

Cognitive Reading Strategy Training and Its Effects on EFL Learners' Comprehension Skills: *The Case of High School Learners*

Mebratu Mulatu Bachore¹

Abstract

The main objective of the study was to assess the effects that cognitive reading strategy has on the EFL learners' comprehension skills. The study was more of quantitative by which reading skill test was employed before and after the cognitive strategy training for the experimental and control group. In addition, a questionnaire was administered to the learners in both groups. The participants were 120 grade 10 students who were grouped in two sections which each section 60 students. The results of the study revealed that the cognitive reading strategy training has a positive impact on developing the students' reading comprehension skills as the experimental group students perform better in the test. In addition, when we compare the sub categories of the cognitive strategy, the learners are better in using strategies of extracting ideas from the text. But, though they are using the noting features and supplementary aids, most of them exploit the strategy only sometimes and rarely. Surprisingly, the students are poor in guessing and deciding on the ideas of a text.

Key Words:

cognitive strategies, strategy training, reading skills, comprehension

¹ (MA in TEFL), Hawassa University, School of Language Studies and Communication

Phone: +251-1911318819, Po.box: 05, Hawassa Ethiopia

Email: mebratumulatu@yahoo.com, mebratumulatu@gmail.com

1. Introduction

1.1 Background of the Study

English language is being used as the medium of instruction in high schools and tertiary levels in Ethiopia. Hence, learners are expected to have adequate skills in using the language. This is basically because the learners' skill in using the language highly determines their academic success (Atkins et.al, 1995). In other words, the success of EFL learners in English language can be determined by their performance in listening, speaking, writing and reading. Efficient users of the language display their competence in those skills using proper grammatical structure and vocabulary.

However, among the competencies, reading is the most important which learners in the upper level are expected to develop (Mc Donough, 1994 and Getachew, 1996). This is because most of the knowledge that learners get in this level comes through the ability to read and comprehend the texts and the notes they received from the various subjects they study. In addition, almost all examinations which test the learners' knowledge and abilities are based on their reading and comprehending ability in English. As a

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whole, it assists the learners' in academic performance and facilitates their autonomous learning.

As it is shown Atkins et.al (1996), ineffective reading hinders the learners' broader studies and inevitably limits their academic performance. Among the significant factors which result in poor reading skills are ineffective teachings of reading and inadequate texts, containing tasks which have little potential to develop the skill. Ineffective teaching of reading skill can be realised as the EFL teachers' ability to teach reading strategies and let the learners practice them through reading tasks.

Reading strategies are derived from a wider context of language learning strategies. Rubin (1987) shows that language learning strategies are any sets of operations, steps, plans and routines used by the learners to facilitate the obtaining, storage, retrieval and use of new information. Nunan (1995) tries to put the concept of language learning strategies as a mental process which learners employ to learn and use the target language. Since reading strategies are extracted from language learning strategies, they have common conceptual background.

So far, a number of local researches have been conducted on reading proficiency of EFL learners. These are Gebrmedhin Simon (1993), Girma Gezahagn (1994), Berhanu Wunete (2004), Mengesha Fantahun (2003), Nigussie Angessa (2006) and Rufael Dissassa (2007). Regardless of their difference in their aim and the methodology they used, almost all of them underlined that the learners' English language reading ability and their use of strategies seems to be below the standard which they are expected to have. At the end, each of them proposed recommendations based on the outcome of their studies.

1.2 Statement of the problem

As it has been said so far, reading skills are very important as far as high school learners' academic achievement is concerned. Thus, to equip our learners with this basic skill, it would be very important to consider reading strategies. The basic activity to be carried out in this study is identifying reading strategies which are used by a successful reader and how to help less successful readers through training.

According to the local researches, there is an indication that Ethiopian secondary

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level students don't manage their reading effectively and efficiently. However, the existing domestic research has focused on the frequency of reading strategies used by EFL learners and the gender difference in using reading strategies mainly by the first year university and preparatory students (Rufael, 2007). Moreover, research like Berhanu Wunete (2004), Mengesha Fantahun (2003) and Nigussie Angessa (2006) focused on assessing the reading strategies used by different levels of students. However, they didn't consider the existing classroom situation either by experimenting or observing the condition. Rather, they administered interviews and questionnaires. This enforces the researcher to carry out more studies on reading strategies, particularly making an intervention through reading strategy training so as to evaluate the progress. As a whole, this study different is from the previous studies in that it focuses on the classroom procedure of training of cognitive reading strategies and their impact on developing learners' comprehension. This experiment helps to show the teachers' role in developing learners' reading ability which exhibits its impact on many other subjects of their study.

1.3 Research Questions

This study aims to relate the training of reading strategies with in ongoing classroom reading program, particularly in the EFL reading classroom context. It tries to measure the impact that the training has on the reading comprehension skills of the learners.

More specifically, the study will attempt to answer the following questions:

- To what extent do high school EFL learners use cognitive reading strategies?
- Which cognitive strategy is more applicable in EFL classroom?
- Can cognitive reading strategy training reasonably improve the learners' comprehension skills?

1.4 Significance of the Study

The study mainly focuses on the development of EFL learners reading skills, which is the most basic foreign language skill. To be specific, it gives emphasis to train reading strategies and evaluates their impact on the comprehension skill of the learners.

In the current trend of language teaching-whether reading or other skills, emphasis is given to promote autonomous learning which can be attained through training strategies that learners use to help

= themselves (McDonough,1994). As a result, the insights from this study can help the learners of foreign language (English) to be autonomous learners, especially in the reading skills. Moreover, as it is stated in Rufael (2007), reading tasks are becoming challenging for many high school EFL learners. Hence, students can use the results of this research to reduce the challenges.

On the other hand, the outcomes of study initiate EFL teachers to see back to their trend of teaching reading skills in the secondary schools and evaluate their performance. This can be followed by making adjustment on the ways of teaching reading skills in to the direction that helps learners to get new insights and input to develop their reading skills. In addition, results of the study may also help curriculum designers and text book producers by reminding them to give due emphasis on preparing reading skill task for EFL learners in the secondary schools.

Finally, the researcher believes that this study paves a way for other researchers to carry out more detailed studies in the area of teaching reading skills.

1.5 Scope and limitations of the study

Since the research is experimental, it would be very important to limit the scope of the research to a specific area. This is because it helps the researcher to see the problem and the specific variables which occur in the experimental and control groups in a very detailed manner. Moreover, the researcher has time and resource scarcity to include more secondary schools, even additional grade levels in the study. Thus, the research was carried out on one particular secondary school which is located in the SNNPRS in Gurge Zone- Goro Comprehensive Secondary School, particularly on grade ten students. The school is selected because the researcher has close knowledge of the school.

2. Review of Related Literature

2.1 Strategy training for foreign language learners

Students of foreign language should be encouraged to learn and use a broader range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning (Cohen, 1989).

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The most efficient way to raise learners' awareness is providing strategy training. That means, giving explicit instruction in how to apply language learning strategies.

2.2 Goals of strategy training

According to Cohen (1998), strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strength and weaknesses in language leaning.
- Become aware of what helps them to learn the target language more efficiently.
- Develop a broader range of problem solving skills.
- Make decisions about how to approach a language task.
- Monitor and self evaluate their performance.
- Transfer successful strategies to new context.

2.3 Steps to be followed in strategy training

Although there is no empirical evidence that has yet been provided to determine a single best method for conducting strategy training, certain instructional frameworks have been identified. The most common is the one which is proposed by Peason and

Dole (1987), which specifies the following steps for strategy training:

1. Initial modelling of strategy by the teacher, with the direct explanation of the strategy's use and importance.
2. Make a guided practice with the strategy.
3. Consolidation, where the teacher helps the learners to identify the strategy and decide when it might be used.
4. Make an independent practice with the strategy.
5. Apply the strategy to the new tasks.

In addition, O' Malley and Chamot (1994) present four stage of strategy training so as to solve problem. These are:

1. Planning: students plan ways to approach a learning task
2. Monitoring: students self monitor their performance by paying attention to their strategy use and comprehension skill.
3. Problem Solving: students find solutions to the problem they encountered.
4. Evaluation: students learn to evaluate the effectiveness of the given strategy after it has been applied to a learning task.

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We can say that almost the two procedures for strategy training have identical concept. The difference is that the second one is a bit general, where as the former one is quite specific, hence, it would be easier for teachers to apply it in a classroom lesson.

2.4 Classification of reading strategies

Various scholars classify language learning strategies in different ways. However, there is no basic conceptual conflict among them. According the literature studies on language learning strategies, the classifications suggested by Rubin (1987), O' Malley and Chamot (1990), Oxford (1990 & 2002), Cohen (1996) and Richards (2002) are relatively the recent ones.

These scholars classified he strategies in various ways. But, their differences can observed only on the way they express the concept. For example, Rubin (1987) and O'Malley and Chamot (1990) grouped the strategies in three: learning strategies, communication strategies and social strategies. On the other hand, the difference that we see in Cohen's (1996) classification is that he named the communication and social strategies as use strategies.

In the literature, reading strategies are grouped in to three categories. These are meta cognitive, cognitive and social or affective strategies (O' Malley and Chamot (1990), Oxford (1990 & 2002)).

2.5 Cognitive reading strategies

Cognitive reading strategies are cognitive activities or processes that the reader executes in his attempt to construct the meaning out of a text. These include both the bottom up processing, when the reader focuses on the analysis of linguistic features, and the top down processing, when the reader focuses on sampling and predicting, testing the prediction, getting the gist, making inference, etc. using available resources to guess or complete the missing information.

In general, the specific sub strategies included cognitive strategies are listed as follows:

- ✚ Overviewing: reading headings, sub headings and summaries.
- ✚ Predicting: anticipating what the passage is about.
- ✚ Scanning: reading quickly to get the specific points.
- ✚ Skimming: reading quickly to get the general idea of the passage.
- ✚ Confirm/reject: checking whether the anticipation is right or wrong.

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- ✚ Activating prior knowledge: relating the content to one's prior knowledge and identifying the main ideas and the details.
- ✚ Recognizing text organization: understanding the coherence and the cohesion between paragraphs and parts and understand reference.
- ✚ Visualization: forming mental picture of ideas in the parts of the passage.
- ✚ Problem solving: rereading, keep on reading to clear ambiguity, guessing meaning of words from the context, using affixes to guess the meaning of the new words, skipping the unknown word (but less important word), using dictionary and verbalizing the word or the phrase.
- ✚ Taking notes: writing notes on the edge of the paper using personal abbreviations.
- ✚ Summarizing: writing summary of the text.
- ✚ Underlining/highlightening: underlining the parts needed to be remembered.
- ✚ Using cognates: using cognates in L1 and L2 to facilitate understanding and translate words/phrases/sentences in to L1.

- ✚ Reacting to the text: questioning the truthfulness and the relevance of the idea.
- ✚ Making inferences: inferring the less explicitly stated idea of the writer using the context and the prior knowledge.
- ✚ Referencing: making anaphoric and cataphoric references and using tables, pictures and charts.

3. Research Methodology

3.1 Research Setting

This research was carried out on one particular secondary school: Goro Comprehensive Secondary School which was in the SNNPRS in Gurge Zone district, Ethiopia. It is selected because the researcher has closer knowledge of the school. Moreover, the researcher believes that the specified problem is being experienced by the learners in the specified school.

3.2 Subjects

The school has 10 sections of grade 10 students. Each section contains 60 students. That means the total population is 600. Among the sections, the researcher randomly selected two sections. Thus, the subjects of the study are 120 grade 10 students who are grouped in two sections.

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Each section contains 60 students. As the study is experimental, all students in the two sections were involved in the process of study: one section is the experimental and the other is the control group.

3.3 Instruments

3.3.1 Questionnaire

For the successful completion of the study, a questionnaire was produced and administered to the target population- EFL learners. The learners' questionnaire mainly focused on assessing the cognitive reading strategies they are using currently. More specifically, they are required to indicate the frequency in which they experience cognitive reading strategies in and out of their classes. The questionnaire contained a list of sub cognitive reading strategies which readers often exploit to comprehend a text.

3.3.2 Pre- and post- test

As the research is experimental, two tests: pre and post reading tests were designed and administered in different occasions.

The first test, the pre-test, served as a placement test. It was administered to the target population before the actual treatment (cognitive reading strategy training) was given. The aim was to check the current standard of the target group in

using reading strategies. The test contains the reading text with four paragraphs and questions which allow readers to use various reading strategies. This means they require the learners to skim, scan, refer, guess meaning and summarise.

The second one, the post test, is a parallel test which was given after conducting training on the reading strategies. Its objective is to check the progress of the learners in the target group in comparison with the first test, on one hand, and with the control group score, on the other hand. The question format is the same as that of the pre-test. This means that the learners are expected to use the same strategies to tackle the questions.

In general, the two reading comprehension tests are the same in various aspects like in number of questions, in question types, in text length and in the time allotment. Also, the learners are expected to use nearly the same background knowledge to understand the texts. This was done intentionally to see the progress of the classroom treatment.

3.4 Data Collection Procedure

3.4.1 Data from the questionnaire

The questionnaires were administered to the EFL learners. First, it was distributed

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to the EFL teachers and data was collected accordingly. Then after, the learners' questionnaire was administered to the students in the target group.

3.4.2 Data from the pre and post test

First, the reading comprehension pre-test was administered to the target group. Then, the researcher collected the scores and kept them. Following the pre test, the reading strategy training was conducted to the learners in the experimental group right after the learners' questionnaire was filled and completed. The training was given for two hours in a week for two months. During the training various reading texts accompanied with different reading strategy training exercises were introduced and practiced. At the end of the two months, the post reading test was given and scores were recorded for further comparison with the pre-test which was given earlier.

3.5 Data Analysis Procedure

The data collected from different sources is analysed in such a way that it reveals certain implications. Firstly, the data related to the conceptual awareness of the groups on the reading strategy is analysed. The data from the learners' questionnaire was given the initial position in the analysis because it reveals the theoretical

background of reading strategies practiced and used by the learners. Then, analysis of the comparison between the pre-test and the post test records was made, specifically in relation to using reading strategies in the class.

3.6 The pilot study

Seliger and Shohamy (1990) state that any research instrument needs to be tried out before it can actually be administered to the research subjects. This is done basically to keep the validity of the instruments. Hence, the learners' questionnaire was tried out on a small sample of grade 10 students. The pilot study was aimed at assessing the qualities of the instrument before it was administered to the actual subjects.

During the pilot study, respondents were asked to verbalize how they understood and interpret each question. In addition, they were encouraged to express any uncertainty and/or confusion they experienced while reading the questions and the texts. In other words, the validity of the instruments were checked in such a way that the instruments could measure what they are supposed to measure. The feedback obtained from the study helped the researcher to modify some parts of the instruments.

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The reliability of the instruments was also calculated using formulas which are proposed by scholars like Kuder Richardson in Brown (1996). The reliability value of the pre and post reading comprehension test became 0.83 and 0.91 respectively. According to Brown (1996), the reliability of a test is said to be high if it ranges from 0.80 to 1.0, appreciable if it is from 0.6 to 0.79, moderate if it ranges from 0.4 to 0.59, low if the value ranges from 0.20 to 0.39 and negligible if it ranges from 0.00 to 0.19. Hence, we can say that the two tests are highly reliable.

4. Results and Discussions

4.1 Data from the Questionnaire

First, the questionnaire presented to the learners contains 15 questions of cognitive reading strategies which particularly assess the learners experience in using them during reading session. Furthermore, these questions in the questionnaire are grouped in to three categories: Strategies of extracting and working on ideas from a text, Strategies of using noting features and supplementary aids and Guessing and deciding on ideas from a text.

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Table 1: *Strategies of extracting and working on ideas from a text*

No	Questions	Frequency Expressions in %				
		Always	Frequently	Some times	Rarely	Never
1	How often do you take notes while reading to help you understand what you read?	20	15.8	34.1	-	30
2	How often do you reflect on the important information in the text by making a summary?	5	9.5	5.8	14.1	65.8
3	How often do you underline or circle information in the text to help you remember it?	37.5	40.8	15.8	5.8	-
4	How often do you restate ideas from the text you read in your own words?	1.6	15	19.1	45.8	18.3
5	How often do you go forth and back in the text to find relationships among ideas?	40	20.8	18.3	19.1	1.6

The table presents 5 items which describe strategies of extracting ideas from a text. Very specifically, item 1 focuses on the practice of taking note while reading. Among 120 respondents, 20% students do this always. In the same way, 18.5% students frequently practice the strategy. Again, 34.1% learners stated that they experience this only sometimes. However, 30% students disclosed that they don't practice at all. According to the data, many of the students are using the strategy, but 30% of the students are not in a position to exploit it. When we come to the skill of summarizing important points, 5% students revealed that they do it always,

9.5% respondents practice frequently and 5.8% students do it only sometimes when they are reading. On the contrary, 65.8% students stated that they never practice the strategy. The rest, 14.1% students rarely use the strategy. From this we can understand that almost all students (about 80%) do not have the skill of summarizing important points from their reading. On the other hand, the students were asked about the extent to which they underline or circle information in the text to help them to remember. Among the respondents, 37.5% and 40.8% of them indicated that they use the strategy always and frequently respectively. Also, 15.8% students

sometimes underline and circle information in the text. Others, 5.8% students rarely do so. This implies that the learners are exploiting the strategy efficiently. When we come to restating ideas from the text in their own words, only 1.6% students stated that they do so always. In addition, 19.1 and 15% respondents exploit this strategy sometimes and frequently respectively. On the other hand, 45.8% students use the strategy rarely and 18.3% students never use it at all. From this, we can understand that 77% of the students do not restate

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what they read in their own words. Item 5 assesses the learners' practice on going forth and back in the text to find relationships among ideas. According to the respondents, 40% students use the strategy always and 20.8% of them do so frequently. Moreover, 18.3% of the respondents disclosed that they use the strategy only sometimes. But, 19.1 students use the strategy rarely and 1.6% students do not use it at all. From this, we can say that the strategy is being exploited by the learners effectively.

Table 2: Strategies of using noting features and supplementary aids

No	Questions	Frequency Expressions in %				
		Always	Frequently	Sometimes	Rarely	Never
1	How often do you skim the text by noting the characteristics like length and organization?	3.3	20	45.8	25	5.8
2	How often do you use reference materials such as dictionaries to help you to understand what you read?	20	49.1	24.1	6.6	-
3	How often do you use tables, figures and pictures in the text to increase your understanding?	15	10.8	10	29.1	35
4	How often do you use contextual clues to help you better understand what you are reading?	7.5	45	27.5	17.5	2.5
5	How often do you use typological aids such as bold face and italics to identify key points?	2.5	33.3	24.1	35	5

In the table, item 1 assesses the learners' experience of using skimming strategy. Among the respondents, 3.3%, 20%, 45.8%, 25% and 5.8% of them said they skim a text using various characteristics always, frequently, sometimes, rarely and never respectively. This implies that most of the students consider the characteristics like length and organization of a text during skimming though many of them practice only 'sometimes'. Concerning the practice of using reference materials such as dictionaries, 20% respondents use them always. Furthermore, 49.1% students frequently use reference materials and only 24.1% students do so sometimes. Nevertheless, only 6.6% students rarely do this. This data shows that the practice of using reference materials such as dictionaries is very common. Regarding item 3, 15%, 10.8%, 10%, 29.1% and 35% students use tables and figures in the text to increase their understanding always, frequently, sometimes, rarely and never

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respectively. This shows that most of the students don't use tables and figures to support their understanding. In item 4, 45% respondents confirmed that they use contextual clues frequently to help them understand a text better. In the same way, 27.5% students said that they use them only sometimes and 7.5% respondents indicated they always practice the strategy. However, 17.5% and 2.5% respondents use the strategy rarely and never at all respectively. This confirms that though most learners are exploiting the strategy, still considerable numbers of students are not doing so. For the question, How often do you use typological aids to identify key points?, 35% and 33.3% students said always and frequently respectively. Also, 24.1% respondents practice this sometimes. Others, 7.5% students do so rarely. This shows that referring typological aids is one of the strategies which are commonly used.

Table 5: Guessing and deciding on ideas from a text

No	Questions	Time expressions				
		Always	Frequen tly	Some times	Rarely	Never
1	How often do you think about what you know do before reading a given text?	-	4.1	40.8	24.1	30.8
2	How often do you decide what to read closely and what to ignore?	1.6	8.3	35	49.1	5.8

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3	How often do you guess what the text is about when you read?	3.3	9.1	37.5	33.3	16.6
4	How often do you reread the text when it seems difficult to understand?	35	44.1	20.8	-	-
5	How often do you ask yourself a question which you like to be answered in the text?	-	6	25	45	23.3

In the above table, the first item attempts to check if the students think about what they read before reading a given text. Among the respondents, 4.1% and 40.8% stated that they do it frequently and sometimes respectively. Nevertheless, 24.1% and 30.8% respondents said they do so rarely and never respectively. This implies that most of the students 54.9% are not practicing the strategy of thinking about what they read before reading a text. In item 2, only 9.9% students stated that they decide what to read and what to ignore when they are reading. Similarly, 35% learners do so sometimes. But, most of the respondents, 49.1%, rarely use the strategy. The rest 5.8% students don't use it at all. This shows that more than half of the students don't have skills to decide what to read and what to ignore in the reading text. Regarding their experience of guessing what the reading text is about when they read, only 3.3% students do it always. In addition, 9.1% and 37.5% respondents stated that they use the

strategy frequently and sometimes respectively. Others, 33.3% use it rarely and 16.6% students never do so. This implies that the learners are not using the strategy efficiently. In item 4, 35% students indicated that they reread a text when it becomes difficult and 44.1% respondents do so frequently. Again, 20.8% students said that they reread a text sometimes only. The data shows that the students are using the strategy exhaustively. Concerning the last item, 6% students responded that they frequently ask themselves a question which they would like to be answered in the text. In the same manner, 25% students practice this strategy only sometimes. However, 45% and 23.3% of the respondents disclosed that they do so rarely and never respectively. The implication of this data is that 77% of the students are almost poor in using the strategy.

4.2 Data from the pre and post reading test

Following the questionnaire, the pre and post reading tests are the other ways of collecting data from the learners. Each test consists of equal number of items which are constructed following the same question format (see appendix II). Moreover, the mark load is also equal: 25%. 120 students are grouped in two sections. The first 60 of students are experimental groups who took the

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intervention. The second group is the control group which take the two tests, not the intervention. The groups were given the two tests in different time intervals (pre test before training reading strategies and post test after training reading strategies for eight consecutive weeks) and scores were kept for the analysis. The score are summarised in the following table.

Table 4: The summary of pre and post reading comprehension skills test scores

No	Group identification	No. of students	Test type	Total score	Mean	Median	SD	Remark
1	Control Group	60	Pre test	753	12.55	13	5.35	
			Post test	757.5	12.62	12.5	3.99	
			Difference	4.5	0.07	-0.5	-1.36	
2	Experimental Group	60	Pre test	755	12.58	13	4.77	
			Post test	919	15.31	16	5.34	
			Difference	164	2.73	3	0.57	

According to the table, the results from the reading test for the experimental group shows a mean score of 12.58 on the pre test and 15.31 on the post test. When we compare the means of the two tests, the difference is 2.73. This implies that an improvement of 2.73 in mean is the result of the eight week reading strategy intervention (training). In other words, the total sum of the students' score on the pre test is 755 where as in the post test the

score becomes 919. The difference between the two scores is 164. This is also an indication of the intervention in the other way.

When we come to the control group score summary, we can see only 0.07 differences between the pre and post test mean. Though the difference is there, it is too little. Thus we can say that it is negligible. The same is true concerning the total score. That means, the difference is only

4.5 that is almost negligible, especially in comparison with the experimental group difference: 164.

The other values such as median and standard deviation show further information about the distribution of the scores. The difference between the mean and the median is not very wide in both tests in the two groups. This indicates that the distribution of the scores is makes a normal curve (Heaton, 1988). In addition, the values under the standard deviation indicate the deviation of the learners' scores from the mean.

5. Summary of the Findings of the study

The study assesses the trends of the cognitive reading strategies training and its impact on the comprehension skill of EFL learners in the secondary schools. Particularly, it aims to answer three questions: 'Which cognitive strategy is more applicable in EFL classroom?', 'To what extent do EFL learners use cognitive reading strategies' and 'Can cognitive reading strategy training reasonably improve the learners' comprehension skill?'.

The first and the second questions are treated on the basis of the classification.

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Cognitive reading strategies are sub divided in to three, such as strategies of extracting and working on ideas from a text, strategies of using the noting features and supplementary aids and strategies of guessing and deciding on the ideas from the text. Among these, the learners are better in using strategies of extracting ideas from the text. But, though they are using the noting features and supplementary aids, most of them exploit the strategy only sometimes and rarely. Surprisingly, the students are poor in guessing and deciding on the ideas of a text. Generally, in comparison with the meta cognitive reading strategies, cognitive reading strategies are being used in a better way. But, it is not satisfactory.

The last question is 'Can reading strategy training reasonably improve the learners' comprehension skill?'. To answer this question, an experiment was carried out in a reading classroom. The students are treated by an independent variable (reading strategy training) so as to see some kind of impact on the dependent variable (the students reading skills). According to the result of the experiment (see table 7), the post test score of the experimental group is increased by a considerable amount of score in comparison with the pre test of the group.

This shows that the reading strategy training has a positive impact on developing the students' reading skills. This finding agrees with the study carried out by Song (1998) which says that reading strategy instruction enhances the learners' reading ability. But, the instruction should be attended carefully following the procedures which are proposed by the scholars.

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To sum up, the experiment clearly shows that cognitive reading strategy training facilitates the learners' comprehension skill. Nevertheless, the students are not properly trained to use the strategies. Thus, the learners are using limited number of sub -reading strategies during the lesson. Even, they are not familiar with some of the cognitive strategies at all.

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