: Macmillan publisher.
- Williams, M. and Burden, R. (1997). *Psychology for Language Teachers*. A Social
Constructionist Approach. Cambridge: Cambridge University Press

Appendix I: Questionnaire for Students
Adama Science and Technology University
Schools of Humanities and Law
Department of English

Part I: Questionnaire for Students

Dear Students,

This study aims at assessing the strategies of teachers use to motivate students to read texts in English. The success of the study depends on the genuine response you give to each item. The responses you give to each items has no effect on your school result. Since your answer will be treated with serious care, feel free to answer all questions frankly.

Your cooperation will greatly be appreciated.

Thank you in advance.

Directions:

Listed below are statements about what students do when they read *academic or school related materials* such as textbooks or library books.

Five numbers follow each statement (4, 3, 2, 1, and 0), each number stands for the following strands:

4 **stand for** “I **always** do this.”

3 **stand for** “I **usually** do this.”

2 **stand for** “I **sometimes** do this.”

1 **stands for** “I do this rarely.”

0 **stands for** “I **never** do this.”

After reading each statement, circle **the number** (4, 3, 2, 1, or 0) that best applies to you. Please remember that there is **no right or wrong answer** to the statements in this inventory.

Section one: Closed ended questionnaire

Think of Different Strategies that your English Language Teacher Uses during he/she teaches Reading Skills. Then, circle any five of the options you believe is true.

1. Before Starting Reading

1.1 We read the title and heading	4	3	2	1	0
1.2 We predict what the passage might be about	4	3	2	1	0
1.3 I ask myself what I already know about the title	4	3	2	1	0
1.4 I share ideas with partners during pre reading activity	4	3	2	1	0
1.5 I have good motivation to read a reading text	4	3	2	1	0
1.6 I set reading goals in every reading lesson	4	3	2	1	0

2. During While Reading

2.1 I think about what I am reading	4	3	2	1	0
2.2 I pause while I am reading	4	3	2	1	0
2.3 I picture in my mind people, place, or events while I am reading	4	3	2	1	0
2.4 I imagine that I am talking with the writer while I am reading	4	3	2	1	0
2.5 I am motivated by my classroom teacher to read a text	4	3	2	1	0

3. During Post Reading

3.1 I look for clues to figure out the difficult word	4	3	2	1	0
3.2 I try to relate with the pictures in the text when reading parts confuse	4	3	2	1	0
3.3 I think about what I read	4	3	2	1	0
3.4 I have motivated to read other text as this experience	4	3	2	1	0
3.5 I check the difficult word from dictionary or glossary	4	3	2	1	0
3.6 I try to play role of a character in a literary English texts	4	3	2	1	0

4. Teacher Motivates You to Read Texts in Reading Session

4.1 My teacher appreciates me during pre-reading tasks.	4	3	2	1	0
4.2 My teacher praises my reading style on words and sentences.	4	3	2	1	0
4.3 My teacher helps me when I face problem during my reading tasks.	4	3	2	1	0
4.4 My teacher motivates me to read different references for progressing for my reading.	4	3	2	1	0
4.5 My teacher make us retell the message of the given text.	4	3	2	1	0

5. Your Motivation to Read other Texts in English

5.1 I am aroused to read every subject notes	4	3	2	1	0
5.2 I am motivated to read other materials like a magazine articles etc.	4	3	2	1	0
5.3 I tried to understand the pronunciation of new words from a dictionary or other objects like mobile & computer soft ware	4	3	2	1	0
5.4 I am motivated to read supplementary materials in the library	4	3	2	1	0
5.5 I am motivated to do tasks under every unit in the textbook	4	3	2	1	0
5.6 I depend on only the textbook than to read other references	4	3	2	1	0
5.7 I am motivated to read seriously for my academic career	4	3	2	1	0

Section II:Open- ended questions

A) What is the strongest side of your teacher when he/she gives on activity in learning reading skills? _____

B) How does your teacher motivate you to read a text in reading activities? _____

C Please mentions any drawback or the weak side of your teacher while teaching reading. _____

Appendix II: Classroom Observation Checklist

Adama science and Technology University

Schools of Humanities and Law

Department of English

Part II: Classroom Observation Checklist

Name _____ Section _____ Period _____ Date _____

The Text Topic _____ Looks Easy ___ difficult ___ Just Right _____

Students confidence to read _____ Read independently _____ Loud _____ Silent _____

Students initiate their own reading _____

All students read independently _____

Rating Scales A= always S= Sometimes R= rarely

Strategies teachers use to motivate students to read	A	S	R
Part one: Teacher implementation of reading			
• Using the strategies (pre-,while-,post-) reading			
• Using strategies (Top-down, bottom-up) reading			
• Divide the text in important parts			
• Reread to solve problems when comprehension break down			
• Uses meaning and pictures to help figure out words			
• Uses decoding to help figure out words			
• Relates reading to students own prior experiences			
• Observe how students motivate to read a text in reading lesson			
Part two: how teachers motivate students to read			
• The teacher motivate or help students to figure out the reading text			
• Looks how effectively motivate to read a text			
• Using different methods (scanning, skimming, extensive) readings			
Part three: students motivation to practice reading			

Appendix III: Teachers Focus Group Discussions Agendas

Adama science and Technology University

Schools of Humanities and Law

Department of English

Part III: Teachers Focus Group Discussions Agendas

Dear Teacher,

The purpose of this study is to assess what strategies you use to motivate students English text reading skills, and how do you use the strategies of reading text practicing in EFL classroom. Your discussions are very useful. Therefore, your participation in the discussion provides genuine information is highly valuable for the successful completion of this study.

Thank you in advance

Discussion Points

A. Text Reading Strategies

1. The strategies for reading skills you use in the EFL classroom.
2. You and students activities during reading lesson.

B. Strategies of Teachers Use to Motivate Students to Read Texts

3. You motivate students to read different reading texts.
4. You motivate your students to read to find specific or general ideas from the text.
5. The strategies more motivate students during reading skills activities.

C. Strategies of Students Themselves Motivation to Read other Texts

6. The current students reading skills motivation.
7. Generally, the strategies you use to motivate your students reading skills.

Appendix IV: Students' Questionnaire Amharic Version

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

የእንግሊዝኛ ቋንቋ ትምህርት ክፍል

የእንግሊዝኛ ቋንቋ ንባብ ክህሎት ጥናት መጠይቅ

ውድ ተማሪዎች!

ይህ መጠይቅ የተዘጋጀው ከእናንተ ስለመምህራችሁ የእንግሊዝኛ ቋንቋ ንባብ ክህሎት የማስተማር ዘዴ መረጃ ለማሰባሰብ ታስቦ ነው። የእናንተ በመጠይቁ ላይ የተዘረዘሩትን ጥያቄዎች አስተውሎ በቅንነት መመለስ ለሚደረገው ጥናት ከፍተኛ አስተዋጽኦ አለው። የምትሰጡትን ምላሽ በምንም መልኩ የእናንተን የክፍል ውጤት የሚጎዳ አይደለም። ትክክል ነው አለያም ስህተት ነው የሚባል መልስ ስለሌለው ነፃ ሆናችሁ እያንዳንዱን ጥያቄ በአግባቡ አንብባችሁ የመሰላችሁን ስለመምህራችሁና ስለግላችሁ ትክክል ነው የምትሉትን እንድትሞሉ በአክብሮት ትጠየቃለን።

ለምታደርጉት ትብብር ሁሉ አጥኚው በቅድሚያ ምስጋና ያቀርባል።

መመሪያ:

ቀጥሎ ባለው መልኩ (4፣ 3፣ 2፣ 1፣ እና 0) በያዙት ሀሳብ አማራጮች ሆነው ቀርበዋል። በዚህ መሰረት ቁጥሮቹ የያዙትን ሀሳብ በጥልቀት በማየት ስለራሳችሁና ስለመምህራችሁ በቀረበው ሀሳብ መሰረት ምረጡ።

4 ማለት ሁል ጊዜ ይተገበራል

3 ማለት ይተገበራል

2 ማለት አንድ አንዴ ይተገበራል

1 ማለት በአጋጣሚ ብቻ ይተገበራል

0 ማለት በጭራሽ አይተገበርም የሚሉት ምርጫዎች ቀርበዋል።

በያንዳንዱ ሀሳብ ፊት ለፊት ከላይ የተጠቀሱት (4 ፣ 3፣ 2፣ 1 ወይም 0) የሚሉ አማራጮች በሰንጠረዥ ውስጥ ቀርቦታል። በአንተ ወይም በአንቺ ሀሳብ ነው ያልከውን/ሽውን ምርጫ በመክብብ አመልክት/ቺ

ክፍል 1 መምህራችሁ የሚተገብሩት ውጤታማ የእንግሊዝኛ ቋንቋ የማንበብ ዘዴዎችን በተመለከተ

1. ቅድመ ምንባብ ተግባራት

1.1 ርዕሱን ቀድመን እናነባለን	4	3	2	1	0
1.2 ርዕሱን ተመርኩዘን ስለጽሁፉ ሀሳብ እንሰጣታለን።	4	3	2	1	0
1.3 ስለ ርዕሱ የማውቀውን እራሴን በራሴ እጠይቃለሁ።	4	3	2	1	0
1.4 ስለጽሁፉ ከጓደኞቼ ጋር ሃሳብ እንለዋወጣለን።	4	3	2	1	0
1.5 ጽሁፉን የማንበብ ጠንካራ ሞራል አለኝ።	4	3	2	1	0
1.6 ሁል ጊዜ የንባብ ግብ አቅጄ እተገብራለሁ።	4	3	2	1	0

2. ምንባብ በሚነበብበት ጊዜ

2.1 ስለማነበው ስነፅሁፍ አስባለሁ	4	3	2	1	0
2.2 ብዙውን ጊዜ እያነበብኩ ድምጹን አቆራርጣለሁ	4	3	2	1	0
2.3 ሳነብ ሰዎችን፣ ቦታን፣ ጊዜን፣ ድርጊትን ምስል በሀሳቤ እቀርጻለሁ	4	3	2	1	0
2.4 በማነበበት ጊዜ ከጸሐፊው ወይም ደራሲው ጋር እንደተነጋገርኩ እቆጥራለሁ።	4	3	2	1	0
2.5 መምህራችን በማነበበት ጊዜ በጣም ያበረታቱኛል።	4	3	2	1	0

3. አንብቦህ/ሽ ከጨረስክ/ሽ በኋላ

3.1 አስቸጋሪ ቃላትን ከምስሎች በማመሳከር እረዳለሁ።	4	3	2	1	0
3.2 ችግር ሲያጋጥመኝ ከምስሎች በማመሳከር ለመረዳት ጥረት አደርጋለሁ።	4	3	2	1	0
3.3 ስለአነበብኩት ጽሁፍ በጥልቀት አስባለሁ።	4	3	2	1	0
3.4 በዚህ ንባብ ስልት ሌላ ጽሁፍ ለማንበብ እነሳሳለሁ።	4	3	2	1	0
3.5 አስቸጋሪ ቃላትን ሁል ጊዜ ከመዝገብ ቃላት አያለሁ።	4	3	2	1	0
3.6 በድርሰት ጽሁፎች ውስጥ ገጸባህሪያትን ወክዬ ለመጫወት እሞክራለሁ።	4	3	2	1	0

4. የመምህራን በንባብ ጊዜ ስለማበረታታቸው

4.1. መምህራ ከማነበቤ በፊት ለንባብ ያነሳሱኛል።	4	3	2	1	0
4.2. መምህራ ዐረፍተ ነገሮችን ሳነብ በንባብ ዘዴዬ በማድነቅ ያበረታቱኛል።	4	3	2	1	0
4.3. በማነብበት ጊዜ የሚገጥሙኝን ችግር መምህራ ወዲያው ይፈቱልኛል።	4	3	2	1	0
4.4. መምህራ እውቀቴ እንዲሰፋ የተለያዩ ማጣቀሻ ጽሁፎችን እንዳነብ ያበረታቱኛል።	4	3	2	1	0
4.5. መምህራ ስለጽሁፉ ደግሜ እንድንገልጽ ያበረታቱኛል።	4	3	2	1	0

5. ተማሪዎች ረሳቸው የሚጠቀሟቸው ለንባብ መነሳሻ ዘዴዎችን በተመለከተ

5.1. እኔ የሌሎች ትምህርቶችን ጽሁፎች ለማንበብ እነሳሳለሁ።	4	3	2	1	0
5.2. ሌሎች ጽሁፎችን ለማንበብ በተነቃቃ ሁኔታ ዝግጁ ሆኜ አነባለሁ።	4	3	2	1	0
5.3. ስለ አዳዲስ ጽሁፍ አነባበብ ድምጽ ችግር ሲገጥመን ከመዝገበ ቃላት ወይም ከሞባይል መዝገበ ቃላት አለያም ከኮምፒውተር መዝገበ ቃላት አረጋግጣለሁ።	4	3	2	1	0
5.4. ከምንባቡ ርዕስ ጋር የሚሄዱ ተጨማሪ ጽሁፎችን ላይብራሪ ገብቼ አነባለሁ።	4	3	2	1	0
5.5. በትምህርቱ ውስጥ ያሉትን መልመጃዎች በደንብ ሁሌም እሰራለሁ።	4	3	2	1	0
5.6. ምንባብን ከመጽሐፋችን ውስጥ ብቻ ማንበብ ይበቃኛል።	4	3	2	1	0
5.7. በትምህርቱ እንድበረታ ጠንክራ ለማንበብ የተነቃቃ ስሜት አለኝ።	4	3	2	1	0

ከፍል ሁለት፡ ያልተወሰኑ የገለጻ ጥያቄዎች፤ ቀጥሎ የቀረቡ ጥያቄዎችን እባካህ/ሽ አብራራ/ሪ

ሀ) በምንባብ ጊዜ መምህራችሁ የሚያከናውኑት ጠንካራ ተግባር ምንድን ነው?

ለ) መምህራችሁ ምንባብ እንድታነቡ ሲያስተምሩ እንዴት ያነሳሷቸዋል?

ሐ) እባካችሁ አብራሩ፤ መምህራችሁ ምንባብ ሲያስተምሩ ያለው ደካማ ጎን ምንድን ነው?

Appendix V: Students' Questionnaire Afaan Oromo Version

Yunivarstii Saayinsiifi Teeknooloojii Adaamaa

Muummee Afaan Ingiliffaa/ Kutaa Barnoota Afaan Ingiliffaa

Bargaaffii qorannoo Dandeettii Dubbisa Afaan Ingiliffaa

Jaalatamoo Barattota;

Qorannoon kun kan xiyyeeffate maloota barsiisaan fayyadamee barattoota kakaasuun akka isaan dubbisa Afaan ingiliffaatiin qophaa'e dubbisan madaaluudha. Milkaa'ina qorannoo kanaatiif immoo gaafilee isiniif kennaman itti yaaddanii deebisuun keessan gahee ol'aanaa taphata. Deebiin isiin bargaaffii isiniif dhihaateef kennitan homaa hin shakkinaa bu'aa barnoota kessaanirratti dhiibbaa tokkollee hin qabu. Kun sirriidha ykn immoo dogoggora deebiin jedhamu waan hin jirreef, bilisa ta'uudhaan gaafiwwan hundaa seeraan dubbisuun waa'ee barsiisaa keessanii fi dhuunfaa keessanii sirriidha kan jettan akka guuttan kabajaa guddaan gaafatamtanii jirtu.

Gargaarsa gootan hundaaf asumaa achi qorataan dursee galatoomaa! Jedha.

Ajaja:

Haala itti aanee jiru (4, 3, 2, 1 fi 0) filannoowwan yaadaa qabatani dhihataniiru. Bu'uuruma kanaan yaadolee lakkofsonnii qaban gad fageenyaan xiinxaluun waa'ee dhuunfaa keessanii fi barssiisa keessanii haala yaadoolii dhihaataniin filadhaa.

4 jechuun "yeroo maraa ni raawwatama"

3 jechuun "Ni raawwatama"

2 jechuun "Yeroo tokko tokko niraawwatama"

1 jechuun "Haalarrattii hundaa'ee niraawwatama"

0 jechuun "Gon kumaa hin rawwatamu"

Tokkoon tokkoo yaadolee fuuldurratti kanneen olitti ibsaman (4, 3, 2, 1, ykn 0) filannoowwan jedhan gabatee keessatti dhihaataniiru. Akka yaada keetitti sirriidha kan jettu filannoo keetitti **maruun** agarsiisi.

Kutaa tokko

1. Shaakala dubbisuun duraa

1.1 Mataduricha dursinee ni dubbisna.	4	3	2	1	0
1.2 Mataduricharratti hundoofnee waa'ee dubbisichaa yaadani kennina.	4	3	2	1	0
1.3 Waa'ee mataduricha kanan beeku ofiif ofin gaafadha.	4	3	2	1	0
1.4 Waa'ee barreeffamichaarratti hiriyyoota waliin yaada waljijjirra.	4	3	2	1	0
1.5 Dubbisicha dubbisuuf hamilee cimaan qaba.	4	3	2	1	0
1.6 Yeroo maraa galma dubbisuu kaayyeeffadheen raawwadha.	4	3	2	1	0

2. Yeroo Dubbisuu

2.1 Waa'een dubbisa dubbisaa jiruu nan yaada.	4	3	2	1	0
2.2 Yeroo baay'ee osoon dubbisuu sagaleen koo ni ciccita.	4	3	2	1	0
2.3 Yeroon dubbisuutti, namoota, iddowwan, yeroo fi gochaawwan yaadaan nan boca.	4	3	2	1	0
2.4. Yeroon dubbisuutti, barreessaa ykn asoosaa waliin akka waan dubbadheettan lakkaa'a.	4	3	2	1	0
2.5. Yeroo dubbisuutti, barsiisan keenyaa baay'ee na jajjabeessu.	4	3	2	1	0

3. Dubbisuun Booda

3.1 Jechoota rakkisoo ta'an fakkiwwaniin walbira qabuun nan hubadha.	4	3	2	1	0
3.2 Waa'een dubbisa dubbisee gad fageenyaan nan yaada/ xiinxala.	4	3	2	1	0
3.3 Rakkinni yoo na mudate fakkiwwaniin walbira qabuun hubacuuf yaali nan taasisa.	4	3	2	1	0
3.4 Tooftaa dubbisa kanaatiin barreeffama biraa dubbisuuf kaka'umsa nan horadha.	4	3	2	1	0
3.5. Jechoota rakkisoo ta'an galmee jechootattirraa ykn ibsaa irraa yeroo hunda nan laala.	4	3	2	1	0
3.6. Barreeffama asoosamaa keessatti qooddattota bakka bu'uudhaan taphachuuf nan yaala.	4	3	2	1	0

4: Yeroo dubbisuu, barsisstonni barattota isaanii jajjabeessurratti kan xiyyafate

4.1. Osoo hin dubbisin dura barsiisaan koo dubbisuuf na kakaasu.	4	3	2	1	0
4.2. Barsiisaan koo,himoota yeroon dubbisu, mala dubbisuu koo dinqisifachuun na jajjabeessu.	4	3	2	1	0
4.3. Yeroon dubbisaa jirutti rakkina na mudate barsiisaan koo yoosuma furmaata itti naalaatu.	4	3	2	1	0
4.4. Dandeettiin koo akka cimuuif barsiisaan koo barreeffamoota cuuphata garagaraa akkan dubbisu na jajjabeessu.	4	3	2	1	0
4.5. Barsiisaan keenyaa waa'ee dubbisichaa deddeebifnee akka ibsinu nu jajjabeessa.	4	3	2	1	0

5: Mala dubbisuu barattoota dubbisaa biroo dubbisuuf kakaasurratti xiyyeeffate

5.1. Ani yaddanno barnoota biroon dubbisuufan kaka'umsa qaba.	4	3	2	1	0
5.2. Waa'ee mata duree dubbisichaa ibsuudhaaf qophii ta'een argama	4	3	2	1	0
5.3. Rakkinni sagalee jechoota haaraa dubbisuu keessatti yoo na qunname, meeshhota adda addattin keessa ni laalama.	4	3	2	1	0
5.4.Barreeffamoota biroo, kanneen mataduree dubbisichaa waliin deeman dabalataan dubbisuuf yeroo hundaa qophii dha.	4	3	2	1	0
5.5. Barnooticha keessatti gilgaalota yeroo maraa sirrittan hojjadha.	4	3	2	1	0
5.6. Dubbisa kitaabolii keenya keessaa qofa dubbisuun na gaha.	4	3	2	1	0
5.7. Barumsa kootiin akkan cimuu, jabaadhee dubbisuuf miira kaka'en qaba.	4	3	2	1	0

Kuta Lama: Gaafilee ibsa hin daangofnee:

A. Yeroo dubbisuu, gochawwan ciccimoon barsiisaan keessan rawwatu maal maali?_____

B. Dubbisa akka dubbistaniif, barsiisaan keessan yeroo barsiisu akkamitti isiin kakaasa?_____

C. Maaloo brattoota sirritti ibsaa: Barsiisaan keessan dubbisuu yeroo barsiisu hanqinni/ dadhabinni qabumaalfa'i?_____
