The Practices of Teaching Reading Skills by Using Reading Strategies: The Case of Two Teachers in Ethiopia

Addisu Sewbihon Getie

BA Degree with Foreign Language and Literature (BA FLL)

MA Degree with Teaching English as a Foreign Language (MA TEFL)

PhD Student in TEFL Currently

Mobile Phone: +251912998117

Ethiopia

Abstract

The main aim of this study was to investigate the teaching practices of the reading skills of two teachers who teach English for grade nine students at Yaberus Wolkite General Secondary and Preparatory School which is found in Wolkite Town, Ethiopia. To do so, To do so, the researcher intended to look into whether EFL teachers at Yaberus Wolkite General Secondary and Preparatory School use reading strategies to improve reading competencies of their students, and what strategies students use to do their reading activities/ comprehensions in that school. To answer these research questions, the researcher employed observations, and post-observation interviews. The researcher employed available sampling technique to select sample respondents for the study.

The findings of the study show that the two English language teachers teaching in grade nine at Wolkite General Secondary and Preparatory School did not instruct their students to teach reading skills by using strategies. They are not aware about the reading strategies, but they employed some reading strategies unintentionally in their EFL classrooms. On one hand, students used strategies like predictions, inferences, questioning and answering, visualizations and graphic organizers, and activating background knowledge- cognitive strategies instructed by teachers to teach reading skills.

 Based on the conclusions of the study, the researcher recommended that English language teachers should obtain appropriate training opportunities just to raise their awareness about the reading strategies in particular and English language in general. Besides this, the English textbook should be revised to retreat repetitions occurring in the activities so as to make the learning teaching process fitting, interesting, and relevant. Finally, the researcher added that the school management

1

and the zonal administrators should reduce the large class size to make the teaching-learning process manageable.

1. Background of the Study

1.1. What is Reading Skill?

Scholars define reading skill in different ways. For instance, According to Hedgcock and Ferris (2009), reading is a cognitive, developmental, and socially constructed task that goes beyond the words on a page. Crain (2011) views the definition of reading from two perspectives. The first one is the behavioral perspective (in the seventies and eighties), which dominated the field from the turn of the century. In the past, reading was considered as a relatively static activity; general meaning was imbedded in the text, and the reader's job was to understand what was being transmitted via the words on the page. The second one is a holistic or interactive perspective/approach which began in the late eighties and continues to shape our thinking about reading comprehension today. From a holistic or interactive approach perspective, reading is viewed as a more dynamic process in which the reader constructs meaning based on information s/he gathers from the text. It can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) (ibid).

1.2. Types of Reading

1.2.1. Extensive Reading

Williams (1984: 10) describes extensive reading as the "relatively rapid reading of long texts." According to Nuttall (1996: 142), extensive reading, is essentially a private activity, and the reader dwells in his/her private world of reading for his/her own interest. Nuttall has pointed out two reasons for extensive reading. The first reason is that extensive reading is the easiest and most effective way of improving the reading skills of the students. The second reason is that being an

educational tool extensive reading not only serves a favourite climate for the students but also provides them with enjoyment. As a result, students feel interested, and they acquire desired progress in developing their reading skills. However, the purpose of extensive reading is solely to enjoy a text, and in this reading, students need not answer questions on the text they have read. Hedge (2003: 204-205) briefs the advantages of extensive use like learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. Moreover, they can select their own books and read a great deal at their own pace. In order to make extensive reading really enjoyable and fruitful to the students, they should be encouraged to read easy and interesting books and to stop reading a book if it is too hard, too easy, or boring (Day, 2004: 8).

1.2.2. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. This is a process for reading shorter texts in order to extract specific information. According to Grellet (1996: 4) intensive reading is an accuracy activity that involves reading in details sometimes termed local reading. The aim of intensive reading, according to Nuttall (1996: 38), is …to arrive at an understanding, not only of what the text means, but of how the meaning is produced. The 'how' is as important as the 'what', for the intensive lesson is intended primarily to train strategies which the student can go on to use with other texts. Intensive reading is much effective for the development of the reading skills of students since "most of the reading skills are trained by studying short texts in detail" (Nuttall, 1996: 38). Barry (2002: 4) argues that intensive reading is more useful than extensive reading. He has advised that the students make their reading 'meditative, reflective, and personal'.

1.3. The Goals of Teaching Reading

Hedge (2003) conveys that any reading component of an English language course that we teach may include a set of learning goals like:

1. Developing the ability of learners to read a wide range of texts in English

2. Building learners' knowledge of language that will facilitate their reading ability

3. Building students' schematic knowledge.

4. Developing their ability to adapt the reading style according to reading purpose
   (i.e. skimming, scanning)

5. Developing the awareness of target language learners about the structure of written texts in
   English

6. Taking a critical stance to the contents of the texts

1.4. What is Reading Strategy?

According to Barnett (1989), the term strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read. In other words, reading comprehension requires the integration and application of multiple strategies or skills when the reader is involved in a reading process. It is most important for students to use appropriate reading strategies to increase their comprehension. Although strategy numbers are different from person to person, there are some strategies like memory, cognitive, compensation, metacognitive, affective, and social. Some of these strategies have their own sub-divisions (Caverly, 1997; O'Malley et al, 1985; Oxford, 1990; Zhang, 1993). These scholars explain each strategy type in the following mechanisms.

1.5. Reading Strategy Types

1.5.1. Cognitive Strategy

 According to Chamot and Kupper (1989), cognitive strategies are approaches "in which learners work with and manipulate the task materials themselves, moving towards task completion" (p. 14). Winstead (2004) defines the cognitive strategy as a "learner centered approach that takes into consideration the environment or situational context in which the leaner learns, the learner's knowledge base, intrinsic motivation, in addition to improving the learner's ability to process information via cognitive and metacognitive approaches" (p. 30). Examples of cognitive strategies include the skills of predicting based on prior knowledge, questioning and answering, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea or specific points, translating, inferencing, and transferring (Chamot & Kupper, 1989; Numrich, 1989; Oxford, 1990). These strategies are identified as important cognitive strategies related to academic performance in the classroom because they can

be applied to simple memory tasks (e.g., recall of information, words, or lists) or to more complex tasks that require comprehension of the information (e.g., understanding a piece of text) (Pintrich, 1999; Pintrich & Garcia, 1991; Weinstein & Mayer, 1986).

1.5. 2. Metacognitive Strategy

In addition to cognitive strategies, students' metacognitive knowledge and use of metacognitive strategies may have an important influence upon their achievement. According to Chamot and Kupper (1989), metacognitve strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Oxford (1990) proposed that metacognitve strategies should include three strategy sets: Centering, arranging and planning, as well as evaluating the learning produced. A similar model of metacognitve strategies proposed by Pintrich (1999) includes three more generalized types of strategies: Planning, monitoring, and regulating. Planning activities include setting goals for studying, skimming a text before reading, generating questions before reading a text, etc. Monitoring strategy is an essential aspect of self-regulated learning. Weinstein and Mayer (1986) regarded all metacognitive activities as partly the monitoring of comprehension where students check their understanding against some self-set goals. Monitoring activities include tracking of attention while reading a text, self-testing through the use of questions about the text material to check for understanding, etc. (Pintrich, 1999). The other type of metacognitive strategies is regulatory strategy which is closely tied to monitoring strategies. In terms of regulatory activities, they include asking questions as students read in order to monitor their comprehension, slowing the pace of reading when confronted with more difficult text, reviewing the material while studying for an examination, and skipping questions and returning to them later, etc.

1.5.3. Compensation Strategy

 Successful reading comprehension depends upon the development of vocabulary knowledge (Caverly, 1997; Yang, 2004). However, many EFL readers often encounter the problem of unfamiliarity with vocabulary or with unknown concepts which may interfere with comprehension (Zhang, 1993). Sinatra and Dowd (1992) proposed a comprehension framework for the use of context clues: syntactic clues (related to grammatical structures) and semantic clues (involved intra

5

and inter-sentence meaning relationship). In addition, to guess the meaning of words intelligently, Oxford (1990) clustered 10 compensation strategies into two sets: linguistic clues (guessing meanings from suffixes, prefixes, and word order) and other clues (using text structure such as introductions, summaries, conclusions, titles, transitions, and using general background knowledge). These decoding skills can not only help readers overcome a limited vocabulary, but also make them guess about the theme of an article (Zhang, 1992 & 1993). Such learning strategies can significantly increase reading speed and raise reading efficiency (Winstead, 2004).

1.5.4. Working Memory Strategy

Working memory has also been identified as an integral part of reading comprehension. Working memory is defined as an executive function responsible for keeping and updating information in the mind (Rothlisberger, Neuenschwander, Cimeli, & Roebers, 2013). Further, working memory is responsible for managing the process of extracting information from text and integrating it with prior knowledge to create meaning (Garcia-Madruga et al., 2013). Sequences of text-based information are held in working memory and integrated with new incoming text and with prior knowledge held in long-term memory. Research has established a correlation between working memory and comprehension (Cain, Oakhill, & Bryant, 2004).

6

1.5. 5. Social Affective Strategies

 It means, learning by interacting with others, such as working with fellow students or asking the teacher's help. As to the social strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to language proficiency. However, in other studies, such as Oxford (1990) affective strategies showed a negative link with some measures of language proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before.

1.6. How to Teach Reading Skills by Using Strategies

Teachers' demonstrations of think-aloud while reading can assist students in better understanding how to use reading strategies. A number of studies (e.g., Brown, El-Dinary & Pressley, 1996; Fisher, Frey & Williams, 2002) maintain that comprehension strategy instruction has positive effects on students' reading comprehension. Teaching comprehension strategies, both explicitly and directly to language learners, helps them become more thoughtful and proficient readers.

1.7. Research Questions

To answer the objective of the study, the researcher raised the following two questions:

1. Do EFL teachers at Yaberus Wolkite General Secondary and Preparatory school use reading strategies to improve reading competencies of students?
2. What strategies do high school students use to develop their reading comprehension?

1.8. Methodology of the Study

7

1.8.1. Research Design

The researcher used an observational research method (a qualitative descriptive case study) since the main purpose of the study was to describe the situation of what English language teachers' teaching of the reading skills looked like. Besides this, how English language teachers teach reading skills for high school students was the study's concern. As the study has no clearly defined research problem, and even research questions may be raised during the course of the study, the study will be an observational research method.

1.8. 2. Study Area

The population area of the study is at Yaberus wolkite General Secondary and Preparatory School which is found in Wolkite Town, South Nations and Nationalities of Ethiopia. In this school, students of grade nine to grade twelve attend, and each grade has many sections (e.g. grade nine students have eight sections). The main reasons why I intended to conduct my research in this school is because of the proximity, and there is no one who did research with this area there.

1.8.3. Sampling Technique and Participants of the Study

The researcher employed available sampling technique to select the participants of the study. There were two English language teachers whom I contacted firstly when the study started, and I thought that using this sample is not scanty; it is rather enough for case studies. They were the English language teachers and grade nine students (section-D and Section-H) in Yaberus Wolkite General Secondary and Preparatory School. There are 89 students in section-D, and 91 students in section-H. The researcher took only two sections from eight sections because he intended to look into a single entity (two teachers' classroom) repeatedly for a long period of time. In this regard, Yin (1984), the famous researcher, shows that a case study is a unique way of observing any natural phenomenon which exists in a set of data; it is to mean that only a very small geographical area or number of subjects of interest are examined in detail. As to this scholar, in some case studies, an in-depth longitudinal examination of a single case or event is used; this longitudinal investigation provides a systematic way of observing the events, collecting data, analysing information, and reporting the results over a long period of time.

8

1.8.4. Data Gathering Instruments and Procedures followed

The researcher employed observation and post-observation interviews to gather data for the study. The observation session continued for three weeks. Each English language classroom period stayed for 45 minutes; the researcher observed 15 sessions for each section. The pre-observation, observation, and post-observation interview phases were followed during the study. For the sake of undertaking the work suitably, the researcher requested permission from the director of the school. Then, with the help of him, I talked with the two English language teachers; I adjusted the time with them when I would observe their actual classrooms. During the actual English classrooms, the researcher began to observe each section's session. Finally, I undertook post-observation interviews with those two English language teachers.

1.8.5. Method of Data Analysis

The researcher employed a qualitative method to analyze the data. As the actual reading lesson was seen, the teachers' ways of teaching reading skills were clearly explained thematically. Some examples (raw data) were taken to be evident enough when the researcher analyzed the gathered data. Furthermore, I described and narrated the responses given by English language teachers

through interview. While analyzing the data, I supported the analysis with related scholars' ideas concerning the teaching of reading skill.

1.9. Results and Discussions of the Study

1.9.1. The Analysis of the Actual Classroom Observation of Teacher-One

The teacher greeted the students and continued to write the topic of the lesson on the blackboard. I classified and put the instructions used by English language teacher in the classroom. **The researcher took some raw data which he thought are inclusive for all observation sessions.**
Reading Lesson: What is a News Paper?
Instruction -I: What is a news paper? (The teacher asked the whole class) This question was raised before students read the actual passage. As I tried to view, this brainstorming question was directly taken from the English textbook. It is vital to see the actual data taken directly from the classroom observation. As it was indicated by students, the interaction was as follows:
Students from each group replied, "It is a kind of news we read."

9

"It is used to know general information."

"It is used to find job."

"It is used to know the current situation of the

country." The teacher wrote all answers and said, "Excellent, you are right." (orally).
As it is indicated in the above, the teacher asked students to know their predictions about the topic before they read the passage (pre-reading stage). Students listed their predictions about "What is news paper?" by using their background knowledge. This means target language learners used strategies like predictions and activating background knowledge. I argue that these kind of techniques are very helpful for students to comprehend the text in a good manner. In this regard, Nuttall (1996) shows that if a reader understands a text, s/he could predict with a fair chance of success what is likely to come next and what is not. According to this scholar, it requires the reader to use schemata about the way stories work, the way texts are constructed, and the way people tend to think. He generalizes that making prediction is effective to promoting readers' activation of their background knowledge which is an important part in the process of reading.
Instruction-II: Read the passage and try to answer the questions.(but no time limit)

Teacher said, "Now, read the passage and try to answer the questions." Students read the passage which is a two- paragraph passage with about 12 lines. The students took 8 minutes according to my watch. She (the teacher) continued by saying, "please find difficult words from the passage." Here, I argue that the teacher was not aware of showing the strategy to be employed. Without modeling her students how they should read the text with what speed, she continued to give them another instruction. Thus, it is fair to say that students cannot understand the given text well because the type of strategy to be used here is not clear for them so that they might not comprehend the text in the required manner. In line with this, Duke and Pearson (2001) indicate that comprehension skills could be taught to students if teachers could define them carefully, model them for students with methods they could use to complete comprehension tasks, offer plenty of guided practice and feedback, and allow students to practice the skills on their own. The teachers should not tell students to use the strategy; rather, they model or demonstrate real samples (tasks) for their students.

As it is raised in the above, the teacher requested her students to find difficult words before answering comprehension questions. Then, students referred the following words from the text:

10

1. From one group, the word "headlines" was looked for (para, "2" and line, "2").

2. From the other group, the word "editor" was looked for (para "2" and line, "2").

3. And again, another group mentioned the word "advertisement" (para., "2" line "10").

After writing these words on the blackboard, the teacher tried to write the contextual definitions for her students. It is better to take a look the data from her examples: editor- a person who corrects news headlines- topics for news (ariste zena in English-Amharic Dictionary)

advertisement - announcement (mastawekia in English-Amharic Dictionary)

As it is indicated in the above, the raw data from the teacher, she did not show or demonstrate the strategy appropriately. What the teacher tried to say was about the contextual definitions of the given words, but she used the Amharic-English dictionary definitions. One of the importances of using reading strategies is to solve students' vocabulary problem. I claim that employing the reading strategies appropriately makes readers reduce the use of dictionary meaning and to strengthen students' ability to define words from the given texts contextually. In this concern, Smith (1985) argues that the best way to identify unfamiliar words in a text is to draw inferences from the rest of the text rather than looking it up in a dictionary. To define new words contextually

from the passage, there are some types of context clues like (1) definition – uses a definition that often connects the unknown word to a known word; (2) example-illustration – uses an example or illustration to describe the word; (3) compare-contrast – uses a comparison or contrast to define the word; (4) logic – uses a connection such as a simile to the unknown word; (5) root words and affixes - uses meaningful roots and affixes to determine meaning; (6) grammar – provides syntactical cues that allow the reader to hypothesize meaning;

(7) cause and effect – uses a cause and effect example that allows the reader to hypothesize the meaning; (8) mood and tone – uses a description of mood related to the word that allows the readers to determine the meaning (Vacca and Vacca, 1999).

Instruction-III: Answer the questions in your exercise book.

The teacher asked, "How many different kinds of newspaper are there?"

Students replied, "Five"

Teacher, "what is the difference between a newspaper and a magazine?"

Students responded, "Magazines often come out weekly or monthly, and they talk about only one subject (e.g. sport, music fashion), and newspapers report on any subject." Teacher, "what do reporters do?"

Students replied, "collect data"

The teacher corrected it by saying, "They correct report." The teacher undertook all the comprehension questions (1-8) like this.

Students answered all the questions raised by their teacher by using first level the "Right There" thinking guide. According to the question and answer relationship strategy proposed by Raphael (1984, as cited in Hendricks et al., 1996), there are four-level thinking guides. The first level is the "Right There" answers. These are answers that are directly answered in the text. The Second level is the "Think and Search" answer which requires putting together information from the text and making an inference; the third level is the "You and the Author". According to this level, the answer might be found in the student's background knowledge, but would not make sense unless the student had read the text. The last one is the "On Your Own" thinking guide. It poses a question for which the answer must come from the student's own background knowledge. He concludes that the level of questions requires students to use explicit and implicit information in the text.

11

However, the teacher didn't show her students to confirm or reject the predictions that were stated in pre-reading stage. I argue that confirming the predictions stated by students when both the teacher and students do the comprehension questions in the "post reading" stage will build students' motivation and confidence. If the students' predictions and the answers for the comprehension questions do not fit, the problem may be from the teacher since the reading strategies are not appropriately instructed by her. The type of strategy that is employed in this case is the monitor. Monitoring is a process of talking to oneself about whether the meaning being encountered is the meaning anticipated—that is, whether the original prediction is coming true (Duffy,2009).

1.9.2. The Analysis of the Actual Classroom Observation of Teacher-Two
Reading Lesson**: The World in Danger**

Instruction-I: Look at the pictures and decide the animal families they belong to.
(Pre-reading activities)

The teacher asked, "What is the name of the first animal?" Students, 12

"rhino"

Teacher, "which animal family?

Student, "mammals"

Teacher, "What about the name of second picture?"

Students, "bird"

Teacher, "what is the name of the third animal?"

Students, "elephant"

Teacher, "which animal family?

Students, "mammals"

The teacher asked her students to define what mammals are, and they said that mammals are animal families that keep their off springs in the female's body. "They grow by drinking their mother's milk from the breast" students said. I argue that this kind of lesson is vital for the students as well as the teacher herself because using other subjects' topics in our lecture will

make the learning-teaching process trans-disciplinary. At this time, the teacher should model the appropriate strategy which is called activating one's background knowledge. Students employed their previous biology knowledge to do activities in the target language classrooms. In this regard,

scholars like Cummins (2009) affirms that activating and building prior knowledge helps ESL/EFL students learn content, and suggests strategies such as brainstorming or discussion, using both visuals and graphic organizers.

Instruction-II: Now read the passage (while-reading stage but with no time limit)

The teacher did not show how to read the passage. She moved to each group and checked whether students were doing or not. Some students from groups raised their hands and asked her for help. However, some students were joking, laughing, glancing over the other groups, whispering etc. Thus, in the while reading stage, what the teacher did was telling her students when they asked her, helping and controlling but not modeling strategies. Frey and Williams (2002) show that teachers should demonstrate strategies to their students how, when, and why to use strategies; they should not tell the learners.

I believe that reading the passage and associating/matching with pictures (as indicated in students' textbooks) is a kind of abstract work which needs both the teacher and students to be critical thinkers. It requires critical thinking; the pictures make the classroom real and practical. In line with this, Hill (1990) states that pictures are one of the valuable aids which bring images of reality into the unnatural world of the language classroom. Furthermore, teaching reading skills and relating with pictures is also helpful for those visual learners. Visualization is one way which can empower the students while they encounter with unknown words and can help students successfully achieve comprehension of the text. This is because it is a skill that improves their visual imagery; it is a realistic tool to help them learn vocabulary and comprehend text (Gambrell and Jawitz, 1993). Thus, it is possible to have students do the most basic tasks within the skill, but the teacher is not able to instruct her students to employ their strategies like involving inferences, predictions, schema etc. to interpret the pictures while reading in the required manner.

13

Instruction-III: **Answer the questions about the text.** (Post-reading)

Teacher, "where did the dodo live?"

Student, "in Indian ocean"

Teacher, "why did the sailors kill the dodos?"

Student, "They killed dodos for fresh meat."

Teacher, "How did pigs help destroy the dodo?"

Student, "The pigs destroyed the eggs of dodos and ate their young dodos"

Questions (1-8) were answered in this manner.

Thus, from this one can conclude that students seemed to be clear about the text they read. The questions that they answered are "Right There" questions. These are the kind of questioning and answering guiding lines that all the answers are clearly available in the text (Raphael, 1984 cited in Hendricks et al., 1996).

1.9.3. Descriptions of Teachers' Post-observation Interviews

1.9.3.1. Responses of Teacher-One through Post-observation Interview

For the question, "How do you help your students to be effective in their reading skill?" the teacher replied that she helps her students as a group as well as individually. She said that reading is a bulky skill that is why students do not like to learn it. Despite the fact that students are not interested to learn this skill, she said that she uses warm up activities having marks. Then, all members of the group will be attentively following her lecture. For the second question, "What do you think is/ are your problem/s in teaching reading skills?" She responded that she cannot manage all the groups because of the large class size. She said that there are 98 students in one class, and it is tedious to control and treat all students equally within this short period of time. The second problem she mentioned is that she herself is not happy with the teaching material. According to her, the textbook is full of repetitions. This in turn leads her and students to be uninterested. As reading is a time-taking skill, she cannot transfer piece information for her students, as she said. Finally, she was asked the measurements to solve the problems, and she clearly stated the ways to be considered as:

> Firstly, the class size should be manageable; the number of students should not exceed more than 50-65 students in one class. Otherwise, the teaching learning process will be something fake. Secondly, the volume of the textbook should be reduced so as to make it interesting for both the teacher and students. I know that English is a foreign language; it is not our mother tongue. Thus, it may be difficult to learn and grasp concepts once, so that there might be opportunities for students to learn and know points from the textbook if they negotiate those repetitions. This is my assumption. The last point is that we teachers should have a kind of training

14

like workshops, seminars and the like. Otherwise, we can- not change ourselves and then our students.

1.9.3.2. Responses of Teacher-Two through Post Observation Interview

For the interview question, "How do you help your students to develop their reading skills?" The teacher replied that she always helps her students read a passage in group or individually, and they look difficult words, phrases and sentences line by line. As she indicated, after students finish their reading, they are requested to write these things on their exercises, and she deals such points with. The contextual meanings of unfamiliar words would be defined then, she said. Finally, the comprehension questions are answered. Sometimes, she asks her students what they learned from the passage, according to her expression. From this it is fair to say that the teacher employs some reading strategies like cooperative strategy, scanning, activating their previous knowledge to define words contextually, questioning, and monitoring. These strategies are reflected by the teacher in her instruction whether it is intentional or unintentional.

15

 For the second interview question, "What strategies/techniques do you use to teach reading skill for your students?" the teacher replied that she teaches them the writing and vocabulary after reading. Here, her response shows that she is not aware of the reading strategies/techniques to be employed in reading lesson. I think this response confirms the first question. That means the teacher uses the aforementioned reading strategies in Question No "1" unintentionally. Continuously, the third question was, "How can you manage your students' behaviors?" and she replied although it is difficult to manage disturbances, joking, and kidding, she tries to motivate her students by giving a kind of task having marks. Then, the students will stop doing unnecessary things in the classroom, she said. For the fourth interview question, "What do you think is/are your problem/s in teaching reading skill?" and she replied it in the following way:

> I am not happy with this profession from the beginning, and I am teaching simply
> just to grow up my children. There is no any alternative for my life to leave my
> teaching. Because of this, I don't try to refer any reference material to help my
> students. Besides this, the textbook is too huge so that it is difficult to cover it on
> the given time. I simply rush to cover all the units of the textbook, and students
> do not understand the lesson in the required manner. Finally, students do not want

to learn reading skill rather than other skills like grammar, vocabulary, writing and the like.

From the above expression, it is possible to say that motivation is crucial. Unless the teacher is motivated, it is difficult to motivate her students to attentively follow their lessons. The two teachers have almost similar difficulties of teaching the reading skill. However, what makes this teacher different from teacher one is that she (teacher two) lacks motivation (affective strategy type). The other thing that one can infer from this teacher's report is that she is not on the right way to employ the type of strategies in her reading classrooms. Thus, unless the teacher is able to instruct her students how to use the strategies for reading, target language learners will not even identify what they understood and what they did not understand from their reading comprehensions (monitoring strategy).

1.10. Conclusions and Recommendations

1.10.1. Conclusions

Based on the findings of the study, the following conclusions are made:

16

- ➢ Target language learners (in both observations) used strategies like predictions, inferences, questioning and answering, visualizations and graphic organizers, and activating background knowledge- cognitive strategies to do reading activities.
- ➢ Students cannot understand the given text well because the type of strategy to be used is not clear for them. Here, the teacher (T1) did not show them how to use strategies for reading and understanding the text (e.g. She did not make them confirm or reject their predictions by using monitoring (meta-cognitive strategy).
- ➢ The teacher (T1) did not teach, offer feedback, and model students well how to use compensation strategy to define unfamiliar words from the text.
- ➢ Teacher interview responses show that students use social and affective strategies as their teacher (T1) helps them to use group reading (cooperative learning as social strategy) and motivation (as affective strategy).
- ➢ Full of repetitions of the activities in the textbook and the hugeness of the textbook itself, large class size, lack of trainings, and lack of interest with the profession are the causes

that make the teachers (bothT1 and T2) not teach reading skill well in particular and English language in general, as interview responses show.

➢ As interview responses show, teacher-two teaches strategies like skimming, scanning, compensation (e.g. defining unfamiliar words contextually), questioning, cooperative learning (shared reading) for her students by following bottom-up reading process. However, the teacher instructs these strategies unintentionally not intentionally because the second interview question confirms this.

➢ The teacher (T2) uses motivation techniques like the affective strategy (e.g. giving group activities that contain values or marks) to avoid disturbance, joking, noising, etc to manage classroom.

1.10.2. Recommendations

Based on the conclusions of the study, the following recommendations are made:

➢ English language teachers should obtain appropriate training opportunities just to raise their awareness about the reading strategies in particular and English language in general.

17

➢ The English textbook should be revised to retreat repetitions occurring in the activities so as to make the learning teaching process fitting, interesting, and relevant.

➢ The school management and the zonal administrators should reduce the large class size to make the teaching-learning process manageable.

References

Anderson, N. (1999). *Exploring second language reading: Issues and strategies.* Toronto, Canada: Heinle & Heinle Publisher

Barnett, M.A. (1989). *More than meets the eye.* Englewood Cliffs, NJ: Prentice Hall Regents.

Barry, P. (2002). *Beginning Theory an Introduction to Literal and Cultural Theory.* New York: Manchester University Press.

Brown, R., El-Dinary, P.B., & Pressley, M. (1996). Balanced comprehension instruction: Transactional

strategies instruction. In E. McIntyre & M. Pressley (Eds.), *Balance instruction: Strategies and skills in whole language* (pp.177-192). Norwood, MA: Christopher-Gordon Publishers, Inc

Cain, K., Oakhill, J., & Bryant, P. (2004). Children's Reading Comprehension Ability: Concurrent Prediction by Working Memory, Verbal Ability, and Component Skills. *Journal of Educational Psychology*, *96*(1), 31-42. doi:10.1037/0022-0663.96.1.31

Caverly, D. (1997). *Teaching reading in a learning assistance center*. (ERIC Document Reproduction Services No. ED 478 373)

Chamot, A. U. & Kupper, L. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals, 22*(1), 13-24.

Crain, W. (2011).*Theories of Development-Concepts and Development (6th e*d.). Boston: Pearson

Cummins, J. (2009). *Supporting ESL students in learning the language of science*. Retrieved on May 29, 2016 from http://www.pearsonschool.com/live/assets/200828/

Davis, C. (1995). "Extensive Reading: an Expensive Extravagance?" *ELT Journal.* vol. 49. p. 329.

Day, R. R. (2004). "Two Writing Activities for Extensive Reading". *English Teaching Forum.* vol: 42, number 3.

Duffy, G.G.(2009). *Explaining reading. A resource for teaching concepts skills, strategies* Gulford press: New York and London.

Duke, N. K., and Pearson, P. D. (2001). *How Can I Help Children Improve Their Comprehension?* Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement (CIERA), Michigan State University

Fisher, D., Frey, N., & Williams, D. (2002). Seven literacy strategies that work. *Educational Leadership*, *60*(3), 70-73.

Gambrell, L.B., Jawitz, P.B.(1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Read. Res. Q. 28 (3), 265-273.*

García-Madruga, J. et al. (2013). Reading comprehension and working memory's executive processes: An intervention study in primary school students. *Reading Research Quarterly*, *48*(2), 155-174. doi:10.1002/rrq.44

18

Goerss, B. L., Beck, I. L., & McKeown, M. G. (1999). Increasing remedial students' ability to derive word meaning from context. *Reading Psychology, 20, 151–175*.

Grabe, W. (1977). *Reading Research and its Implication for Reading Assessment (Language Teaching Resource Center)*. Flagstaff: Northern Arizona University.

_____ (1991). Current development in second language reading research. *TESOL Quarterly, 25*(3), 375-406.

Grabe, W. and Stoller, F.L. (2002). *Teaching and Researching Reading*. Harlow: Pearson.

Grellet, F. (1996). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.

Hedgcock, J.S. and Ferris, D.R. (2009). *Teaching Readers of English- Students, Texts, and Contexts*. London: Routledge.

Hedge, T. (2003). *Teaching & Learning in the Language Classroom*. UK: OUP.

Hendricks, K., Newman, L., & Stropnik, D. (1996). *Using higher order thinking skills to improve reading comprehension* (Master's thesis). Saint Xavier University, Retrieved from ERIC database. (ED398538)

Hill, A.D. (1990). *Visual Impact: Creative Language Learning through Pictures*. Longman: London

Murtagh, L. (1989). Reading in a second or foreign language models, processes, and pedagogy. *Language, Culture and Curriculum, 2*, 91-105.

Numrich, C. (1989). Cognitive strategies for integrating ESL and content area instruction. (ERIC Document Reproduction Services No. ED 314959).

Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning, 35*(1), 21-46. Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.*Toronto, Canada: Heinle &Heinle Publishers.

Pintrich, P. R. (1999). 'The role of motivation in promoting and sustaining self-regulated learning'. International Journal of Educational Research, 31, 459–70. http://dx.doi.org/10.1016/S0883-0355(99)00015-4

19

The Practices of Teaching Reading Skills by Using Reading Strategies: The Case of Two Teachers in Ethiopia
Addisu Sewbihon Getie

Pintrich, P. R. & Garcia, T. (1991). Student goal orientation and self-regulation in the college classroom. In M. Maehr & P. R. Pintrich, *Advances in motivation and achievement.: Goals and self-regulatory processes*, Vol. 7. Greenwich, CT: JAI Press.

Rothlisberger, M., Neuenschwander, R., Cimeli, P., & Roebers, C. M. (2013). Executive functions in five- to eight-year-olds: Developmental changes and relationship to academic achievement. *Journal of Educational and Developmental Psychology, 3*(2), 153-167.

Smith, F. (1985). *Reading*. (2nd ed.). Cambridge: Cambridge University Press.

Sinatra, R. & Dowd, C. A. (1992). Using syntactic and semantic clues to learn vocabulary. *Journal of ' Reading, 35*(3), 224-229.

Vacca, R. T., & Vacca, J. A. (1999). *Content area reading: Literacy and learning across the curriculum (6th ed.*). Menlo Park, CA: Longman

Weinstein, C. E. & Mayer, R. E. (1986). The teaching of learning strategies. In M. Wittrock, *Handbook of Research on teaching* (pp. 315-327). New York: Macmillan. Williams, E. 1984. *Reading in the Language Classroom*. London: Macmillan.

Winstead, L. (2004). Increasing academic motivation and cognition in reading, writing, and mathematics: Meaning-making strategies. *Educational Research Quarterly, 28*(2), 30-49.

Yang, L. L. (2004). The development of a validated perceived self-efficacy scale on English reading strategies. *Journal of Education & Psychology, 27*(2), 377-398.

Yin, R.K., (1984). *Case Study Research: Design and Methods*. Beverly Hills, Calif: Sage Publications.

Zhang, Z. (1992). *English reading strategies.* Beijing: Transportation Press.

_____(1993). *Literature review on reading strategy research.* Paper presented at the Annual Meeting of the Mid-South Educational Research Association.

20