

ABSTRACT

In this thesis, I examine the use of reading comprehension strategies employed by learners and teachers of English as a Foreign Language (EFL) in Uganda. Scholars confirm that strategic reading leads to comprehension. However, strategic reading in Uganda, specifically in EFL, is not adequately studied, implying that literature on this subject is scanty. EFL learners in Uganda continue to reveal reading inadequacies in terms of comprehension, yet the reading comprehension strategies they use are not documented to the best of my knowledge. This study, therefore, examined knowledge of reading comprehension strategies among EFL learners and teachers in Uganda; investigated the use of reading comprehension strategies among EFL teachers and learners in Uganda, and assessed the effectiveness of the reading comprehension strategies used by EFL learners in Uganda. Analytical research design was adopted for this study; and a qualitative approach was used. The study population included teachers, administrators and learners who were purposively sampled. Data were collected using interviews, focus group discussions and observation. Data were analyzed thematically based on the 4-Pronged Comprehension Framework by McNamara (2007). Key findings reveal that teachers demonstrated limited knowledge of using reading comprehension strategies to address their learners' reading comprehension challenges and a number of learners lacked knowledge on how to use reading comprehension strategies. Observation of the reading strategies used in the classroom revealed more use of cognitive strategies which facilitated literal and inferential comprehension, as opposed to metacognitive strategies that would lead to critical comprehension. EFL learners and teachers used a limited number of the strategies under the 4-prongs framework by Mc Namara (2017). It was established that EFL teachers and learners in Uganda use their own devised reading comprehension strategies, which need to be evaluated for effectiveness. In all, the study established that EFL teachers and learners use a limited number of already tested and known to be effective reading comprehension strategies, which explains the low levels of reading comprehension among EFL learners in Uganda. The study contributes to our understanding what reading comprehension strategies are used by EFL teachers and learners in Uganda; and whether the strategies they use are the known to lead to reading comprehension. The study concludes that knowledge and use of the known and tested reading comprehension strategies among EFL teachers and learners in Uganda is limited. The study recommends testing and evaluation of reading comprehension strategies used by EFL teachers and learners in Uganda to find out the kind of comprehension they facilitate.