

<https://doi.org/10.34142/2709-7986.2024.29.1.16>

THE IMPACT OF LEARNING STRATEGIES ON ENGLISH AS A FOREIGN LANGUAGE LEARNERS' READING COMPREHENSION SKILLS DEVELOPMENT

Received: 26/09/2023

Accepted: 24/11/2023

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ABSTRACT

Purpose. The aim of this study was to examine the impact of explicit reading strategy teaching English as a foreign language (EFL) on Ethiopian grade eleven learners' reading comprehension skills, particularly, reading for the gist, detail, vocabulary, inference, and reference skills.

Methodology. A quasi-experimental design was used, involving eighty-seven students (43 students in the control and 44 students in the experimental group). The students of the experimental class were exposed to four months of explicit reading strategy training, but no training was given to the students in the control group. Reading comprehension tests were given to both groups before and after training.

Results. The independent sample *t*-test revealed that there was no significant difference between the control and the experimental group in overall reading comprehension before the training, whereas the results of multivariate analysis of variance (MANOVA) for the post-test indicated

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students in the experimental group significantly outperformed their counterparts in terms of overall reading comprehension as well as the three reading comprehension skills, namely, reading for the gist, detail, and vocabulary. The post means of inference and reference skills for the experimental group were also higher than the post means of the control group though the differences were not statistically significant.

Conclusions. The study concluded that explicit reading strategy training promotes Ethiopian students' reading comprehension skills; hence, EFL students should be adequately supported and encouraged to use reading strategies to circumvent their reading comprehension difficulties.

KEYWORDS: English Reading, Comprehension Skills, Reading Strategies, Explicit Teaching, CALLA.

INTRODUCTION

People in different regions read in English either for academic or non-academic purposes. Therefore, adequate reading ability in English is essential to ensure success in education and professional life in the modern world (Grabe & Stoller, 2019). In Ethiopia, where the present study is conducted, English is the medium of instruction for secondary and university students (Getachew et al., 2018).

This highlights the importance of reading comprehension for learners' overall educational achievement. According to Grabe & Stoller (2019), reading involves comprehension, which entails identifying the main idea of a text, details that support the main idea, making inferences and vocabulary. According to the same authors, students are required to employ a combination of strategies including prior knowledge during reading.

Reading strategies such as summarizing, forming questions, imaging, predicting, activating background knowledge, and monitoring comprehension are among the important strategies for the comprehension and promotion of strategic readers (Chamot, 2005; Grabe, 2009). Furthermore, reading comprehension is a complex ability as it requires applying several unconscious and conscious strategies to determine the accurate text meanings (Jeon & Yamashita, 2014).

Reading strategies help students create the meaning of a text through purposeful and goal-orientated activities (Afflerbach et al., 2008). As a result, students use a variety of strategies to increase their reading comprehension (Grabe, 2009; Maeng, 2014). In this regard, both local and international studies appear to agree that strategies have better roles than the linguistic proficiency of the learner in certain skills (Mulugeta, 2021).

Furthermore, empirical evidence in learning strategies (henceforth LSs) training (e.g., Cohen, 2018; Grabe, 2009; Gu, 2019) pointed out that explicit strategy instruction is an integrated part of regular language lessons which is likely to be more effective than implicit teaching. Accordingly, several international researchers (e.g., Abdelhalim, 2017; Khellab et al., 2022; Li et al., 2022) have justified the contributions of explicit reading strategy training (Henceforth ERST) for EFL learners' reading comprehension problems.

Conversely, recently, the contribution of technology-based teaching in developing students' English language skills has attracted international researchers (Azizi et al.,

2022). Of course, we cannot hide the role of technology in our entire lifestyle, but using technologies for academic purposes in Ethiopia seems impractical.

Lately, Biresaw & Bogale (2023) explored the effect of a web-based feedback system in developing the reading skills of Ethiopian university students; the finding indicated that reading for gist, detail reading and inference skills were positively affected by the intervention. However, it can be noted that the participants of the study were university students, who may have more exposure to the use of technology compared to students at other schools. Therefore, strategy instruction seems necessary in Ethiopian schools where students have limited access to technology and little exposure to learning English outside the classrooms to promote their reading skills (Wendaferew & Damtew, 2023).

In fact, LSs may not be a panacea to fix the entire language acquisition problem, but they are very helpful in conjunction with other techniques (Griffiths, 2004). Through a process of teacher modeling, scaffolding, and assistance, students learn to be involved with texts strategically, and gradually independently practice LSs to better understand the text (Grabe, 2004). Therefore, there is a need to enhance our students' reading difficulties with the necessary support (i.e., scaffolding) by the teacher through explicit strategy training until students become independent readers.

Given the role of reading skills in student academic success and other everyday life activities; however, students' low reading comprehension ability has become a serious issue in Ethiopia. There have been continual complaints from EFL teachers about students' poor reading skills in Addis Ababa public secondary schools. For example, one EFL teacher in Tesfa Birhan secondary school complained that many of her students were unable to identify the meaning of words, the author's implied ideas, and the main ideas or gist of a passage.

In addition, Ethiopian EFL teachers failed to implement and adhere to the recommended teaching methods (Mulatu & Regassa, 2022). Therefore, the present researchers were initiated to implement ERST in teaching reading to determine whether the training enhances students' comprehension skills or not.

The notion of students' reading strategy use and the practice of teaching reading have been adequately studied in a local context (Mulatu & Regassa, 2022; Nurie, 2017; Tefera, 2013). Among others, Nurie (2017) explored the practices of teaching reading and suggested that Ethiopian teachers should systematically teach reading comprehension to help students develop strategies for improving reading comprehension.

However, the impact of explicit reading strategy training on students' reading comprehension skills has not been sufficiently addressed. A few local researchers (Dugasa et al., 2022; Wendaferew & Damtew, 2023; Yadetta et al., 2017) conducted related studies and confirmed the contribution of strategy training in promoting students' reading.

Finally, they recommended for the need of further inquiries. However, there have been some limitations in the previous studies; for example, they had short-term intervention sessions (not more than nine weeks) and didn't address the magnitude (the effect size) of the variables under investigation. Moreover, considering the importance of reading skills and learners' poor performance in Ethiopia, this area seems to be further investigated. Therefore, to fill this gap, the current research scrutinizes the impact of

ERST on reading for gist, details, vocabulary, inference and reference skills of EFL grade students, that is **the aim** of this study. Particularly, the study tries to answer the following three research questions.

1. Is there a statistically significant difference between the control and the experimental group in terms of overall reading comprehension pre-test mean scores?
2. Is there a significant difference between the control and the experimental group in terms of overall reading comprehension post-test mean scores?
3. Is there a statistically significant difference between the control and the experimental group in the post-test mean scores of reading for gist, detail, vocabulary, inference and reference comprehension skills?

METHODOLOGY

The study used a quasi-experimental with the pre-test-post-test control group design in which two intact classes were selected since random assignment was not possible (Creswell, 2014). The study mainly used quantitative data that was then analyzed quantitatively. Each procedure of this study is briefly discussed in the following sections.

The setting, subjects, and sampling techniques

Addis Ababa city was the research site due to its proximity and familiarity, which helped us to understand the research problem and easily collect the data. The secondary school environment was chosen since it is a place of *reading to learn* in which students are required to read about different subjects in their academic path. In other words, *reading to learn* frequently happens in academic settings where an individual must acquire a substantial amount of knowledge from a text (Grabe & Stoller, 2019). Tesfa Birhan secondary school was selected due to frequent complaints from EFL teachers about poor reading ability, and the lack of previous similar study to the current. We were informed that several students had failed university entrance exams during the previous academic years in different schools.

Therefore, grade 11 students were the target subjects, assuming the importance of working hard at this level is essential to improve students' reading ability. On the other hand, because of threats to the intervening variables in the experiment process, we decided to choose only two classes. Accordingly, eighty-seven subjects of the two intact classes were randomly selected from Tesfa Birhan secondary school. The selected classes were then assigned to the control and experimental groups.

The Reading Comprehension Test

To answer the research questions, the study used a standardized reading comprehension test. First, permission was obtained from the Educational Testing Service before using the test. Afterward, a reading comprehension test was adapted from the TOEFL, which was used as pre and post-tests. The adapted test contained two passages with twenty close-ended items.

Moreover, we added four open-ended items, particularly, reading for gist/main idea questions, to have a comprehensive understanding of the student's current level of

reading comprehension in the pre-test prior to the training, and in the post-test to observe the efficacy of the training in improving students' reading skills.

More specifically, the two items require students to summarize the main idea of the two passages using their own words, and the other two questions asked students to give topics seeing as the selected passages did not provide these. The test, generally, consisted of items related to the five reading comprehension skills (that is, 6 items for the gist / main idea, 7 items for the detail, 7 items for vocabulary, 2 items for inference, and 2 items for reference skills).

These reading comprehension skills were in line with the strategies practiced during the training sessions. It is important to mention that the post-test was identical to the pre-test because according to (Brown, 2017), it is feasible to administer the same test as the pre-and post-test to circumvent the issue of equating different forms of tests.

The threat to testing effect was controlled by administering the post-test after four months of the pretest administration. The pretest aimed to check whether students in the control and experimental groups were similar in terms of overall reading comprehension performance before the training. On the other hand, the post-test was administered to both groups to observe if there was a significant difference between the experimental and control groups in terms of overall reading as well as comprehension skills mean scores after the training.

Additionally, field notes were taken during the training, as it was believed to be important to supplement the main data and see how well the training was implemented (fidelity to treatment) by attending the training conditions, which in turn increased the reliability of the study results. According to Baker et al., (2023), the degree to which an intervention is carried out as intended is called treatment fidelity, which is crucial for intervention research to produce a valid comparison. Therefore, the researchers of the present study visited the research site once a week and recorded the training conditions based on conversations with the teacher who conducted the training.

Validity and reliability issues

As far as experimental study is concerned several threats could affect the outcomes. In the present study, we tried to minimize some of the threats. An EFL teacher on the research site and a PhD instructor at Addis Ababa University were invited to comment on the reading comprehension test to maintain face and content validity. Accordingly, some amendments were made.

For example, primarily, we proposed incorporating three reading passages in the test, but following the experts' comments, one of the passages was removed from the test. An attempt was also made to reduce potential threats towards the internal validity of the investigation, for example, to minimize teachers' history and biases related to the researchers, both the control and experimental groups were taught by the same teacher using the same reading tasks with similar period. Students' background in terms of reading comprehension was checked by administering the pre-test to the control and experimental groups.

The only difference was the teaching approach involving ERST in the experimental group. Regarding reliability, the same tool should be able to generate an identical response when applied to the same respondent within one to two weeks before

retesting (Muijs, 2022). Therefore, in this study, the reliability was assured by administering the test to students with similar backgrounds to the participants in the main study, but in different schools.

The test was administered for the second time after a week and then the results were assessed using Pearson's correlation. The Cronbach Alpha result was 0.892 indicating good reliability. Furthermore, the designed teaching material was reviewed by an expert. One of the English teachers at the research site was asked to review and comment on the content of the training material. As a result, some amendments were made; for example, the scanning strategy was removed from the material based on the suggestion of the teacher.

Ethical considerations

Several issues need to be considered while conducting research; researchers should respect the audiences or participants, use non-discriminatory language, and keep their anonymity (Creswell, 2014). The author states that it is important to show considerable respect for the site where the research will occur. This can be ensured by sending an earnest request for permission and obtaining the required permission before entering the research site. Consequently, ethical issues were considered while conducting the current study.

First, to get access to the research site, a letter of cooperation was written from the office of Addis Ababa University's foreign language and literature department to the concerned bodies in the study place (Tesfa Birhan Secondary School). Then the objectives and procedures of the study were explained to the school director, the EFL department head, and the EFL teacher to get their acceptance.

Having the necessary permission from the school, the training was given to one of the English teachers who conducted the training based on her willingness. Discussion was made with the participants of the students about the training. Based on their willingness, the participants were informed about the purpose of the study; they were told that the training and the test would not affect their achievement, and instead the process could be promising for their academic success.

Training manual and data collection procedure

The researchers prepared training material using the selected strategies together with reading activities in students' textbooks. The study was conducted during the second semester of the 2023 academic year; therefore, the training covered all the reading activities that were programmed for the second semester.

Despite various learning strategy divisions given by different scholars, for the current study, the reading strategies were mainly adopted (Grabe, 2004, 2009; Grabe & Stoller, 2019) because their classifications included various strategies relevant to the teaching of activities in the three reading stages (pre-, while, and post-reading). Since there are a plethora of strategies, for the present study, the following reading strategies were adopted: semantic mapping, placing new words into context, imagery, practicing, skimming, and taking notes, summarizing, highlighting, guessing; setting goals and objectives, self-monitoring and self-evaluating, self-encouragement, and cooperating.

These strategies are crucial in solving learners' difficulties related to reading the gist / main idea, details, vocabulary, inference, and reference skills, which are vital for student

academic success. For example, monitoring has been frequently cited as a key reading strategy for enhancing comprehension (Grabe, 2009). Furthermore, semantic mapping helps readers link previous and current knowledge and improves vocabulary knowledge (Barrios Núñez, 2018). Summarizing is a way of condensing the original passage. In summarizing, we use techniques like pictures or giving titles to what has been read.

Subsequently, a scholastic discussion was held in the form of training with an EFL teacher who conducted the training. The discussion was intended to inform the teacher about the concept and implementation of ERST in teaching reading. The interaction was collaborative and supported with questions and comments from the teacher. The trained teacher was encouraged to raise any unclear points. Following this, a pre-test was administered during the first week of the second semester.

A day after the pre-test, students in the experimental group received a four-month training over the entire semester based on the Cognitive Academic Language Learning Approach (here CALLA) procedure aiming at improving students' reading ability.

CALLA is an instructional method for second and foreign-language learners that includes teaching important topics from the content course, language skills necessary to learn at school, and explicit teaching using various LSs for academic tasks (Chamot & Robbins, 2005).

The model has the following teaching procedures: (1) Preparation: identifying the prior knowledge of the students' strategies; (2) Presentation: teachers present and model new LSs; (3) Practice: students practice the strategies they have learned through reading activities; (4) Evaluation: students assess their success; (5) Expansion: students are encouraged to transfer the LSs and apply it to new situations tasks. CALLA was chosen because it supports explicit teaching in a series of strategies and is effective in promoting learning comprehension skills (Grabe, 2004). On the other hand, no training was given to the students in the control group instead they were taught based on the usual teaching method.

Regarding the implementation of the training, it was conducted based on the schedule of the school. Depending on the information gained from Tesfa Birhan Secondary school principals, the target students had two reading periods per week with forty-five minutes for each period.

Thus, students in the experimental class had 90-minute training sessions each week. The researchers went to the school once a week and contacted the teacher who experimented if she faced any problems during the training. We also received reports from the teacher and recorded field notes about the training. Accordingly, the teacher was explicitly teaching the selected reading strategies using CALLA procedures (preparation, presentation, practice, and evaluation and expansion stages).

During preparation, the teacher tried to activate students' prior knowledge; in the presentation stage, the teacher explained and modelled the strategies in reading tasks; in the practice stage, the students were encouraged to practice the strategies; in the evaluation, the students had time to evaluate their use of the strategy, finally, students were encouraged to use the strategies they practised for different tasks outside of the classes.

For instance, the teacher explained and modeled how to guess the meaning of words. She told students while guessing they can use clues such as prefixes and suffixes and others such as, using information from text such as titles, headings, and pictures. She underlined that guessing is an important strategy to discover the meanings of words and identify the main idea of a passage.

During the recording of the field notes, we realized that after explaining each strategy, the teacher tried to model how to apply the strategies using specific reading activities. In this way, the teacher scaffolded students until they become strategic and independent readers. At the end of the training and the last semester of the academic year, both the control and the experimental group took the post-test.

Data Analysis Techniques

Both descriptive and inferential statistics were used to analyze the data. The collected data was organized and entered into the Statistical Package for Social Science (SPSS) version 24 software. The pre-test scores of the control and experimental groups were computed using independent sample t-tests to check whether there was a significant difference between the control and experimental groups' overall reading comprehension before the training.

The post-test scores of the students in both groups for overall and five reading comprehension skills were calculated using multivariate analysis of variance (MANOVA) to see whether the difference between the two groups was significant or not. This tool was used because it enables researchers to compute the data of several dependent variables simultaneously and see the combined results too (Muijs, 2022), in our case the five comprehension skills (i.e., gist, details, vocabulary, inference, and reference) and the overall reading comprehension.

RESULTS

To answer the first research question, students in the control and experimental groups were given a pretest to check whether they were similar or not in their current levels of reading comprehension. An independent sample test was run to see if the pretest mean scores between the two groups were statistically significant or not before the training.

Table 1

Descriptive and inferential statistical analysis of the pretest scores for both groups

Group	N	M	Std. Deviation	T	Df	Sig. (2- tailed)
control	43	13.1395	2.52211	.788	85	.433
experimental	44	13.6136	3.05923			

As shown in Table 1 the pretest mean score of the experimental group (13.6136) is slightly greater than the pretest means of the control group (13.1395). However, the independent sample t-test result (T=0.788, Df=85, P=.433) indicated the difference was not statistically significant as the P value (P=0.433) was greater than the cut point 0.05.

Therefore, the result suggested that the students in the control and experimental groups were relatively homogeneous in terms of overall reading comprehension achievement before training. Then, ERST was given for the experimental group followed by post-test

administration to both groups to address the second research question. The following table shows the descriptive results, first.

Table 2

Descriptive analysis of the reading comprehension skills post-test scores for both groups

Descriptive Statistics				
Skills	Group	Mean	Std. Deviation	N
Gist	Control	6.0233	1.10170	43
	Experimental	6.6364	1.29563	44
	Total	6.3333	1.23577	87
Detail	Control	2.6744	.86523	43
	Experimental	3.3182	.80037	44
	Total	3.0000	.88921	87
Vocabulary	Control	2.7674	1.06541	43
	Experimental	4.0682	1.08687	44
	Total	3.4253	1.25413	87
Inference	Control	1.3953	.54070	43
	Experimental	1.5682	.50106	44
	Total	1.4828	.52523	87
Reference	Control	1.4884	.50578	43
	Experimental	1.5455	.50369	44
	Total	1.5172	.50260	87

The post-test mean score results for each reading comprehension skills in Table 2 show that the experimental group performed better compared to the control group after the training. MANOVA was computed to check whether the observed difference was statistically significant or not. First, analysis of MANOVA for overall reading comprehension result is presented in Table 3.

Table 3

Analysis of MANOVA for overall reading comprehension performance of the post-test

Multivariate Tests							
	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Group	Pillai's Trace	.314	7.400b	5.000	81.000	.000	.314
	Wilks' Lambda	.686	7.400b	5.000	81.000	.000	.314
	Hotelling's Trace	.457	7.400b	5.000	81.000	.000	.314
	Roy's Largest Root	.457	7.400b	5.000	81.000	.000	.314

The Multivariate tests analysis in Table 3 presents the combined results of the reading comprehension skills. Consequently, the MANOVA result under Wilks' Lambda ($df=81.00$, $P=.000$) showed that there was a statistically significant difference between the experimental and the control groups regarding their overall reading comprehension post-test mean scores after the intervention. In other words, the experimental group benefited from the training with the effect size (Partial Eta=0.314) indicating a moderate relationship.

According to Muijs (2022), Eta squared from 0 to 0.1 is a weak effect, 0.1 to 0.3 is a modest one, 0.3 to 0.5 is a moderate, and >0.5 is a strong effect. The last research question asks whether there is a statistically significant difference between the control and the experimental group in reading for gist, detail, vocabulary, inference, and reference post-test mean scores. The results are presented in Table 4.

Table 4
Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Control & Experimental Group	Gist	8.175	1	8.175	5.642	.020	.062
	Detail	9.013	1	9.013	12.987	.001	.133
	Vocabulary	36.794	1	36.794	31.761	.000	.272
	Interference	.650	1	.650	2.393	.126	.027
	Reference	.071	1	.071	.278	.599	.003

The 'Tests of Between-Subjects Effects', in Table 4 shows the separate analysis of the five dependent variables. As a result, the MANOVA post-test result indicated that a significant difference was found between the control and experimental group with the three reading comprehension skills: reading for the gist, details, and vocabulary since the P values for the three skills were less than the cut-off point ($P<0.05$).

To put it differently, the results of MANOVA for the post-test mean of gist skill ($F=5.642$, $P=0.020$) revealed that there was a statistically significant difference between the experimental and the control group. The post-test results for detail reading ($F=12.987$, $P=0.001$) showed that the difference was statistically significant. Similarly, the post-test mean score of vocabulary skill ($F=31.761$, $P=0.00$) indicated that the difference between the two groups was statistically significant after the intervention.

Therefore, the post-test result indicated that the experimental group significantly outperformed the control group in reading for gist, detail reading and vocabulary skills after the training. In addition, although the post-test means of the experimental group for inference and reference skills were higher than the post-means of the control group, the results of MANOVA showed that there were no significant differences between the groups in terms of inference ($P=0.126$) and reference (0.599) skills since the P-value was higher than the cut-off point.

The effect size for detail and vocabulary skills were 0.133 and 0.272 respectively, indicating the modest relationships. However, the effect size for the rest skills was weak as the value of Partial Eta Squared was less than 0.1.

DISCUSSION

The aim of the study was to examine the impact of ERST on Ethiopian EFL students' reading comprehension skills, namely, reading for the gist, detail, vocabulary, inference, and reference. Before the intervention, a pre-test was administered to the control and the experimental groups to check the homogeneity of the participants in terms of their reading comprehension. Accordingly, the independent sample t-test showed that there was no statistically significant difference between the control and the experimental group in the pre-test mean scores. The result indicated that students in both groups had nearly similar reading comprehension levels prior to training.

Afterward, students in the experimental group were exposed to a four-month ERST followed by administering a post-test to both groups. Finally, the result of MANOVA revealed that a significant difference was found between the control and the experimental group in terms of overall reading comprehension post-test mean scores.

This implies that students in the experimental group outperformed their counterparts (the control group) because of the training. The result is in agreement with the findings of both foreign and local previous researchers (Abdelhalim, 2017; Al Raqqad et al., 2019; Khellab et al., 2022; Wendaferew & Damtew, 2023), who confirmed the contributions of explicit reading strategy in promoting EFL students' reading comprehension achievement.

However, the fact that the association is significant does not indicate how strong or weak the effect is, hence, the effect size needs to be calculated (Muijs, 2022). Therefore, the effect size, which was not the focus of the previous researchers, was calculated in the present study.

Moreover, there were significant differences between the control and the experimental group in the post-test mean scores of the three reading comprehension skills: reading for gist, detail and vocabulary questions. On the other hand, the post-test mean scores of the experimental group for the inference and reference skills were higher than the post-test means of the control group, however; the difference was not statistically significant.

The magnitude or effect size of the relationship for both overall reading comprehension as well as for each reading comprehension skill was calculated. In this regard, the Partial Eta Squared result for the overall reading comprehension indicated the relationship was moderate. On the other hand, the effect size for detail and vocabulary skills was modest, followed by weak relations for the rest comprehension skills.

Finally, it is important to note that since there is scanty research investigating the effectiveness of ERST on EFL students' reading comprehension skills, the present study would contribute to the field and encourage future researchers to deal with the issue in detail. In summary, the result of the current study supports the recommendation of pioneer experts (Grabe, 2009; Grabe & Stoller, 2019), who indicated that students with reading difficulties can be taught a repertoire of reading strategies for better comprehension.

CONCLUSIONS

The present study mainly scrutinized the impact of ERST via CALLA procedure on grade eleven EFL students' reading comprehension skills. Prior to the training, the study confirmed that the target students were at the same level of reading comprehension. However, after the intervention, a significant difference was found between the control and the experimental group in overall reading comprehension¹ as well as in the three comprehension skills (gist, detail, and vocabulary), in favor of the experimental group. The effect size for the overall reading comprehension after the intervention was at a moderate level.

Moreover, the students in the experimental group scored higher post-test mean scores for inference and reference skills though the differences were not statistically significant. Consequently, it can be inferred that ERST using CALLA can promote EFL students' reading comprehension skills. In this sense, EFL students should be adequately supported and encouraged to use reading strategies to promote their reading comprehension skills.

Increments of participants, especially enlarging the experimental group, would be important for future researchers to confidently generalize the results in a wider context. Additionally, this study focused on reading comprehension skills, particularly, reading for gist/main idea, details, vocabulary, inference, and reference, which were supposed to be vital for students' academic success. Thus, future researchers could consider involving other comprehension skills for more comprehensive insights.

ACKNOWLEDGEMENTS

We are grateful to all the concerned bodies for their contribution to accomplishing this research. Our special thanks go to the EFL teacher who did the experiment and the participants who were involved in the training and filled out the tests. We are also thankful to the Head of Department of English Language at Tesfa Birhan Secondary School, for facilitating the process of the study.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

FUNDING

The authors declare that this study received no specific financial support.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВПЛИВ СТРАТЕГІЙ НАВЧАННЯ НА РОЗВИТОК НАВИЧОК РОЗУМІННЯ ПРОЧИТАНОГО З АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Мета цього дослідження полягала в тому, щоб дослідити вплив стратегії читання під час викладання англійської як іноземної (EFL) на навички розуміння прочитаного ефіопськими учнями одинадцятого класу, зокрема на навички читання для отримання загального розуміння тексту, його деталей, словникового запасу, висновків і бібліографічних навичок.

Методологія. Було використано квазі-експериментальний дизайн, у якому взяли участь вісімдесят сім учнів (43 учня контрольної та 44 учня експериментальної групи). Учні експериментального класу протягом чотирьох місяців навчалися стратегії читання для отримання загального розуміння тексту, але учні контрольної групи не отримали такого навчання. Тести на розуміння прочитаного тексту проводилися для обох груп до і після навчання.

Результати. Незалежний вибірковий *t*-тест показав, що не було суттєвої різниці між контрольною та експериментальною групою в загальному розумінні прочитаного тексту до початку навчання, тоді як результати багатофакторного дисперсійного аналізу (MANOVA) після проведеного навчання в тесті показали, що учні експериментальної групи суттєво перевершили учнів контрольної групи щодо загального розуміння прочитаного тексту, а також перевершили їх в трьох навичках розуміння прочитаного, а саме: загальне розуміння тексту, його деталей, словникового запасу. Середні значення результатів наприкінці дослідження для висновків і бібліографічних навичок для експериментальної групи також були вищими, ніж для контрольної групи, хоча відмінності не були статистично значущими.

Висновки. Дослідження дійшло висновку, що навчання стратегії читання сприяє розвитку навичок розуміння прочитаного тексту в ефіопських учнів; отже, учнів, які вивчають англійську мову як іноземну, слід належним чином підтримувати та заохочувати до використання стратегій читання, щоб уникнути труднощів із розумінням прочитаного тексту.

КЛЮЧОВІ СЛОВА: читання англійською мовою, навички розуміння, стратегії читання, навчання, CALLA

CITE THIS ARTICLE AS (APA style):

Wendaferew, D., & Berlie, A. D. (2024). The Impact of Learning Strategies on English as a Foreign Language Learners' Reading Comprehension Skills Development. *Educational Challenges*, 29(1), 226-240. <https://doi.org/10.34142/2709-7986.2024.29.1.16>

