

# **An Evaluation of the Design and Implementation of Reading Exercises of Grade Nine English Textbook**

**By**

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## ***Abstract***

*The purpose of this study was to evaluate the design and implementation of reading exercises of grade nine English textbook. The study was conducted at Mankusa General Secondary School.*

*Descriptive case study method was used to carry out the study. The main subjects of the study were grade nine English textbook reading exercises. For case illustration of the study, one hundred students and three classroom teachers were participated in the study. These students were selected through stratified random sampling technique, whereas the teachers were included in the study with the intention of observing their reading lessons. To gather valid and reliable data, evaluative checklist and classroom observations were used as major data gathering tools. Other tools—students' questionnaire and teachers' interview—were used to get the data that could not be addressed by major tools. The collected data were analyzed and discussed together under themes.*

*The finding of the study revealed that the pre-reading exercises of the units of analyses were designed appropriately. Nevertheless, the practice of pre-reading exercises was hardly implemented. The majority of the exercises (questions) in during reading were devoted to ask what students understood from what they read. A few of them were designed (scanning and guessing word meanings through context clues) in a way students understood a piece of information from the passage. Exercises after reading were almost none. Even the strategy of summarization appeared once in the units of analyses. Again, the study disclosed that teachers implemented exercises against the contemporary orientation of the teaching and learning of second language reading.*

*Finally, exercises should be redesigned in a way that cultivates students more in strategies/skills they apply them in tomorrow's readings and teachers should be acquitted with contemporary nature of reading and its teaching were the major recommendations made.*

# CHAPTER-ONE

## INTRODUCTION

### 1.1 Background of the Study

Among the four major skills in educational realm, students are most frequently involved in reading different forms of written materials ranging from academic subjects to non-academic ones. It is impossible to separate each skill from another. In reading instruction, there should be speaking, writing, and listening. The question is which skill students of Ethiopia exploit more. In the context of English as a foreign language, different theoretical books and research findings assert that the ability to read shares the great responsibility for students' academic success and failure (Alderson, 1984; Atkins et al, 1996; Getachew, 1996; Harmer, 1991; Nuttall, 1996). Writers like Panigrahi and Panda (1996) also signify that reading makes a way for better understanding of one's own experiences and it can be an exciting voyage to self-discovery.

Reading is again a crucial form of communication through which we get most of the information required in teaching and learning situation in everyday life. Delbridge (2009) supports this idea and notes that literacy is about learning to read the world, so we must assist our students in exploring how to read the world and how to participate in the different situations in their lives. Reading does not only have such indispensable function but also facilitates second language acquisition (Krashen, 2004; Thogmartin, 1997). Moreover, Wallace (1992, 2005) affirms that reading offers more language input than can usually be provided orally, especially in second language learning contexts. Similarly, Eskey (2005:563) noticeably summarizes what reading functions in second language acquisition and academic context as:

*For second language learners, reading may be both a means to the end of acquiring the language, as a major source of comprehensible input, and an end itself, as the skill that may serious learners most needed to employ. Many students of English as a foreign language (EFL), for example, rarely speak the language in their day-to-day lives but may need to read it in order to access the wealth of information recorded exclusively in the language.*

These are what reading does for second language learners at large. The next question has been arisen from how students become the users of it as a means and end of language learning. The answer in SLA including in EFL context may be through the teaching of the skill itself. Across EFL/ESL world, the job of the schools is enabling students to process information: reading as instrument for learning (Grabe and Stoller, 2002; Nuttall, 1989/1996; Silberstein, 1994). Ethiopia is the one that is working for the success of such a goal. What schools are doing is that teaching intensive reading through one prescribed English textbook.

Grabe (2004) in his discussion of “Implications for Reading Instruction from Reading Research” raises a number of issues that promote effective reading comprehension. Planning a coherent curriculum for students’ learning is the one he identifies. The design and the implementation of intensive reading instruction matter a lot for the success of teaching reading skills. In this sense, design incorporates applicable texts and exercises/activities. Here, the word ‘applicable’ is to mean the potential value of the reading texts and their activities and the selection and development of them go in line with principles of teaching reading. Actually, Nuttall (1989), for example, informs us that a text should be selected in terms of readability, exploitability and suitability of the content. Then, the development of activities/exercises, which are specifically aimed at improving students’ reading skills, becomes unquestionable aspect of reading instruction. Nuttall herself argues that the exercises or the activities have indispensable job for training students in the required skill. For another thing, implementing these exercises in a way to promote reading skill is another cornerstone of intensive reading instruction.

## **1. 2 Statement of the Problem**

Textbooks, coursebooks, and other instructional materials are passed through series of evaluation procedures (Hutchinson and Torres, 1994; Littlejohn, 1998; Tomlinson, 2005). McDonough and Shaw (2003:59) state that evaluation has been taken place in the context of where open market materials are chosen on the one hand, and where a Ministry of Education provides materials that are subsequently passed to the teacher for classroom use on the other hand.

In the first context, writing materials can be very time consuming and not necessarily cost-effective. Teachers, hence, are obliged to select and discriminate effectively among all the coursebooks on the market. In the second situation, where almost all Ethiopian teachers work at,

they are rather expected to understand why the materials have been written in such a way and how they can make effective use of them in the classroom. Due to this, at first, the design of EFL textbooks should accommodate the current approaches of language teaching and learning as well as second language acquisition research findings. From this point of view, learning to read, one aspect of teaching and learning English, is to be designed to help students develop the required reading skill. This is true when properly designed reading exercises together with their classroom implementation come in effect. In turn, if the materials are improperly designed and implemented, students are demotivated to learn the required skills. For this reason, authors like Rea-Dickins and Kevin (1993: 28) express that an evaluation is the means to address such problem.

Local researches have been conducted on problems associated with reading ability, factors affecting reading ability, reading strategies, reading achievement, instructional factors of reading, academic reading, extensive reading, and readability of textbooks. Even researches that have been conducted on reading materials show clear gap (See research reports at Addis Ababa University Libraries). Alamriew (2001), for instance, conducted a study on student-teacher attitudes to grade nine reading texts and exercises. To put it differently, the study evaluated the attitudes of students and teachers towards the reading texts and exercises. Instead, it did not examine how the exercises designed and implemented in the classroom. Conversely, sample researches both conducted on reading instructions and materials display a clear gap on the design and implementation of reading exercises, which are highly crucial for training students to be effective readers (See the review related literature).

At grade-nine, English language starts to be used as a medium of instruction beyond its subjective context. At this point, the subject itself must play a paramount role in assisting learners to learn other academic subjects. On the contrary, both subject and content teachers have reported that students have problems on how to read and what to read a given text. This is because of either poor language background and instruction of reading or the improperly designed reading exercises and their implementation. The first hypothesis—poor language background and instruction of reading—haven been addressed. What then left and gapped is the testing of the third hypothesis.

As researcher experienced, this problem is also manifested at grade ten level. In this instance, the problem is resulted from either poor instruction or traces back in the immediate grade levels. This then supported by literature: Menoz (1999) cited in Hailu (2008) avers that improvement in the quality of education depends to great extent on whether or not relevant and high quality textbooks and other learning materials can be made available to teachers and students. When there are difficulties in learning process, in most cases, the textbook is first factor to be held responsible.

That is why the researcher was initiated to evaluate the design and implementation of reading exercises of grade nine EFL textbook.

### **1.3 Objective of the Study**

The objective of the study was to evaluate the design and implementation of reading exercises/activities of grade-nine English textbook. The study was specifically aimed to:

- find out whether or not the three phases of reading exercises have been structured in a way that draws learners to use different reading strategies into the text.
- investigate how teachers implement the reading exercises/activities.

### **1.4 Significance of the Study**

Weir and Roberts (1994:11) justify the two main reasons for evaluating teaching materials. First, it provides evidence that can inform theoretical disputes about directions to be followed in language teaching or in teacher education. Second, it is a tool to indicate the suitability of particular approach or technique under given condition. The study thus is hoped to have the following significances.

- It will be handy for syllabus designers in taking considerable assessment of the suitability of reading exercises and their classroom implementation in teaching reading required from the level.
- It will help students to get the right materials to practice their reading skills.
- It will be a reference point for those who further investigate the overall effect of the material on students' academic performance.

## 1.5. Delimitation of the Study

The study has been delimited to the evaluation of the reading exercises and their classroom implementation of grade nine English textbook at Mankussa General Secondary School.

## 1.6. Limitation of the study

The study would have been more useful had it incorporated passages and more cases. But, because of time constraint, energy and financial lack, the researcher could not take passages and more cases across the country in the study. Searching more recent works and materials on the teaching of second language reading was another challenge. However, it was managed to get the works and the materials from publishers via electronic mail.

## 1.7. Operational Definitions of Terms

**1. Design:** Imagine a material writer is going to write a reading material for grade nine. Before he/she writes the actual material, he/she is expected to assess different literatures and research findings on the teaching and learning of reading skill. This helps him/her to pass decision on what and in what ways students learn the skill. His/her action is derived from principles, theories, research findings, students' need and national expectation. Next, he/she finds suitable texts for practicing the skill. Then after, he/she writes activities/exercises/tasks for the teaching of the required skill from the level. Finally, the way a material is written on paper becomes another critical duty of him/her. Far from this, he/she considers the practical situation for implementing the material. All these considerations from selecting the passages across writing the exercises to putting them on paper and considering the real world environment have been called designing a material. In short, designing is the underlying thinking in writing a material.

**2. Make up:** elements that come into play in learning and teaching the language.

**3. Single instrumental case study:** focusing on an issue and then select a case to illustrate the issue.

**4. Evaluation:** setting up criteria, which are based on second language learning and teaching orientation, to ascertain and fix the value or worth of the book for a particular group of learner.

**5. Implementation:** putting into practice the theoretical orientation of teaching reading by considering practical situations of the classroom.

**6. Reading Strategies/skills:** suppose a reader faces comprehension problem when he/she reads some sort of article. To overcome the problem, his/her reading can be characterized by a deliberate act of self-questioning. The reader continues to use it through out the school year. With months or years of practice, the questioning requires less deliberate attention and the reader uses it more quickly and more efficiently. The reader asks himself questions subconsciously and automatically. From this example, strategy is an intentional and non-automatic activity of the reader, whereas skill is an automatic and subconscious activity of the reader. An action of reading could be either a skill or strategy depending on the reader's awareness, control, intention and the specific reading situation.

**7. To great extent:** the exercise that fulfills the criterion of evaluation with few minor problems.

**8. To some extent:** the quality of the exercise matches with some portion of the criterion of evaluation.

**9. Just barely:** the exercise has fulfilled few parts of criterion of evaluation, but this does not lead students for as such practice of reading strategies/skills.

**10. No:** the exercise altogether lacks the criterion of evaluation.

## CHAPTER-TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Evaluating Reading Materials

According to Rea-Dickins and Kevin (1993), Ellis (1997) and Tomlinson (2005), materials can be evaluated in terms of the principles by which they have been written and/or implemented. This notion entails that if one is interested in assessing the full-fledged appropriateness, usability and effectiveness of certain materials, he/she is expected to examine the theoretical orientation and at the same time the actual implementation of them in the classroom. Likewise, it is also true that in evaluating the design of reading exercises and their implementation can be seen in the view of theoretical and practical lenses.

##### 2.1.1 Intensive Reading Instructional Activities/Exercises

Before directly going to the topic, it is better to highlight what intensive reading is. Intensive reading in the language classroom is a means of increasing learners' knowledge about the features of the target language and their control of reading strategies. Even though intensive reading is means of both teaching the language features and the reading skills of the target language, the overriding goal is to build students' skills and strategies for reading authentic texts beyond the reading classroom.

Nuttall (1989:23) delineates intensive reading as:

*Intensive reading involves approaching text under the close guidance of the teacher or under the guidance of a task, which forces students to pay a great attention to the text. The aim of it is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The 'how' is as important the 'what' for the intensive reading lesson is primarily to train students in reading strategies.*

Aebersold and Field (1997:45) point out that, in this reading, students do many exercises that require them to work in depth with various selected aspects of the text.

### **2.1.1.1 Exercises in phases of Reading Instruction**

Intensive reading instruction is usually divided into three stages. These are before reading, during reading, and after reading.

#### **2.1.1.1.1 Pre-reading Stage Exercises**

Pre-reading exercises both help students enjoy and better cope with the tasks at hand and provide an excellent opportunity for the teacher to introduce reading strategies that can be extremely helpful for various types of reading students may do in the future. Getting ready to read, surveying the text, making prediction and asking questions, and introducing key vocabulary are some of the major activities, which are carried out in before reading phase.

In getting ready to read, the activities/exercises should involve schema activation, schema development, and establishing purpose for reading. While surveying a text involves looking over the text's main ideas and macrostructure. It incorporates activities or exercises like examining titles, reading the introduction and conclusion, skimming the entire text, scanning the text that could assist the overall comprehension, and outlining the macrostructure of the text –the introduction, body, conclusion, and major divisions within the body- (Hedgcock and Dana, 2009:167). In exercise of making prediction and asking questions, students take information gathered from schema development and previewing activities and formulate predictions or questions about what they are preparing to read. Their predictions are later confirmed. Such activities can build confidence both in their own comprehension abilities and in the previewing strategies they have been taught.

A final component of a pre-reading stage is the introduction of specific lexical items that might disrupt comprehension as they read the text. There is a debate whether this activity helpful or not. Some argue that teaching students some vocabulary before reading distract them not to read for global meaning. On contrary, if the text contains vocabulary which are new and are not guessed through context, students must get basic information about such vocabulary (Anderson, 1999).

In summary, pre-reading stage consists of activities of introducing and arousing interest about the topic, motivating readers by giving reason for reading, and providing some language preparation for the text (Williams, 1984:37).

### 2.1.1.1.2 During Reading Stage Exercises

During reading stage, students are drawn into the text. It allows the readers to integrate the knowledge and information they bring to the text with the new information in the text (Hedgcock and Dana, 2009). Students have opportunity to confirm the prediction made earlier from reading the passage, to gather and organize information and to begin making generalization about the new understanding gain from the text. As Rivas (1999:16) points out, “the main goals of this phase are strategy and skill practice, linguistic development, and helping students to understand the writer’s purpose and the text structure and content.” Likewise, for Williams (1984:38), it is aimed at helping students understand writer’s purpose, text structure, and clarify the text content. At this stage, the teacher gives support for readers as they interact with the text to construct meaning.

This phase of reading is again subdivided into first reading, re-reading the text, looking closely at the language, and considering the text (Hedgcock and Dana, 2009:172). In first reading, it could be argued that it is a part of pre-reading stage, but it is clearly distinguished from it in a sense that referring to a quick reading through the entire text to develop a sense of its main points and to confirm initial prediction made during pre-reading. This part of reading which is considered as a timed reading gives students opportunity to read faster and to develop a quick overview of main ideas rather than to speed on reading every word without any considerable purpose.

Having completed pre-reading activities and given the text a quick first reading, students are now ready to read the text intensively through a careful and focused second reading. The main goals that guide this process, as Grabe (2004) points out, are monitoring and ensuring students’ comprehension and teaching and practicing effective reading strategies. These goals are considered as the central intent of intensive reading that the consensus is reached among researchers.

In this reading, students may face reading comprehension problem. To overcome such problem, a text may be broken down into sections if it is a bit long. Then, at the end of each section, students’ comprehension should be asked. They are also ready to make prediction for the next piece of reading. However, if the text is short, readers can be asked questions that make them react with the message. Besides, graphic organizers are means of facilitating comprehension. Students are asked either to point out the main points in the form of graphic organizers or to go

through the graphic organizers if the text contains. In point, this is widely accepted that perhaps the most benefit of intensive reading lesson is the design of effective reading strategies practicing activities/exercises (Hedgcock and Dana, 2009:175). Some of the effective readings practicing activities/exercises, in academic realm, include highlighting, annotation, questioning, responding, outlining and charting. Effective highlighting focuses on key ideas in a paragraph and may identify key quotations that capture the sense of text in the author's own voice. Whereas annotation is referring to the jotting down of notes, comments and questions while students read the text. In questioning and responding, students are taking in a dialogue with the author. They respond to ideas that surprise them or with which they agree or disagree. Summarizing ideas is one reading strategy utilizing outlining and charting skill.

To sum up, during reading stage, activities help students understand the writer's purpose and the text's structure, and clarifying text content (William, 1984:38).

#### **2.1.1.1.3 After Reading Stage Exercises**

After-reading comprises questions that follow the actual reading process. As to Williams (1984), Rivas (1999), and Hedgcock and Dana (2009), the stage makes students reflect their views, share responses and make connection what they have already known and what they have learnt. At this stage, students evaluate, summarize and review what they read in their language, and discuss the text's relevance. Activities that lead to other language development can be set up at this time.

#### **2.1.1.2 Features of Reading Exercises/Questions**

Reading exercises both in the form of imperatives or interrogatives are very crucial in teaching any language skills. Exercises specifically should spine on giving practice for students in reading strategies and skills. It is therefore from this stand point, questions of reading have paramount place in teaching reading skills that can be applied in any other texts. Nuttall (1989:125) best describe them as:

*Questions at first should aim for teaching not for testing. They must facilitate the learning and the acquisition of different reading skills (strategies) which can be applied in utilizing other texts. They make students work at the text in understanding some sort of required message. They further urge students to engage in the process of reading, rather expecting understanding just happen.*

Questions of reading must be structured in a way that draws learners to use different reading strategies into the text. They also guide learners how to understand a given text as well as they motivate them to pay attention to some part of the text in understanding the message. All forms of questions should promote the learning of reading skills.

That is why Davies and Widdowson (1974:172) cited in Nation (2009:31) strengthen the idea of Nuttall (1989) that an exercise of reading has to direct learner's attention to the feature of the text that can be focused in almost any text or strategies for dealing with any text with the aim to develop in the language learner ability in comprehend texts—not to guide his/her to the comprehension of the text. What does it connote us reading exercises help learners to gain knowledge, strategies and/or skills that will be applied to understand tomorrow's reading text. Besides, if they did not focus on general features of a text, they do not provide much opportunity for any useful cumulative learning takes place. Davies and Widdowson statement again implies that the case should be taken as a particular important requirement for teaching reading.

### **2.1.1.3 Are Comprehension Questions Good Reading Exercises?**

Even though comprehension questions in some ways draw learners to the message of the text, they tend to test vocabulary, sentence structure, inference, supposition, and the ability to understand the question itself. Perhaps learners may answer them without actually involved in reading. According to Nation (2009), however, the problem can be a little minimized through carefully and systematic instruction. For example, a teacher of reading teaches multiple choice questions in such a way that why learners would choose the key and would eliminate distracters no to be answers. This action does not clearly indicate which strategies or skills students gain from such exercises. Comprehension questions are better ways of teaching bottom up skills when there is a need of checking up learners' linguistic competence and strategic competence.

Comprehension questions may consists of literal questions, inference questions and questions of implied. In brief, as Nation (2009:31) points out, comprehension questions say to the learners "Do you understand this passage?" Whereas intensive reading exercises should say "Can you handle these language features which are in this passage and other passages?" Which one is more appropriate for teaching second language reading, exercises of strategy practice or exercises of comprehension? According to Hedgcock and Dana (2009:40), with sufficient practice, strategies

can be generated and applied automatically as skills. That is why strategy instruction has ignited widespread interest in L2 instruction, including L2 literacy education.

### **2.1.2 Evaluative Checklists**

3

In present day than before, the widespread of language teaching materials including coursebooks, textbooks, and videos in western market challenges teachers, educational experts and school administrators which material they select and for what purpose and for which context. Knowing and internalizing whether or not the materials accommodate the current second language acquisition and methodological principles is a very nature of the challenge they face. They are also expected to check out the claims the materials are prepared for. To surmount such challenges and problems, methodologists, researchers, language acquisition experts and teachers have to devise a system for examining the appropriateness, usability and effectiveness of the materials for a particular group of students. For instance, Breen and Candlin (1987), Brown (1995), Celce-Murcia (2001), Cunningsworth (1984, 1995), Griffith (1995), Harmer (1991, 2001), McDonough and Shaw (2003), McGrath (2002), Sheldon (1988), Rivers (1981), Ur (1996), and Williams (1983) have designed checklists which are usually used in pre-use evaluation.

For Littlejohn (1998) and Tomlinson (2005), the above designed checklists lack giving guidance to examine in-depth what the materials contain. They are too some extent context specific that transferring them to any given situation creates problem. Preparing locally appropriate criteria of evaluation needs clearly defined context of evaluation. It also demands rigors sets of evaluative principles. Considering this, the way the evaluative checklist is adapted and developed from the perspectives of learning and teaching of contemporary second language reading is presented below.

#### **2.1.2.1 Adapting the Checklist**

As the designed evaluation checklists by others regarded as illustrative and suggestive, the researcher adapts his rating scales from the work of Williams (1983:254). The checklist which Williams suggests is rated from 4-0 (4: to the great extent, 3: to large extent, 2: to some extent, 1: just barely, 0: not at all). However, the researcher first designed the analysis checklist to be answered by polar terms 'Yes' or 'No' as Tomlinson (2005:16) suggests. Then, he took other framework from Williams to subdivided the 'Yes' column rate as 'to great extent', 'to some

extent' and 'just barely'. Rather the researcher leaves 'No' rate column as it (see the appendix 2). All the other parts of the checklist and the evaluation criteria are designed based on what second language learning and teaching theories inform.

From Tomlinson (2005), universal criteria, which would apply to any language learning materials anywhere for any learners, are included in the checklist. For example, "Do the materials provide useful opportunities for the learners to think for themselves?" and "Are the instructions clear?" are some of universal criteria of material evaluation.

### **2.1.2.2 Developing the Checklist**

Considering reading as it produces something that can be seen or heard, teachers ask students to answer comprehension questions orally or in writing. Nevertheless, reading is indivisible process by its nature. Such activities do not teach students the skill and contribute less to improve students' reading performance. Rather they test reading. Anderson (1999) addresses the prowess of cognitive strategies for teaching of reading skill. This is supported by literatures, for example, Day (1993), Nuttall (1996), Aebersold and Field (1997), Urquhart and Weir (1998) cited in Eskey (2005). On the other hand, researchers have argued that these strategies do not help every student to become better reader since talking about what strategies can be used and how to use them does not lead students to better comprehend. Rather when to use them and for what purpose should be the central agenda of reading research—using metacognitive strategies. On this line, Carrell, Gajdusek, and Wise (1998) suggest that teaching such strategies can have positive effects on reading performance.

Similarly, researchers have found that competent comprehenders actually construct meaning through integrated process, in which they interact and transact with words on the page, integrating new information with pre-existing knowledge structures (Block and Pressely, 2001; Rosenblatt, 1982; Zwann, 2004 cited in Fisher et al, 2011). They argue that the aim is to cultivate competent comprehenders who use strategies subconsciously. Afflerbach, Pearson, and Paris (2008), Pearson (2010) support this argument. In a similar way, Flavell (1992) reports that the consensus reached among researchers that a typical characteristic of competent comprehenders is planning for understanding and using meta-cognitive knowledge in orderly way to implement the plan. This notion highlights practitioners to design their reading lessons in a fashion of before

reading, during reading and after reading. Durkin (1978-79) study also reveals that this fashion of instruction is not simply asking questions students about they read. It specifies the activities what students do to facilitate their comprehension. Alfassi (1998), Afflerbach, Pearson and Paris (2008), Klinger and Vaughn (1996), Palincsar (1982/ 1984/1986), Palincsar and Brown (1985) reported that the teaching of such strategies is resulted in independent readers after a prolonged instruction on strategies.

These Reasons made the researcher to develop the following contents of the checklist:

- Do the exercises ask students background knowledge about the text? ✓
- Can the exercises be answered with only reading the text?
- Have the exercises been designed to help students understand a particular message?
- Do the exercises give opportunity for students to relate what they read with their life? ✓
- Do the exercises ask students to reflect their opinion or view about the text?
- Do the exercises ask students to summarize what they read?

### **2.3 Researches on Evaluating Materials**

According to Ellis (1997), McDonough and Shaw (2003) and Tomlinson (2005), language teaching materials can be evaluated either externally or internally. Evaluating materials externally is to mean passing a decision regarding what materials to use. While in evaluating a material internally, the evaluator is expected to examine whether a material is worthwhile using it, which activities work and which do not, and how to modify the material to make it more effective for future use. The following paragraphs are thus about local works and international works on the evaluation of language teaching materials.

#### **2.3.1 International Works**

Jahangard (2007) inspected the qualities of EFL materials taught at Iranian High School. He inclusively used document analysis by a means of checklists. He reviewed ten checklists proposed by different authors and selected thirteen features were common to most of the checklists. Even though there is no space to list all the thirteen ones, a few of them are highlighted as follows:

- Are the objectives explicitly laid out in introduction, and implemented in the material?
- Good vocabulary explanation and practice
- Periodic review and test section
- Clear attractive lay out
- Fluent practice in all four skills (for detail see the whole thesis from Asian Journal 2007, vol.9/2)

Alamri (2009) looked into whether or not the sixth grade English language textbook for Saudi Boys' School meet the required standard. He used a survey design that used 93 English language teachers and 11 supervisors in Riyadh. He used questionnaire as a means of eliciting data. His finding displays that the respondents were in favor of the textbook except some cases.

Nemati (2009), in India, carried out a study on the 'Evaluation of Vocabulary of an EFL English Coursebook'. His study was an attempt to evaluate English Pre-University textbook of Karnataka state with respect to general criterion as well as vocabulary teaching. Two types of evaluation were performed. First, a questionnaire was made with reference to some critical features extracted from different material evaluation checklists in addition to a part related to different strategies of vocabulary teaching. Twenty-six Pre-University teachers from 12 randomly selected governmental and non-governmental schools completed the prepared questionnaire. Then, the merits and demerits of coursebook were discussed in detail. In the second phase, to analyze vocabulary of the book systematically, some texts of the book were randomly selected and submitted to vocabulary profile to see if they are sequenced from the most frequently used words to the less used ones that, according to Nation (1990), is an important factor in vocabulary teaching.

Raseks et al (2010) conducted a study entitled, "Don't Judge a Book by Its Cover: Text Book Evaluation in the EFL Settings". The purpose of this study was to evaluate Top Notch, Interchange, Headway, and On Your Mark, the four most widely instructed EFL course books in Iranian English institutes. This study evaluates the intended course books in two stages based on McDonough and Shaw's division of course book evaluation—internal evaluation and external evaluation. It attempted to assess an overview of the cover, introduction, and table of contents followed by a closer and more detailed look at the actual material in the coursebooks. After

thorough examinations, this study came to a conclusion that Top Notch best suits McDonough and Shaw's evaluative criteria.

Another researcher (Tok 2010) evaluated TEFL textbook from Teachers Perspectives. His study aimed at examining the advantages and disadvantages of one type of TEFL materials, English language textbook "Spot on", used in state primary schools in Turkey. Sample of the research consists of 46 English teachers chosen randomly from state primary schools in Malatya and Adiyaman city centers. A five-likert type scale was used for evaluation. In this research, the coursebook was evaluated in term of layout and design, activities and tasks, language type, subject, content and skills and whole aspect. The research revealed that 'Spot On' textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out weighed the positive characteristics.

In sum, a few of the above researches reveal that they were usually targeted the overall evaluation of the textbook. Nonetheless, one of them was about one skill. For example, a research Nemati (2009) conducted shows this. Whatever such researches and others have been conducted both at macro-level and micro-level, the context at which they were conducted matters.

### **2.3.2 Local Works**

Mazengia (1982) ran a study on the content analysis of both Grade Nine and Ten English textbooks in terms of performance objective. What he did was the analysis of the contents of the books with a version of the taxonomy of educational objectives developed by Valette and Disick to classify language behaviors. Results of the study showed that 89% of teaching items were vocabulary and grammar. That of 65% of learning activities is manipulative. Seventy-two percent of the exercises rather require vicarious experiences. The 57.7% of the expected students' behavior involves speaking and writing skills.

Berhanu ( 1999), in light of evaluation, investigated the appropriateness of the methodology which grade nine English teachers used in implementing the 1999 ELT syllabus, which was designed with the purpose of developing communicative abilities of the learners. The researcher set out classroom observation as major tool and questionnaire as a supplement. The content of these tools was compiled around approaches of communicative language teaching: analytic approach, synthetic approach, cognitive approach, mechanical approach, inductive approach and

strategic reading. The classroom observation he designed was conducted in the form of checklist adapted from Rea-Dickins and Germaine (1992). Conversely, he used questionnaire, which he distributed for teachers, as a means of triangulation. As a result, the finding displayed that the methodology was spent 74.94% for mechanical activities, 25.06% for cognitive activities, 77.18% for synthetic approach, 22.82% for analytical approach, 75.9% for deductive approach, and 24.1% for inductive approach. In the same fashion, 66.66% of teachers had spent 25% to 37.5% of the time on engaging students in loud reading. In fact, 25% to 50% of the time was devoted on giving explanation on the content of the text. In contrast, only 33.33% of the teachers applied silent reading techniques. The rest 66.66% of them have never used the technique.

Alamriew (2001), with the intention of evaluating, investigated student-teacher attitudes to grade nine reading texts and exercises. Questionnaire and interview, the tools he used for generating the data, distributed for both teachers and students. Finally, the results displayed that student-teacher attitude to wards the reading texts and exercises are different. This difference has also been justified by the analysis of interview results. Conversely, both of them have shared similar views regarding teaching procedures and reading exercises. Students' negative reaction to the variables is attributed to, for example, poor language background. Instead, teachers' attitudes have been shaped for ease of teaching the texts and exercises and their usefulness of learning other academic subjects.

Similarly, Tessema (2005) analyzed the contents of English for business and communication course materials at Addis Ababa Commercial College. It was done for checking whether the course material matches or mismatches the needs of learners and graduates from the college. One investigation tool questionnaire had two parts. The first one dealt with learners' personal needs regarding the content of the material. In the meantime, the second section has examined the qualities that are necessary for the course material. This tool and the checklist similar in content distributed to 120 regular students. In contrast, the researcher interviewed workers, who were graduates of this college, from Commercial Bank of Ethiopia and Ethiopian Insurance Company to internalize their conceptions about what the content of the material should be. As the findings indicted, the contents do not match the needs of the learners. To put it in other words, the contents are targeted more specifically to English for general purpose rather that for specific purpose (English for business and communication).

Sualih (2008) assessed if grade nine English distance learning material of Pan African Distance Academy to fulfill the qualities suggested by authors and researchers in the field. He used content analysis in the form of questionnaire and evaluation checklists. In fact, the content of both forms of data gathering tools is identical. However, the difference is a questionnaire was given to tutors and distance learners as well for external assessors, while the researcher employed the evaluation checklist. He again used focus group discussion with tutors and external assessors with the intention of simulating new ideas, supporting the data obtained from other tools and obtaining rich data from participants at all. His study findings finally revealed that the material is ineffective, as it does not include many of the components of the designing features of distance learning materials.

Tadele (2009) assessed the extent to which the grammar practice activities/exercises in Grade Nine English textbook (revised edition 2005) are designed and utilized in such a way that they meet the principles of communicative language teaching. The study was specifically focused to analyze and evaluate it ahead of the exercises relevance to the objectives of teaching English at this grade level, their suitability to students' interest and level, aspects of grammar—form, meaning and use—context, approaches—deductive, inductive—authenticity, variety of them, their adequacy for practice and their grading. Besides, what was going on the classroom was evaluated. Questionnaire was distributed for teachers and students to elicit their reaction to the materials in terms of the specified criteria. Document analysis and classroom observation have also been utilized. For this study, all most all the teachers present a new grammar item deductively in de-contextualized separate sentences. A great number of activities are form focused individual activities that do not occur in context. Communicative and inductive grammar exercises are almost non-existent. Along with, half the students felt that the exercises are difficult and not interesting to them. Classroom observations records again indicated that the teaching learning has nearly led by a teacher. It is therefore unthinkable students have opportunity for interaction.

Tesfaye (2009) examined the extent to which the speaking activities in spoken modules of Dessie College of Teachers' Education are appropriately designed with respect to learners' interest and how far they meet the major speaking activities designing criteria. Content analysis the researcher utilized as a major tool has been organized around attitudes of teachers and students towards the

activities, the motivational value of the activities, the techniques, methods and presentation of the tasks. The other tools questionnaire and interview were developed to measure the attitudes of them towards speaking activities. Altogether, the findings illustrated that the material is inappropriate due to the absence of varied, interesting, real world, relevant activities for the needs and interests of the trainees in their spoken module. The activities do not again encourage students for genuine communication. The aspect of integration and motivational value was reported that it was low. Along with this, the absence of supplementary materials like language laboratory also put negative effect on students speaking ability. At last, less oral participation of students was attributed to inappropriateness of the activities that then impede pair/group work in the classroom.

### **2.3.3 The Gap**

If you have a glimpse of looking at the above reviewed researches on materials evaluation, it shows you there is still a gap. The gap is clearly observed in areas of reading materials evaluation. In fact, Alamriew (2001)'s work entails the evaluation of reading texts and exercises based on student-teacher attitudes. He evaluated the material in such aspect rather than the principles by which the material has been designed and implemented. The researcher has identified this gap. Then, he wants to fill this gap.

### **2.4 Teachers' Role**

Evaluating materials in terms of their theoretical orientation without classroom reaction of the students and a teacher does not give full range of the suitability of the materials (Rea-Dickins and Kevin, 1993). In other words, the selected texts and reading activities or exercises' appropriateness is investigated not only through the study of their theoretical orientation but also through the carefully examination of the classroom practice. In doing so, the classroom aspect is explored in light of students and teachers' reaction to the material. In the process, in all stages of intensive reading, a teacher plays major role for delivering instruction (Sesnan, 1997: 146). He/she does this by giving clear instruction and by fixing time. It implies that a teacher acts as enabler, not as a judge or explainer (Greenwood, 1998).

A teacher supplements written questions with oral questions in order to check students' progress of reading ability (Nuttall, 1989:129). He makes students sense the language is as a means to convey message and then directs students to use strategies to understand the required message. Nuttall insists the role of teacher in reading class as, "even a challenging question is useless to most of the class if the teacher simply accepts the first correct answer and moves onto the next question". Directly or indirectly, these all roles of a teacher are affected by the nature of texts and activities designed.

## CHAPTER-THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research Area

The area at which the study was conducted is Mankussa General Secondary School. The school is situated at Mankussa countryside town that is the West of Funeteselam town. If you drive to Bahir Dar from the centre, you first get Funeteselam town. After a drive of 10 kilometers ahead, you arrive at a small gorge. In between immediately you pass the gorge and before you get in the town of Mankussa, you look at a school on a plain meadow in the south of your way. The study was held on this school. The school was opened in 2000 E.C. academic year.

#### 3.2 Research Design

Fixing the design of the study depends on three variables: the number of contacts with the study population, the reference period of the study and the nature of investigation (Kumar, 1999:81). The study in the former case followed the cross-sectional study design, whereas in the latter case, the study adapted a descriptive study design in the form of case study. Yin (2003:14-15) discusses case study as:

*...case studies can include and even be limited to quantitative evidence. They should not be also confused with qualitative research. Some qualitative researches follow ethnographic methods and seek to satisfy two conditions: the use of close-up, detailed observation of the natural world by the investigator and the attempt to avoid prior commitment to any theoretical model. However, ethnographic research does not always produce case studies, nor are case studies limited to these two conditions. Instead, case studies can be based on any mix of quantitative and qualitative evidence. Furthermore, they need not always include direct, detailed observation as a source of evidence.*

Yin points out that case study is attached to qualitative research and/or quantitative research. It is not again restricted to a prolonged detailed observation of the phenomenon under study. Rather it may be used as a strategy for showing the problem in context. According to Yin (2003), case studies have a distinctive place in evaluative research. They have at least five different

applications. The illustration of certain topics within an evaluative descriptive mode is the one among others.

In view of this, a textbook works inclusively within social context. It, therefore, needs a context to be framed. A context for a textbook can be cultural, political, economic, educational, and linguistic aspects of a society within specified geographical area. From this, the immediate context for it is students and teachers at school (Tomlinson, 2003). Because of this, to describe the problem better, the researcher set a context. The context was one specific school from among a number of schools across the country. To put it differently, as Stake (1995) cited in Creswell (2007), the study had employed single instrumental case study to show the problem better. Due to this, the study has been designed in a form of descriptive case study.

### **3.3 Research Participants**

Grade-nine students of Mankussa General Secondary School were the research subjects of the study. These students were attending their general education in fourteen sections. Twelve of the sections were in one shift, while the other two were in another shift. The total number of students in this grade level was 934 that was the population of the study. Through time, each section has adapted a unique environment even though students have drawn from similar context and had similar educational background. The environment hence influenced the teacher's mode of teaching. As a result, each section was considered as a social unit. Due to this reason, the samples from the population were drawn up through stratified random sampling.

Next, the sample size was determined by the nature of research objectives as well what research theories and findings suggest. Based on this, for descriptive study a minimum of ten percent is required as Fraenkel and Norman (2006:104) suggest that a sample should be as large as the researcher can obtain with reasonable expenditure of time and energy as well getting the required data. Taking into consideration the above reason, 10.7 % (100 in number) of the population was taken as a sample of the study. For the fourteen stratified groups, the researcher used proportional stratified sampling. In other words, the researcher assigned the total hundred sample subjects in each section. Then, the result became seven students for each section except eight students for the rest two sections. Each section's sample had been drawn through random sampling by using

random number table. All these had been carried out for the getting of representative sample from the population at large.

### **3.4 Data Gathering Instruments**

In evaluative research, evaluators can use different ways of data gathering tools. The selection of each way of data collection is depending on the focus at which the evaluator (researcher) aims at. For instance, Nation and John (2010:129) list sample of the focal areas of material evaluation and their means of eliciting corpora about the programme or the material being evaluated. According to Nation and John (2010), in evaluating the quality of coursebook, a researcher can employ systematic coursebook evaluation checklist or teacher and learner questionnaire. Likewise, for examining the quality of curriculum design, systematic course evaluation checklists, analysis of the syllabus and evaluation of the course materials can be used as a means of data gathering tools. Moreover, to evaluate teacher, learner or sponsor satisfaction about the material or the programme being evaluated, the researcher can envisage self-report scales, questionnaire, interviews and learner re-enrolment statistics. In short, evaluative research usually uses interviews, self-report scales, observation and checklists.

A study had employed four tools. These are document analysis, self-report scale and Field note or unstructured observation and semi-structured interview.

#### **3.4.1 Document Analysis**

The document that has been taken for analysis was Grade Nine English textbook's reading exercises. Before the researcher came to a decision, he reviewed how many proportions would have been taken from the population (the whole textbook of Grade-Nine English textbook). The whole textbook consists of fourteen units. According to Littlejohn (1998:196), for internal evaluation, 10%-15% of the material would be the unit of analysis. The procedure he outlines is the taking of the middle unit and adding the rest units immediately before and after the middle unit. For instance, if the book has eighteen units, the middle of it would be unit-nine. Then, unit-eight and ten would be included in the study. Therefore, the investigation areas were unit eight, nine and ten. McDonough and Shaw (2003: 67) recommend that at least two units, preferable more, of a book or a set of materials are to be included in a study.

Even though the above authors told us the number of units included in a study of a coursebook selection, their sampling technique would be used in a study of textbook as well; as far as both textbook and coursebook's organizational framework goes inline with second language teaching and learning. Considering this, the researcher took how Littlejohn selects the units of analyses and how many units of analyses McDonough and Shaw Suggest to be included in a study. In fact, studying the whole textbook becomes very important for gaining maximum validation when the text under study is a compilation of heterogeneous entities. However, the text under study is almost homogeneous in terms of the reading skill practiced in each topic; a few units can be included in the investigation. The difference is highly visible in the presentation of other language skills including grammar and Vocabulary. For instance, what grammar items are presented in unit one and in unit two may be quite different from a difference observed in reading sections. Even if there may be a difference, the researcher had already set up the way each unit of reading strategies/skills are treated independently of one another. This was done through the principles of teaching and learning reading skill. Consequently, it was decided that unit five, six, seven, eight and nine to be included in the study.

Checking the reliability of the checklist was the then procedural activity of the research. For assessing this, external assessors who are postgraduate students of TEFL and were expected to have the knowledge and the skill of teaching reading skill were selected. Second, these four purposefully selected assessors were requested to evaluate the reading exercises of chapter five, which was selected randomly from the units of analysis, with the checklist. Third, their evaluation scheme was collected and fed through SPSS for the calculation of reliability coefficient. As the result displayed, the reliability coefficient was 0.9. After these series of procedural adaptation and development of the checklist, the researcher had begun to use the checklist for evaluation.

### **3.4.2 Self-report Scale**

Self-report scale is a kind of questionnaire with rating scales at which respondents reported what is true for them or the material being evaluated. It has been originally designed for students to evaluate what job the reading exercises and classroom instruction does for themselves. Among the many, Nation and John (2010) suggest the use of this instrument for evaluative research when there is a need to examine students' attitude or reaction on the material being evaluated. The content of the instrument had been a little bit modification of the evaluative checklist, but a clear difference is observed on the content and the format. It was done to compensate the data, which could not be fully addressed by the checklist for one thing, and for evaluating the exercises by students for another thing. Before it was administered, it was piloted on Grade nine students of Bure General Secondary School.

### **3.4.3 Field Note (unstructured Observation)**

When there is an interest in the behavior than the perceptions of individuals, observation is the best approach to collect the required information (Kumar, 1999). Observation as data gathering tool was designed to observe and record how reading exercises were implemented during the presentation of reading lesson. The method was selected over the structured interview to find out what actually a teacher would do in the class. This instrument was devised primarily to observe the procedures a classroom teacher would do in the class to get rich data about the problem under study.

According to Kumar (1999), the choice of a particular method for recoding observation is dependent on the purpose of the observation, the complexity of interaction and the type of population being observed. From different ways of recoding observation—narrative, scales, categorical recoding, and recoding mechanical devices— narrative ways of recoding was determined. Narrative and mechanical devices are important when there is a need to record a deeper insight into the interaction. Narrative has two viable problems, problems of bias and missing some interactions during taking notes. For mechanical devices, observers are subjected to modify their original behavior by the very nature of mechanical devices. Since the behavior observed was overt and the problems of narrative were minimized to at the lowest level, narrative record was used over mechanical devices. Thus, in order to minimize the subjectivity and missing

of some interaction of the classroom observations, one co-observer, who also conducted his study in the same school, together with the researcher observed unit eighth and nine's reading lessons within three weeks time. Observing and recoding overt behaviors were not as such difficult for recoding. Here missing some part of the interaction was alleviated.

### **3.4.4 Interview**

Unstructured interview was made to see teachers' understanding of the functions the reading exercises serve and the ways reading exercises are implemented. It was intentionally designed to collect data that could not be addressed by major tools.

### **3.5 Procedure of Data Collection**

The procedure the researcher employed what Creswell (2009) calls concurrent embedded approach. What concurrent embedded approach is?

*It is a strategy of mixed methods can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously. It has a primary method that guides the project and a secondary database that provides supporting role in the procedure. Giving less priority, the secondary method is embedded, or nested, within the first method. It may mean that the secondary method addresses a different question than the primary method. The mixing of the data from the two methods is often integrated the information and compare one data source with the other, typically accomplished in a discussion section of the study (Creswell 2009:214).*

Reviewed the relative and convincing procedure of data collection of the problem under study, the data from the textbook analysis was first collected and in the mean time classroom observations were held on. The self-report scale and interview for teachers were left for while because if the questionnaire distributed earlier to the classroom observation and if teachers were interviewed, both teachers and students' behavior could be modified since they became aware of the content of it. To overcome such natural modification of behavior, the questionnaire was distributed and collected on the third week of data collection time. In collecting data through

questionnaire, what was done that all the questionnaires were distributed for the participants at the same place within school time. This action had tried to minimize the response error.

### **3.6. Method of Data Analysis**

The textual section of the data from checklist was analyzed and presented through qualitative technique. With referring to this datum, the data collected from students were analyzed quantitatively and presented parallel to the textual analysis. A comparison and contrast was made on the two kinds of data with a description of words. The data obtained from classroom observation were analyzed and discussed along with others. In other words, the action what a teacher would do in reading class with what actually he/she did was discussed jointly with other data. This is carried out by referring back to what the analysis of the design section (the analysis from the text and students' responses) informed the researcher. This was done because to examine what compensation the classroom teacher took during his/her teaching instance regarding what the design section of analysis notified. That is, to see if the design section of the exercises would go in line with the principles of teaching and learning reading, did he actually implement it? Alternatively, what he actually did for compensation?

In brief, all data obtained from all instruments were analyzed and discussed through themes. The data obtained from the text and self-report scale were analyzed and discussed through qualitative over quantitative way of data analysis, whereas narrative approach was used for the data recorded from classroom observations.

## CHAPTER-FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSION

This chapter presents a data from text analysis that is also accompanied by across analysis of students' responses. The interpretation and discussion followed the presentation phase with inductive approach. That is, you will not find a separate section for each of the above headings. Rather you follow one another in systematic fashion. The data obtained from all instruments are interpreted and discussed in five thematic headings.

The data obtained from document analysis are put in some form of tabulation for ease of understanding what the exercises of the reading section represent. They are presented after each section of the theme. Data found from classroom observations and teachers' interview are attached in the appendix section. Then, their interpretation and discussion are treated alongside the textual analysis. To follow the chapter effortlessly, a brief introduction is given here about the background of the observation sessions.

In the school, there were five English teachers for grade nine students. Among them, two teachers were not volunteers to participate in the study. Therefore, the observers were forced to focus their observations on volunteers. The teachers were observed while they were teaching unit-8 and unit-9 reading sections. Each teacher has been named anonymously as teacher-one (T<sub>1</sub>), teacher-two (T<sub>2</sub>) and teacher-three (T<sub>3</sub>).

If you come across abbreviations like 'SA', 'A', 'U', 'D', 'SD', 'TNoR', Ex-, N, 1, 2 and 3, you will read as Strongly agree, Agree, Undecided, Disagree, Strongly disagree, Total number of respondents, Exercise, No, Yes-to great extent, Yes-to some extent, Yes-just barely respectively. The dash sign (—) refers to the criterion does not belong to the exercise. Finally, this section also reminds you that the units of analyses are unit-5, unit-6, unit-7, unit-8, and unit-9.



**Table 4.1 Result of Students Responses from Self -report Scale**

N O	Item	The Frequency and Percentage of the Responses in Terms of Rating Scales					
		SA	A	U	D	SD	TNoR
1	The language of the exercises is clear for me.	23	59	2	11	5	100
2	I understand the instruction of the written exercises.	29	43	9	19	0	100
3	The exercises help me understand pieces of information (message) from the passage.	4	7	2	37	50	100
4	The exercises ask me what I understood from what I read.	56	32	3	4	5	100
5	The exercises give practices what I want to learn from reading lessons.	4	5	0	45	45	100
6	The answers of exercises require language that is too difficult for me to handle.	27	30	3	21	19	100

#### 4.1 Clarity of Instruction

**Table 4.2 Clarity of Instruction**

Exercise	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Ex-1	1	1	1	1	1
Ex-2	1	1	1	1	1
Ex-3	1	1	1	1	1
Ex-4	1	3	1	1	1
Ex-5	1	—	2	1	—
Ex-6	—	—	—	1	—

Table 4.2 reveals that the majority of the exercises' instruction is found to be on the degree of to great extent. However, it does not mean that all the instruction of this sort of exercises is clear and targeted towards the development of reading skills. If you take the instruction of some exercises, they will guide the readers what they do regardless of the promotion of reading strategies. They instead have been written for sake of instruction. To put it in another way, some

reading exercises' instructions are clear by themselves but they consist of ideas that are not directed to the exploitation of the reading passage.

If you read the instruction of exercise-4 under unit-5 by itself, it is clear to a level of great extent. But this level of great extent does not totally lead students to the situation at which they are clearly deploying the instruction for the development of strategies. Such instruction could have resulted from the view of reading comprehension as product oriented. The proponents of such view argue that the outcome of reading is comprehension. Then, they further extend their argument that instruction of reading exercises should be designed in a way that gives image for readers to answer such questions. In fact, it is unquestionable that reading instruction has to be resulted in some sort of comprehension.

However, another argument has emerged from a group of researchers and writers in the field of second language reading (Aebersold and Field, 1997; Anderson, 1999; Day, 1993; Duffy, 2003; Nuttall, 1996; Plincsar and Brown, 1984; Pressley & Afflerbach, 1995; Urquhart and Weir, 1998). They base their argument in the ways students reach for profound comprehension. The argument, which is typically supported by empirical studies, points out that a student in L2 setting should be instructed in a way to develop strategies, which are transferable to any text in their academic, professional, and personal life (Grabe, 2004).

In whatever view of reading, reading as product or process, the instruction of reading exercises can be written in a way not only clearly understood by the students but also leads students to work on the text or around the text.

If you look again at Table 4.2, all the instructions under exercise-one, which are designed for pre-reading activity, are clearly written. They instruct students to discuss the questions under it before they actually engage in the reading process. They guide students towards a goal. The goal is preparing students for the actual reading.

Similarly, exercise-2 and exercise-3 except exercise -3 of unit-9 are dealing with strategy of scanning. The instruction of it tends to be clear even if some exercises altogether are understood when the reading teacher instructs during the course of reading (Ex-2 of unit-5 and 6). To another end of the continuum, the same exercise's instruction under unit-7 and-8 is complete by itself.

Pieces of information to be scanned are available there. For whatever purpose, written instruction has to be understood by students. It shows clearly what and how students do in reading lesson.

Exercise-3 through all units of analysis except exercise-2 for unit-9, which are designed to improve students' vocabulary guessing, guides readers to work on the meanings of bold face printed words while they are reading. Hence, such exercise is recommended in literature since it puts undoubtedly what a reader does and in what ways he/she does. Moreover, the rest exercises manifest such characteristics.

Exercise-4 of unit-6 and exercise -4 and 5 of unit-7's instruction has been observed as blurred image. In the former case, there is no instruction except the presence of the questions. Customarily, a student may guess that the questions of this exercise are to be answered after reading the passage. Nevertheless, the exercise does hardly point out what and how to do the questions. Due to this, it could be labeled as just barely. For the later case, exercise-4 is similar to a case observed in unit-6 of the same exercise.

The above-discussed points have also been supported by students' self-report scale. Their report shows that 72% of their responses for item two of Table 4.1 is strongly agree and agree, while 19 % of the response is reported as disagree. The rest 9% is rated as undecided. Correspondingly, the report of item one indicates that 23% of the students rated strongly agree and 59% of them responded as agree. Conversely, 11% of the responses has been reported as disagree; 5% of the responses is strongly disagree. The remaining 2% has been labeled as undecided.

The extent and the clarity of instruction teachers instructed students were not specifically directed students towards the text. The manifestation observed during their teaching was that they did not tell students the reason and the time available for their reading. They also frequently interrupted students' reading by asking whether they have finished reading or not. According to Nuttall (1989), students have to be given enough time for what, how to and for what reason they are reading. At the same time, a teacher has to read what students read in order to encourage them to read better. Nuttall recommends that if a teacher is seen reading in front of students, students will engage in the reading process as far as they think that the answers of any reading questions have been answered by reading the passage only.

What do these two sorts of data entail from students' self report-scale? First, it informs us more than half of the participants understand the instruction of reading exercises. Second, below one-fifth of the respondents reacted with the question negatively. There is a big question why this group of students did not understand the instruction. It connotes the instruction has to be written clearly to the level of almost all students understand. Clarity of instruction of exercises does not mean that the instruction is specifically guiding students for the practice of reading strategies/skills. It is the level of students' understanding of what and how to do the exercises. Most comprehension exercises' instruction is clear for students, but it does not instruct them to understand pieces of information. Because the textbook was first aimed at finding out whether the students have understood the reading passage or not (See Grade Nine English Textbook of teacher guide 2005).

From this perspective, students reported that the instructions of the exercises are clear for themselves. However, four-fifth of the students reacted that the reading exercises do not help them understand a piece of information from the passage. That is the instruction was clear but they did not understand. This was because of the question of how to understand the passage.

In brief, the instruction of reading exercises from the text analyses and students' self-report scale are mutually supportive one another. However, a few students reported that they did not understand the instruction. The classroom observation results disclose that teachers have had problems of instructing students what, how and for what reason they read.

## 4.2 Making Students Ready to the Actual Reading Phase

### 4.3 Pre reading Phase

Exercise	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Ex-1	1	1	1	1	1

The figures in Table 4.3 denote that exercise-1 of the units under analyses cater for the activation of background knowledge about the text. The text analysis result shows that the pre-reading exercise has been designed to the level of great extent in preparing students for the actual reading process. This implies that the exercise has been designed, at first, by taking into consideration in

creating connection between students' prior experiences with the new information found in the text, which works towards the development of skillful readers.

Questions of background knowledge function as making students ready psychologically for one thing. For another thing, they have been viewed as catalysts do. To clarify, they first activate the already experiences that the learner has and then they make the mind process the information from the passage. They can have different forms. These different forms are questions referring to linguistic schemata, formal schemata, and content schemata (Hedgcock and Dana, 2009).

Questions of linguistic schemata can ask students the semantics of some vocabulary that are often considered as central to the meaning of the text. In this sense, exercise-1 of unit-5 incorporates such questions. They ask students, for example, what the word tradition means to them. Similarly, under the same exercise of unit-6, students are asked to discuss the meaning of the word 'detective' which carries the central semantic of the information found in the text. The procedure goes to unit-7 and asks students what they understand from the word 'gender'. Such activity is not always treated in this phase of reading. It depends on the nature of the text and students' second language reading proficiency. The pre-reading questions of unit-8 are the manifestation of such case. In these questions, linguistic schemata activation questions are not observed. Rather content-based questions are prioritized. This is because students will have understood the language, especially the vocabulary either by the word itself or from the surrounding environment.

Even though asking text macrostructure questions during such phase of reading is recommended for advanced students, beginners and intermediators are sometime asked about it to facilitate comprehension. For example, if you pose students about the macrostructure of the passage they are going to read is a story, students will have begun to realize that the ideas of the passage follow one another through the passage of time. Making aware of students the genre they are going to read is, therefore, to help them ready to tackle the passage in some systematic fashion. This situation is observed in unit-8.

Questions related with content schemata are seen under exercise-1 of question-4 of unit-5. These questions have been designed to activate students' background knowledge about the content of the passage (see Appendix-1). A similar fact is observed in other exercises.

However, predicting is one part of strategies used by readers and which draws students to prefigure what the passage is going to deal with and what comes next while they are reading. It signifies that the pre-reading exercises lack such strategic practices. As a result, incorporating it within the reading exercises assists students to practice the strategy that will be utilized in their academic or personal life.

Chia (2001)'s research work reveals that students reported that they had no problem with understanding both words and sentence structure of the paragraph, but they could not reach satisfactory interpretation of the text. This may resulted from the lack of inappropriate instruction and practice in applying reading strategies. In conclusion, the exercises under all units of analyses disclose that the questions are at the level of great extent in preparing students for actual reading.

None of the teachers implemented the pre-reading questions<sup>6</sup> as second language reading pedagogy and practical instance has recommended. T1 did not involve students to do the exercises by themselves. To another extreme, T2 and T3 left the pre-reading questions. These teachers altogether did not let students discuss the questions by themselves neither in small groups nor in pairs. What they did was against what the pedagogy and second language learning informs us. At this stage, Nuttall (1989) and Hedgcock and Dana (2009) tell us a teacher of reading works on schema activation, schema development and establishing purpose for reading. Doing this group of activities makes learner ready for reading. Moreover, it facilitates the comprehension by creating connection between the experiences students' bring to the text with the new information found in the text. The teachers, in contrast, did not do any of the functions here. Despite the appropriate designing of pre-reading exercises, the questions had hardly been implemented. The part the design lacks, for example, predicting what comes next, was not also compensated. It connotes that the teachers had barely adjusted their teaching style for such purposes.

### 4.3 Answerability of Exercises

Table 4.4 Answerability

Exercise	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Ex-1	—	—	—	—	—
Ex-2	1	1	1	1	1
Ex-3	1	1	1	1	1
Ex-4	1	1	N	1	—
Ex-5	1	—	—	—	—
Ex-6	—	—	—	—	—

Hedgcock and Dana (2009) dictate that reading questions particular to the exercises in during reading phase should be answered by reading the text only. This disposition has been observed in Table 4.4. Questions under exercise-2 and 3 from unit-5 up to unit-9 and exercise-4 of unit-5 and 8 as well as exercise-5 of unit-5 have been designed in a way to be answered by reading the passage. The notion, which guides this design, is that students are practicing the required reading strategies when they read. As a result, they are expected to give justification for their answers from reading passage. This is the sign of assuring whether students understand really what they read or not. Exercise-4 of unit-7, in contrast, consists of questions, which can be answered without reading the passage.

Question-2 and 5 could be answered without reading the text by choosing the letter and by writing true or false. During this instance, students simply get the answers of such question without justifying why they chose and why other alternatives could not be answers by referring back to the reading passage. To eliminate such problems, the instruction should accommodate and encourage students to give reason for their answers from the reading passage. Hence, exercises of during reading except exercise-4 of unit-7 are at the level of great extent.

#### 4.4 Practicing of Reading Strategies/Skills

Table 4.5 Practicing of Reading Strategies/Skills

Exercise	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Ex-1					
Ex-2	1	1	1	1	1
Ex-3	1	1	1	1	N
Ex-4	2	N	N	1	
Ex-5					
Ex-6					

Different research findings beginning from the 19<sup>th</sup> century have oriented different methods of second language reading. The emergent of enormous number of research findings could not have researched one universal agreed upon pedagogy of reading. This is usually attributed to the dynamic nature of the construct reading particular to reading comprehension. This is in turn because of the constituents that make up comprehension itself are not visible or overt to human orientation. Nobody can tell us what exactly is going on in the mind of readers while they are reading. But he/she may imagine what frameworks a reader used to arrive at a profound comprehension.

That is why these enormous research findings on reading do not inclusively show one acceptable way of teaching reading. In past times, some were using comprehension questions as a means of educating second language reading skill. In one way or another way, this view of teaching reading skill has raised opposition from reading specialists. The first one has been students who passed in such education system had faced problems of reading a given genre for the purpose they want. Through the passage of time, empirical studies (e.g. Aebersold and Field, 1997; Carrell, Gajdusek and Wise, 1998; Day, 1993; Urquhart and Weir, 1998) showed that comprehension questions do not altogether lead students for the development of reading skill. They rather test students' comprehension ability. Therefore, current trends in second language reading instruction inform students have to be trained in a way to arrive the required comprehension. This focus of attention brings the pedagogy of reading from its tradition to strategic instruction. Strategic instruction can help learners how to approach the different genres they come across. It makes the strategies become skills and as part of students' repertoire.

If this is the case, Table 4.5 reads us exercise-2 and 3 of unit-5,6,7,8 and exercise-2 of unit-9 have been designed in a way to make strategic readers. They order students either to scan or guess unfamiliar words through context. Literature conveys that these strategies have played a key role for students especially who learn academic subjects through the medium of English language. Beyond these two, students have to be given opportunity to practice academic skills such as highlighting, annotation, questioning, responding, outlining and charting. They are means of teaching other academic subjects at high school level. They are being practiced in spite of students' academic level. What matters is that the ability to present them in a manner students utilize properly without any doubt. Exercise-4 of unit -8 gives opportunity for students to practice the strategy of outlining and charting.

To the reverse, exercise-4 of unit-6 and unit-7 along with exercise-3 of unit-9 do not exhibit students how to understand a particular message from the reading passage. They rather ask them what they have already read. Questions under exercise-4 of unit-5 could be used as initiators for ease of comprehension while they are reading, but they were designed to be answered after students read. Because of this, the table discloses that exercise-2 and exercise-3 which refer to scanning and guessing word meaning are found to be at the level of great extent in doing their job. On the other hand, the rest are doing another job, which are testing students' reading comprehension ability (exercise-4 of unit-6, 7 and exercise-3 of unit-9). 3

The above corpora have also been supported by the responses from students' self-report scale. From Table 4.1, 69% of students reported that the exercises during reading did not assist them understand a piece of message from the passage. This report is then self-checked by another report that they made on item 4—86 % of report showed that the exercises asked them what they already read. The rest 13% and 16 % of the responses were reported as strongly agree and agree respectively. Two percent of the total response was again reported as undecided. For item -5, 9% of students expressed their disagreement, while 3% of them did not decide their reply. It can be observed from Table 4.1 that more than half percent (57%) of the students reported that the answers of the exercises required them more difficult language than the passage's. In the continuum, about 40% of the students were contrary to this report. But 3% of them replied to undecided option.

In the same way, students asked their level of agreement on whether the reading exercises, especially during reading stage were giving practices regarding what they wanted to learn from reading lessons or not (Item-5 of Table 4.1). Nearly equal number of students responded as disagree and strongly disagree. The remaining nine students reacted negatively. That is four students answered strongly agree, while five of them replied to the option agree. The report observed in this item is against what Tomlinson (2003:18) points out learners only learn what they really want to learn. As implied from their responses, students want to read in reading lesson if it helps them read any text they want.

According to classroom observation results, word-guessing exercises are simply a way of teaching students vocabulary. In fact, one way of teaching students vocabulary is reading. But the main objective of the designing of guessing word exercises is giving students to practice how to guess the meaning of words through context. In other words, whenever students encounter unfamiliar words while they are reading a piece of writing, they are not expected to look up the words from a dictionary. This activity, first, hinders students reading speed. Second, they might not always get a dictionary whenever they read any article. For these two major reasons especially because of reason one, guessing word exercises are designing in reading lessons of high schools. This is the central notion of designing such exercises.

For the above teachers, guessing word exercises meant different. That is why T1 taught the vocabulary without following the procedure of teaching reading. With a little bit difference, T3 tried to teach students the words by writing their dictionary meaning on the blackboard prior to reading. Remember, if the definitions of the words are given for students before they read, what would be the function of preparing such exercise? Students had not actually engaged in reading process. Nuttall (1989) and other reading specialists point out that every question of reading has to be answered if and only if students are involving in the reading process. In the observation held on these teachers, during the times of doing the exercises, students were not the major actors. This was because at first students were not instructed what, for what reason and how to read the passage so that they were forced to read the passage word by word. Except T2, T1 and T3 observation data show that students read something different but they were instructed again to do quite different activities. That is writing the answers of bold face printed words on the

blackboard and doing the questions orally without being involved in the reading was contrary to the principle of teaching reading skill.

Henceforth, for T2 this is not true. He/she guided students in a way second language reading specialists state. He/she also did the scanning questions regarding to what the design section allows.

During reading phase, comprehension is frequently broken down. Yet the teachers had not designed to assist students to overcome such problems. Instead, they flicked to comprehension questions. The interview results concord with the way teachers taught in the classroom. They believed that students are instructed to read the passage once. Then, they asked students to answer comprehension questions. Furthermore, these teachers agree with the presence of comprehension questions in the textbook are the means to train students in reading skills. The inherent beliefs teachers held go in line with textbook's designers. Even though the designers incorporated reading strategies like scanning and word guessing strategies, they included comprehension questions, which are greater in number and coverage than the coverage devoted to strategic practices (See appendix- 3).

Hedgcock and Dana (2009) and Rivas (1999) avow us that this is the stage where students are practicing reading strategies or skills. These strategies are easily teachable and learnable and at the same time help students understand a particular message. They are often used in academic learning and teaching process. The strategies, which assist learner to do this, are highlighting, annotation, questioning and responding, outlining and charting. All these activities the design lacks; the teachers as well did not adjust the book in a way students practice them. The most important job of a teacher, as Durkin (1981) and Nuttall (1989) point out, is making students to sense the language as means to convey message and then directing students to use strategies for understanding the required message.

Durkin (1981), Palinscar and Brown (1984), and Duffy (2003) reported in their study that teachers should make the covert overt. That is since comprehension by its nature is a hidden process; teachers are expected to show the way students used the strategies. This is typical helpful for those students who decode but have a problem of understanding.

The observed teachers instructed students to read in contrary to these research findings. Even the teachers could not use the comprehension questions in a way students use them for understanding the passage, but they slavishly answered the questions without creating an opportunity for discussion. According to Nation (2009), if a teacher does not prepare exercises for strategy practice, at least, he/she is expected to manage the comprehension questions for directing students' attention towards the text. Furthermore, he/she has a professional mandate to adapt the exercises. For instance, exercise-3 of unit-9 was designed to be answered after students read the passage. He/she, however, could change them to questions that students ask themselves while they are reading. If it was necessary to check their comprehension, he/she would ask students the same questions after they read. Beyond this, they could ask students to give justifications for their answers.

What do both text analyses of question 4 and self-report results of item 3, 4, 5 and 6 presage us? Many of the questions of reading deal with asking students what they have already read. It is also deduced that the difficult language to answer exercises may be resulted from inappropriate instruction of how to understand a particular message. Furthermore, the figure students reacted with for item 5 is not different from the how to responded in item 4. This tells us sharp contrast image that of responses in item four. Again, students' rate of responses for item 3, 4 and 5 are nearly proportional. That is 87% of students responded reading exercises did not help them to understand pieces of information. In the same way, nearly equal number of students responded that the exercises asked them what they understood. Following this, 91% of students replied that the exercises did not give practices what they wanted to learn from the reading lesson.

#### 4.5. The Representation of Post-reading Exercises

**Table 4.6 Representation of post-reading Exercises**

Common Post-Reading Exercises	Exercise	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Relating what they read with their life	Ex-5	—	—	1	1	—
	Ex-6	—	—	—	1	—
Reflecting their opinion or view about the text	Ex-5	—	—	1	—	—
	Ex-6	—	—	—	1	—
Summarizing what they read	Ex-4	—	—	—	—	1

In Table 4.6, exercise-5 of unit-7 and exercise-4 and 5 of unit-8 give opportunity for students to relate what they read with their life. Exercise-4 of unit-9 does not only accommodate such question. This entails that not almost all the passages incorporate such questions after students read.

From the exercises which constitute post-reading activities, as you look at from Table 4.6, exercise-5 of unit-7 and exercise-6 of unit-7 have been structured for the reflection or the views students have about what to read. The rest do not consist of it at all, cater for expressing opinion, or view (Ex-5 of unit-8) and Ex-4 of unit-9.

In Table 4.6, only exercise-4 of unit-9 gives opportunity for students to practice the skill of summarization. The rest like the above two cases do not accommodate such questions. The ability to summarize after-reading a text is one most important skill in academic context. Students in the content area are frequently expected to summarize the information they read. But the reading exercises have been designed nearly by neglecting this strategy of reading.

Incorporating questions like these after reading a given passage are very important since Tomlinson (2003:18) describes that the most important thing learning materials have to do is to help the learners to connect the learning experiences in the classroom to their own life outside the classroom. From this point of view, post-reading exercises should be designed. They do not, however, nearly address this issue.

## CHAPTER-FIVE

### CONCLUSIONS AND RECOMMENDATIONS

This chapter is about the summary, conclusions reached and recommendations made based on what were found.

#### 5.1 Summary

First, the study was designed to evaluate the design and implementation of reading exercises of grade nine English textbook. More specifically, it adhered to find out whether or not the three phases of reading exercises have been structured in a way that draws learners to use different reading strategies into the text and to investigate how teachers implement these reading exercises in the classroom. To achieve the first objective, document analysis was carried out. It was supported by data collected through questionnaire. For the second objective, unstructured observation and teachers' interview were used to examine what was going on in the classroom while teachers were teaching reading. All the data obtained from all instruments were analyzed and interpreted under five thematic headings.

What results are found taken together text analysis, students' self-report scale, classroom observation, and teachers' interview? First, pre-reading exercises had been written in away to prepare readers for the actual reading phase. One important skill-predicting- was not incorporated in the design. Second, the instructions were more or less clearly stated. Nonetheless, during reading exercises' instructions except scanning and guessing word meanings did rarely guide students how and why they read. Third, during reading exercises referring scanning and guessing words through context had been designed in a way what contemporary pedagogy of reading informs. These strategies become the part of students' repertoire. The remaining ones, which consist of relatively large number of questions than others, encouraged students to focus on the output-what they have already understood. Finally, the post reading exercises are almost neglected. Even the most important academic skill- summarizing- is less represented as in the units of analyses.

The above analyses also reveal that teachers taught students traditionally. They did not follow contemporary approach of teaching intensive reading. Different from others, T<sub>2</sub> had good understanding of teaching scanning questions. These teachers considered reading instruction as answering comprehension questions. That is T<sub>1</sub> and T<sub>2</sub> did not give much emphasis for questions that cater for strategy practices. Rather they immediately moved to the comprehension questions. Even they did not encourage students to give their justification from what they have already read. The classroom observations and interview results divulged that teachers taught reading by giving the meanings of bold face printed words by themselves. They instructed students to read the passage once and to answer the comprehension questions. They did not guide students how to, for what reason and for how many minutes they read. The analyses part also revealed that teachers were not observed in implementing exercises of strategies/skills practices in the design part and to compensate what the design part lacks.

## 5.2 Conclusions

According to the results found in the analyses, the following conclusions were made.

- First, the pre-reading exercises have been structured in way that makes students ready for the actual readings. It facilitates students' understanding of the passage they are going to read. Teachers, however, did not implement what was designed and compensate what was left.
- Second, the instruction of the exercises across the stages by themselves appears to be clear, but they do not go in harmony with contemporary second language reading. Even teachers hardly instructed students in a way that serve for such purposes.
- Irrespective of exercises of scanning and word guessing, the textbook does not address strategies that assist students to understand a piece of information from reading passage. Rather many of the questions encourage students to give answers to what they have understood from the text.
- The design part does not accommodate varied post reading questions. Even the most important skill in academic context –summarization- is rarely presented.

- Teachers neither implemented nor modified exercises. They were not observed in preparing students to practice skimming exercises (with the exception of T<sub>2</sub>). Another manifestation was that even they used the guessing word exercise as a means to teach vocabulary. They altogether considered reading lesson was a stage of teaching vocabulary and answering comprehension questions. These actions teachers did in the classroom impede students to get the necessary strategies /skills practices.

### 5.3 Recommendations

- With a little improvement, the pre-reading exercises should be continued.
- Some more reading strategies practicing exercises should be designed. During reading exercises should be redesigned and implemented in a way that assists students to understand pieces of information from reading passage.
- Post reading exercises should be redesigned to crate connection between what students already read with real life context.
- If the text does not allow the designer(s) to prepare such exercises, the reading passage should be redesigned in way to be exploitable. This needs to find new passages— exercises should be redesign by considering the notion that cultivates students in strategies or skills they apply in tomorrow’s reading.
- Teachers should get short workshop training concerning how to teach second language reading. This helps teachers to be acquainted with contemporary nature of reading and its teaching. Jabitenan Woreda Educational office in collaboration with Region three Educational Bureau and Ministry of Education should do it.

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## APPENDICES

### Appendix-1 Sample Analyzed Units of Reading Exercises

This appendix is put in a way the textbook presents as much as possible. If there was a grammar and other topography errors, No attempt could be made to correct them.

## UNIT FIVE

### HARMNFUL TRADITIONAL PRACTICES-CHILDHOOD MARRIAGE AND ABDUCTION

#### Section 1 Reading comprehension

##### Exercise 1 Pre-reading Activity

Before you read the passage, discuss the following questions briefly in a small group.

1. What do you understand by the word **'tradition'**?
2. What do you know about **harmful traditions**?
3. What are the ways (forms) of marriage in your culture, and which ones do you support?
4. At what age are boys and girls allowed to marry in your society (region)? Is there any problem caused by early marriage in your society?

##### Exercise 2 scanning (reading for specific information)

Read the following passage very quickly **and answer the** questions your teacher will ask you.

##### Exercise 3 Guessing meanings

*Read the passage again and try to guess the meanings of the words given below. You learnt in the preceding units how to guess meanings of new words. We sometimes call guessing 'deducing' or 'inferring' meanings. Deducing or inferring is arriving at an opinion or conclusion based on available information. This information is an evidence for our deduction, and it is this evidence that we called contextual clues in the pervious units. For example, we can use component parts of grammar (word family) as context clues or evidence for inferring meanings of new words.*

**Study the following examples**

<b>Word</b>	<b>Guessed Meaning</b>	<b>Contextual clues</b>
1. Homogenous	The same	Homo = the same Gene = character (Component parts, para.1)
2. Recruited	Selected, chosen	'... to work in houses...' (Context, para.2)
3. Prized	Highly valued	'... because they are free of sexually transmitted diseases: <b>positive/desired outcome.</b> (Wider context clue.para.2)
4. Misery	Health problem, complication	'... pregnancy at an early age often leads to fistula... life long misery...' <b>negative/undesirable effect.</b> (Wider context clue, para.3)

Now deduce the meanings of the following words.

<b>Word</b>	<b>Meaning</b>	<b>Clues</b>
1. Diversity (para.1)	_____	_____
2. Child prostitution (para.2)	_____	_____
3. Maternal mortality (para.3)	_____	_____
4. Illegal (para.4)	_____	_____
5. Abduction (para.4)	_____	_____
6. Condemned (para.6)	_____	_____
7. Attributes (para.6)	_____	_____
8. unworthy (para.6)	_____	_____

**Exercise 4 Questions on the passage**

Read the passage again individually and answer the following questions. Discuss your answers with your partner before you write them down in your exercise book or answer orally to you teacher.

1. How does the civil law of 1960 treat women?
2. What is the evidence or proof for the writer to say that child prostitution is on the increase?
3. What are the cultural beliefs or reasons that try to convince girls to undergo FGM?

4. Is the writer of this passage happy or sad about the traditional practices taking place in Ethiopia?  
Give your evidence.

Say whether the following statements are *true* or *false*. Give your evidence from the passage.

5. Boys and girls now marry according to the age of lawful, marriage defined by the constitution.
6. The causes of maternal mortality are food taboos, early marriage, and birth complications.
7. There are no conflicts, families, communities, and ethnic groups in Oromiya and SNNPR regional states caused by abduction.
8. The law does not defend the rights of women and girls against the traditional practices in Ethiopia.

## Unit SIX

### Detective Stories

#### Section 1 Reading comprehension

##### Exercise 1 Rereading Activity

Before you read the passage below, discuss these questions with your teacher.

1. What is the meaning of the word 'detective'?
2. Are any students in the class wearing jewelry?
3. Can you name some different kinds of jewelry?
4. What are the expensive pieces of jewelery made of?
5. Why do people wear jewelery?

##### Exercise 2 Scanning

Read the following passage very quickly and answer the questions that your teacher will ask you about some information.

##### Exercise 3 Guessing Meanings

Read the passage again and try to guess the meanings of the first six words printed in bold. When you have finished, your teacher will ask you what you think each word means.

#### **Exercise 4 Questions on the passage**

1. William Morris said, "We do not show much of our jewelry in the window, which is protected by iron bars."
  - a. Why didn't they show much jewelry in their shop window?
  - b. Why was the window protected by iron bars?
2. Why did Mr. Morris always take the pieces of jewelry out of the window at night?
3. Why was Mr. Morris surprised to see the young woman looking into the window of the shop opposite his shop?
4. The American asked Mr. Morris to show him some more rings. What was his reason for doing this?
5. Where did the American hide the ring and how did he hide it?
6. Did the young woman really want Mr. Morris to repair her necklace? Why did she come into the shop?
7. Why did the young woman push the paper packet of the counter with her bag?
8. Why did the American run out of the shop?
9. "He didn't seem to be rich." Why did Mr. Morris think the American wasn't rich?
10. Mr. Jones said he thought Mr. Morris should be a detective. Do you agree? Why?

## **UNIT SEVEN**

### **GENDER ISSUES**

#### **Section 1 Reading comprehension**

##### **Exercise 1**

Before you read the passage below, discuss the following questions with your teacher.

1. What is gender?
2. What are your household responsibilities?
3. Who works more for the family, girls or boys?

##### **Exercise 2 Scanning**

Scan the text to find answer to the following questions as quickly as possible. Do not read the text line by line.

1. Which paragraph talks about how to eat food?

2. Which paragraph talks about the workload of women?
3. Which paragraph describes biological differences between male and female?

### Exercise 3 Guessing Meanings

Reading the passage again and try to guess the meanings of the words printed in bold. When you have finished, your teacher will ask you what you think each word means.

### Exercise 4 Questions on the passage

1. What is the difference between sex and gender?
2. The gender issues are common \_\_\_\_\_.
  - a. only in Ethiopia
  - b. in Africa
  - c. in Europe but not in America
  - d. everywhere in the world
3. List the responsibilities of Ethiopian women.

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4. Give solution for women's heavy work load.

### 5. True or False?

Three of the following statements are true and four are false. Write down the letters of the three true statements.

- A. Ethiopian women have no time to relax.
- B. People appreciate when girls eat more food than boys do.
- C. Gender is a learned behavior.
- D. Women are considered superior to men.
- E. Being a girl or a boy is a natural and biological phenomenon.
- F. In Ethiopia, husbands usually help their wives.
- G. It is the responsibility of governments to solve gender related problems.

### **Exercise 5 General Discussion**

Discuss in small groups while answering the following questions.

1. List the tasks performed by children
2. Classify the tasks boys and girls do at home.
3. Do you think this classification is fair?
4. Do your parents work on a farm, in an office or in any other places? If your answer is 'yes', do they share the housework?
5. If your mother is a housewife and your father is a 'bread winner', whose work is more important? More difficult? Give reasons.

## **UNIT EITGHT**

### **BABIES ARE AMAZING!**

#### **Section 1 Reading comprehension**

##### **Exercise 1**

Before you read the passage below, discuss the following questions with your teacher.

1. At what age do babies start saying their first words?
2. Do mothers teach their children grammar?
3. How do mothers help their babies to learn their first language?
4. Where do you think is the best place to learn a language – in the classroom or in the 'real world' outside the classroom? Give reasons for your answers.

##### **Exercise 2 Scanning**

Scan the text quickly to find answers to the following questions.

1. At what age do babies practice the sounds of their language?
2. At what age do babies start using individual words?
3. At what age do babies start using long sentences?

##### **Exercise 3 Guessing Meanings**

Read the passage again and try to guess the meanings of words printed in bold. When you have finished, your teacher will ask you what you think each word means.

#### Exercise 4 completing a table

Stage	Age Range	Kind of Language	Examples
1		sounds	Gaa.
2	12-18 months		
3	18 months-3 years		It drop.
4		Longer sentences	
5	4-5 years		We went to the shop.

#### Exercise 5

Here are some words, phrases and sentences spoken by four different children. More or less, how old is each child? Work in pairs or threes.

Child A: I don't to go to sleep.

Child B: Chair down. Me fall. Mummy run.

Child C: Mama. Look. Doggie.

Child D: I caught the ball.

#### Exercise 6

A. What did you find interesting/surprising in the passage? Write 3 or 4 sentences as in the examples.

E.g., It surprised me that 5-year-old children speak and understand at least one language very well.

I found it interesting that a baby at the age of 18 months can learn the meaning of 100 words.

B. Talk in pairs about your baby brother's/sister's language performance. For example, I have a little brother. He is 2 years old. He can't say 'wetet' which means milk in Amharic instead he says 'wot'.

I have a 12 month-old sister, but she hasn't spoken a proper word yet.

## UNIT NINE

### THE DONKEY'S TAIL

#### Section 1 Reading comprehension

##### Exercise 1 Pre-reading Activity

Before you read the story, discuss the following questions in groups.

1. At what time do you think a thief steals things?
2. What do people feel when they realize that their money has been stolen?
3. What do they do?
4. Do you know traditional methods of investigating crime?
5. If you know, tell the group the methods and procedures used to identify criminals.

##### Exercise 2 Guessing Meanings

Read the passage again and try to guess the meanings of the words printed in bold. When you have finished your teacher will ask you what you think each word means.

**Exercise 3** Answer the following questions below based on the story.

1. Who was Ato Alemu?
2. Where did Ato Alemu go? Why?
3. Who was looking after Ato Alemu's house when he left?
4. Where did the thief get the gold?
5. What did Ato Alemu say when he knew his gold had been stolen?
6. What did the headman order Ato Alemu to do?
7. Why didn't the thief touch the donkey's tail?
8. How did the headman know the thief?
9. Did the headman really believe the donkey would bray if the thief touched its tail?
10. What do you learn from the story?

##### Exercise 4

Now talk in pairs. Close your book and tell your partner the main points in the story of the donkey's tail without looking at the passage.

## Appendix- 2 Evaluative Checklist for Text Analysis

Grade-nine English textbook reading exercises evaluative checklist. Please, notify the abbreviations that it consists of in the following box.

Key	
Y = Yes	1 = to great extent
N = No	2 = to some extent
	3 = just barely

**Note:** This checklist is employed for each unit of the textbook.

Reading Exercises' Feature	EX-1				Ex-2				Ex-3				Ex-4				Ex-5				Ex-6			
	Y			N	Y			N	Y			N	Y			N	Y			N	Y			N
	1	2	3		1	2	3		1	2	3		1	2	3		1	2	3		1	2	3	
<b>Pre-reading Exercises</b>																								
1	Is the instruction clear?																							
2	Do they ask students background knowledge about the text?																							
<b>While Reading Exercises</b>																								
3	Is the instruction clear?																							
4	Can they be answered with only reading the text?																							
5	Have they been designed to help students understand a particular message?																							
<b>Post Reading Exercises</b>																								
6	Is the instruction clear?																							
7	Do they give opportunity for students to relate what they read with their life?																							
8	Do they ask students to reflect their opinion or view about the text?																							
9	Do they ask students to summarize what they read?																							

### Appendix-3: The frequency (the number) of strategy/skill practicing and comprehension assessing questions in the units of analysis

This table is primarily designed to show the general representation of questions referring to reading strategies/ skills over comprehension assessing questions. Exercises of scanning and word guessing whether or not they consist of multiple questions under them are counted as one frequency. Other questions are counted as individual frequency.

Function of questions		Unit-5	Unit-6	Unit-7	Unit-8	Unit-9
Reading strategy/skill practice questions	BR	4	5	3	4	5
	DR	2	2	2	3	1
	AR	0	1	5	3	1
Comprehension assessing questions		8	9	11	0	9
<b>Total</b>		<b>14</b>	<b>17</b>	<b>21</b>	<b>10</b>	<b>16</b>

#### Key

BR= Before reading

DR= During-reading

AR= After reading

## Appedix-4 Students' Self-report Scale

**Dear student,**

This questionnaire is designed to obtain data about the designing features of the exercises of English language textbook reading section. The information you provide is helpful for the successful completion of the research about 'An Evaluation of the Design and Implementation of Reading Exercises of Grade-Nine English Textbook'. Your responses will be used only for academic purposes. Hence, you are kindly requested to put  $\surd$  in front of the given statements accompanied by each scale (strongly agree, agree, undecided and strongly disagree).

**Do not write your name.**

No	Exercises' Feature	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	The language of the exercises is clear for me.					
2	I understand the instruction of written exercises.					
3	The exercises help me understand a particular message of the passage.					
4	The exercises ask me what I understood from what I read.					
5	The exercises give practices what I want to learn from reading lessons.					
6	The answers of exercises require language that is too difficult for me to handle.					



ተ. ቁ	የመልመጃዎች አጠቃላይ ሁኔታ	በጣም እስማማለሁ	እስማማለሁ	መወሰን አይቻልም	አልስማማም	በጣም አልስማማም
1	የመልመጃዎች ቋንቋ ይገባኛል።					
2	የጽሁፍ መልመጃዎች መመሪያ ይገባኛል።					
3	መልመጃዎቹ አንድን የምንባብ ሃሳብ እንድረዳ ያግዙኛል።					
4	መልመጃዎች ከአነብብኩት ምንባብ ምን እደተረዳሁ ይጠይቁኛል።					
5	መልመጃዎች ከምንባብ ትምህርት መማር የምፈልገውን ከህሎት እንደለማመድ ያግዙኛል።					
6	ምንም እንኳን የመልመጃዎችን መልሶች ባወቅም እነሱን ለመመለስ የሚያስፈልገው ቋንቋ ከባድ ስለሆነ ለመመለስ እቸገራለሁ።					

## **Appendix-5 Teachers' Interview Questions**

1. How should students be taught reading?
2. Do you think that reading questions help students to improve their reading skills?

### **Teacher-one (T<sub>1</sub>)**

In the two classroom observations, this teacher followed similar approaches of classroom instruction of reading. T<sub>1</sub> first got started doing the pre-reading questions by himself without involving the major actors of the lesson—students. Second, he/she ordered students to read the passage for about five minutes. Without the allotted time over, he/she interrupted students' reading and asked them, "Have you finished reading?" Students replied, "No". Students, however, continued reading the passage with consuming more minutes. In the meantime, he/she ordered students to stop reading. By then, students were instructed, for example, to do word guessing exercise-2 of unit-9. Like what he/she did in the pre-reading exercise, he/she wrote simple the dictionary meanings of the words on the board. Accordingly, students simple followed and wrote what the teacher did and wrote. He/she then quickly moved to the comprehension questions and commanded students as the usual he/she did. While he/she was doing the exercises, he/she was almost writing everything on the board. During this time, the major activity students did was shifted to copying what was written. All in these course of action, few students were participating. Not surprisingly, this teacher accomplished all these activities within fourteen minutes time. Carrying out things in such manner, he/she left the class.

### **Teacher-Two (T<sub>2</sub>)**

In different from teacher-one, this teacher automatically jumped of the pre-reading exercise and began to instruct the scanning exercise. Alongside, T<sub>2</sub> ordered students to scan the information they had been asked. After students scanned what they were ordered, they were again instructed to read the passage for about five minutes in order to guess the meanings of bold type face words from the passage. T<sub>2</sub> did this without creating opportunity for students to exchange <sup>g'n</sup> formation what they scanned among themselves. As soon as students finished doing their job, they together with the teacher started doing the guessing part exercise. Onwards, he/she flicked to the comprehension questions. Once students read for guessing words, he/she then loaded students to answer the comprehension questions. In the course of his/her teaching, he/she simply accepted students' answer without encouraging them to give justification for their answers from the

reading passage. This was the manner this teacher instructed his /her students during reading lesson.

### **Teacher-Three (T<sub>3</sub>)**

T<sub>3</sub> entered the classroom and started writing the meanings of bold-face typed words on the board. Like the above two teachers, T<sub>3</sub> jumped the pre-reading section. This teacher then simply ordered students to read the passage. Next the teacher directed learners to the comprehension questions. This teacher accepted students' answers as if he/she did not encourage students to justify their answers. Particular to this teacher, students replied to answers nearly in their vernacular. What did the teacher next to do was, for example, ordering the class to do number 10 question of exercise-3 under unit-9 as homework. He/she left exercise -4. Finally, this teacher acknowledged students as they would start the following day's lesson (vocabulary-section) after they would do the homework. Like the other two cases, as the observers observed, this teacher finished teaching reading within the limit of fourteen minutes.

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## Declaration

I, the undersigned, declare that this thesis is my original work and all sources of materials used for this study have been duly acknowledged.

Name: Grzegorz Sinielski

Signature: 

Date: 22/05/2011