

**STUDENT –TEACHER ATTITUDES TO GRADE 9 READING TEXTS AND
EXERCISES.**

**BY
ALAMIREW KASSAHUN**

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA
UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN TEFL.**

MAY 2001

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

STUDENT –TEACHER ATTITUDES TO GRADE 9
READING EXERCISES AND TEXTS

BY
ALAMIREW KASSAHUN

Approved By

Gebremedhin Simon (Ph.D)

Advisor

TAYE REGASSA (Ph.D)

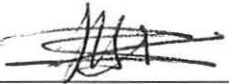
Examiner

Geremew Lemmu (Ph.D)

Examiner







ACKNOWLEDGMENTS

I would like to express my gratitude to my Advisor Dr. Gebremedhin Simon for his continuous and rigorous comments throughout the study.

I am also grateful to my friends who directly or indirectly contributed to the completion of this study. Special thanks are due to Abebe Kenno, Adnew Tadesse, Solomon Geda and Wagari Demissie.

The late father and sister of mine also receive my heartfelt thanks for their moral and financial back-up.

My appreciation goes to Emnet Kassa for typing this paper.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	
LIST OF TABLES	
ABSTRACT	
CHAPTER ONE	
I. INTRODUCTION	1
1.1 Statement of the Problem	1
1.2 Objective of the Study	3
1.3 Significance of the Study	4
1.4 Limitations of the Study.	4
CHAPTER TWO	
II. LITERATURE REVIEW	5
2.1 Attitude Defined.	5
2.2 Source of Teachers' and Students' Beliefs/ Attitudes	8
2.2.1 Source of Teachers' Attitudes	8
2.2.2 Source of Students' Attitudes	9
2.3 The Role of Attitude in SLA	11

1.4 Reading Texts and Exercises	14
2.4.1 Text Defined	14
2.4.2 Good Reading Texts and Exercises.	14
1.5 The Role of Attitudes in Designing Reading Activities	16

CHAPTER THREE

III. METHODOLOGY	18
3.1 The Subjects	18
3.2 Data Collection	18
3.2.1 The Questionnaires	18
3.2.2 The Interviews	18
3.3 The Procedure	19

CHAPTER FOUR

IV- THE RESULTS	21
4.1 Some Considerations in Methods of Analysis	21
4.2 Students' Reactions to Reading Texts.	22
4.3 Students' Reactions to Reading Exercises.	27
4.4 Students' Attitudes to Teaching Procedures.	32
4.5 Teachers' Attitude to Reading Texts.	34

	Page
4.6 Teachers' Reactions to Reading Exercises.	39
4.7 Teachers' Reactions to Teaching Procedures	43
4.8 Teachers' Reactions to The Feasibility of Teaching Procedures.	46
4.9 A Comparison of Teachers' and Students' Reactions to Reading Texts and Exercises.	49
 CHAPTER FIVE	
IV- SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.	
	51
 BIBLIOGRAPHY	
	54
 APPENDICES	
Appendix –1 Student Questionnaire	58
Appendix –2 Teacher Questionnaire	72
Appendix –3 Interview Questions	81
Appendix –4 Unit of analysis	82

LIST OF TABLES

	Page
Table 1: Students' Reactions to Reading Texts.	22
Table 2: Students' Reactions to Reading Exercises.	27
Table 3: Students' Reactions to Reading Texts.	32
Table 4: Teachers' Reactions to Reading Texts.	34
Table 5: Teachers' Reactions to Reading Exercises.	39
Table 6: Teachers' Reactions to Teaching Procedures.	43
Table 7: Teachers' Reactions to the Feasibility of Teaching Procedures.	46

ABSTRACT

The main objective of this study was to investigate into student-teacher attitudes to grade 9 reading texts and exercises. The study was carried out on 120 grade 9 students and 20 English teachers from the high schools in Illubabor Zone.

It is using questionnaires and interviews that relevant data for this study were collected. Among other things, the analysis of the data would seem to suggest that there are more differences in attitudes to reading texts between students and teachers than there are more similarities. The interview results justified this lack of congruence between students' and teachers' attitudes to reading texts. On the other hand, it was found out that both students and teachers have more or less similar views regarding reading exercises and teaching procedures. Accordingly, the poor language background students have, among other things/factors, reportedly was found to be accountable for learners to have negative reactions towards different aspects of reading texts and exercises. Teachers' attitudes were attributed mainly to the ease with which they handled the reading texts and exercises with the teaching procedures recommended in the Teacher's Book, and the extent to which the texts and exercises help learners succeed in other academic subjects.

Based on the findings it is recommended that both students and teachers should be convinced about the roles the reading texts and exercises play in other academic subjects, and put in their efforts accordingly.

CHAPTER ONE

I. INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Students' exposure to the English language in EFL contexts is more or less limited to written texts available. They are thus required to read, comprehend and use information from these texts in order to tackle problems meant for academic purposes (Littlewood 1987).

The development of different reading skills and strategies thus tends to receive a considerable attention in the instructional process. However the development of the macro and micro skills is not as such an easy thing to come by as there are a lot of factors involved from materials design through trial to their classroom implementation. (Hutchinson and Waters 1994). And in recent years, the focus on learners' needs has considerably shifted the traditional thinking – the teacher following the textbook, provided students with what they needed to know, and the students' task was to learn the material. (Taron and Yule 1989).

According to Taron and Yule (1989), Hutchinson and Waters (1994), Harmer (1991), and Ur (1996), the importance of the learners' perspective is recognized in virtually all modern approaches to the language- learning process. Besides, the recognition of the fact that learners have needs in what may be termed the 'affective domain' has resulted in the identification of a number of factors claimed to influence the language –learning process.

identification of a number of factors claimed to influence the language –learning process. Concepts such as attitude are frequently invoked in discussion of what makes a successful language learner. That is why research studies across the globe were initiated ever since the 1950 s by Gardner, Lambert and their colleagues (cited in *Brown* 1994).

Local studies did address the role of attitudes on classroom teaching and teaching materials. For example, a study by Alemu Hailu (1994) was an attempt to describe the views and beliefs of teachers in relation to the methods of vocabulary awareness- raising. The study was experimental as it devoted itself to the use of pre-test and post –test procedures to see if there was a change in attitude after some kind of treatment.

Haile Mehari’s (1989) study was also an attempt made to investigate the attitude of both teachers and students of technical schools to the use of ESP materials. This was also an experimental study that employed pre-test and post –test procedures. It compared student-teacher attitudes in relation to GPE and ESP teaching materials after treatment of some kind.

Another important attitudinal study is that of Haileyesus Bala (1995) which described teachers’ attitudes towards their learners’ errors.

The focus on attitude seems to emanate from an understanding that what happens in the classroom must not be seen as solely dependent on the teacher’s method of teaching. It must also be seen in terms of how learners perceive the language and the subsequent

activities that are dependent on it (Richards 1995), In other words, it is to underline that students come to a language classroom with particular profiles of talents, interests, learning habits and purposes that may crucially affect how well they do in a language course.

In view of what was said, the present study attempted to describe student-teacher attitude to the grade 9 reading texts and exercises. It shares resemblances with the above works and others concerned with the study of attitude.

1.2 OBJECTIVE OF THE STUDY

As stated above, the main objective of this paper was to study student –teacher attitude to the grade 9 reading texts and exercises used for the development of different reading skills. More specifically, the following issues were addressed in the due course of the study.

- a. Students' attitudes towards the reading texts and exercises.
- b. Teachers' attitudes towards the reading texts and exercises.
- c. Teachers' attitudes towards the procedures suggested in the Teachers' Book for presenting and practicing reading skills.
- d. Students' attitudes towards the teacher's method of presenting and practicing the reading texts and exercises.

1.3 SIGNIFICANCE OF THE STUDY

This study may be of value in some ways. Most of all, it will shed light on the role that the affective factor- attitude- plays in SLA in general and the teaching of the reading skills in particular. Thus, it will be informative to interested people of how attitude affects language instruction. Apart from playing an awareness-raising role, this study may be the foundation for an extended investigation into the role of attitude in language teaching – learning process.

1.4 LIMITATIONS OF THE STUDY

This study, because of budget constraints, was limited to only four schools and 120 students and 20 teachers.

CHAPTER TWO

II. LITERATURE REVIEW

2.1 ATTITUDE DEFINED

Ever since Gardner and Lambert initiated a large scale research project in the late 1950 s essentially on the relationship between attitudes and SLA (Second Language Acquisition), the focus has mostly been on attitudes as they influence the effort and success of learners in second language learning contexts (Cited in *Brown* 1994).

Nevertheless, an interpretation of the roles of attitude in SLA has often been made difficult owing to the fact that the term has not been clearly distinguished in the literature. In spite of this, however, a close look at some of the definitions discloses certain resemblances. Gardner (1988:132), for instance, defines: *An attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon individuals' response to all objects and situations with which it is related.*

This conception of Gardner emphasizes the role of appraisal or reaction to stimulus, and that is why Gardner in Schumann (1998) further notes that it is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. The referents purport to such things as learning a certain language, the language community, the language learning context, instructional materials and so forth.

Schumann's (1998) analysis of Gardner's AMI (Attitude/ Motivation Index) shows that attitudes are the product of stimulus appraisal (judgment people make about both internal and external stimuli that leads to feelings of joy, contempt, disgust, etc). It is therefore that attitudes result from particular patterns of stimulus appraisal that derive from the learner's sociostatic (tendencies to interact with members of the same species or group) and somatic (tendencies which lead people to like certain things and dislike others) value systems.

According to Lahley (1986), attitude has cognitive, and affective components (i.e. it involves beliefs, emotional reactions and behavioral tendencies related to the object of the attitude) and consists in broad terms of an underlying psychological predisposition to act or underlying psychological predisposition to evaluate behavior in a certain way. Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

A similar definition of attitude is given by Warty (1990). An attitude is a learned orientation, or disposition towards an object or situation, which provides a tendency to respond favourably or unfavourably to the object of situation. Also, being a sort of orientation, it is always with us, even when it is not actively expressing itself.

A definition of attitude that encapsulates the subjective and evaluative components is a "subjective experience involving an evaluation of something or somebody" (Warty 1990:13). It is thus organized pre-disposition to think, feel, perceive and behave towards a

referent or cognitive object. It is a mental preparation from experience which influences persons' response to situations.

Other writers such as Oller (1977) and Gardner (1985) distinguished between motivation and attitude. The distinction is one of positive relationship. Thus, attitude is directly related to motivation, which in turn is directly related to SLA. They further argue that there are meaningful relations among attitudes towards the second language community, the language-learning context and motivational attributes.

That this configuration reflects a motivation to learn the second language which is related to, and supported by attitudes . . . this total configuration is referred to as an integrative motive, which is defined as a motivation to learn a second language because of positive feelings towards the community that speaks the language (Gardner 1985 :82).

Most research studies on affective factors or individual differences in SLA subscribe to the postulations made by Gardner and his colleagues. This paper also follows in that general trend and hence attitude is understood as a reaction or evaluative appraisal to a stimulus or attitude object. It is also a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. This enduring organization of beliefs is rooted in/the result of influences that come from different directions. The next section is therefore devoted to the discussion of the sources of students' and teachers' attitudes.

2.2 SOURCE OF TEACHERS' AND STUDENTS' BELIEFS/ ATTITUDES

2.2.1 SOURCE OF TEACHERS' ATTITUDES

Teachers' belief systems are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision-making and action, and hence constitute what has been termed as the culture of teaching (Richards and Lockhart 1995).

Research on teachers' belief systems suggests that they are derived from a number of different sources (Richards and Lockhart 1995).

1. Their own experience as language learners.—All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught.
2. Experience of what works best.—For many teachers experience is the primary source of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not.
3. Established practice.—Within a school, an institution, or a school district, certain teaching styles and practices may be preferred.
4. Personality factors.—Some teachers have personal preference for a particular teaching pattern, arrangement, or activity because it matches their personality.

5. Educationally-based or research-based principles.– Teachers may draw on their understanding of a learning principle in psychology, second language acquisition, or education and try to apply it in the classroom.
6. Principles derived from an approach or method.– Teachers may believe in the effectiveness of a particular approach or method of teaching and consistently try to implement it in the classroom.

According to Richards and Lockhart (1995), although teachers' beliefs about English may sometimes represent stereotypical impressions, these beliefs do nevertheless express realities which may influence classroom practices.

2.2.2 SOURCE OF STUDENTS' ATTITUDES

It has been already seen that attitudes are learned disposition. To have a clear idea about the formation of attitudes, it is imperative to examine the various possible sources of this learning. As the child grows in a social atmosphere, he comes under the direct influence of several agencies that are conducive towards his attitude formation.

According to Warty (1990), parental influences are the major forces that mould the child's attitudes. Parents are directly responsible for the socialization of the child. They impart their culture to the child by imposing several norms of behavior upon him. In doing so, they automatically impart their own attitudes to him, towards several objects of their experience. Many research studies show a close correlation between the attitudes of parents and their children towards numerous issues. When these studies are further

substantiated by interview with children, there is clear evidence to say that their attitudes are developed directly through the parental influences.

Other agencies like teachers, neighbors, peers, etc. are also seen to be at work in the formation of attitudes. During adolescence, especially, the peer influences are seen to function far more effectively than the parental influences (Lahley 1986).

As the adolescent spends more time outside home, along with friends, the parents occupy a secondary role for him. Moreover, since he likes his friends more than his parents, during this stage, friends are more readily accepted as authority figures.

Thus, it can be seen that the opportunities for attitude formation are supplied by the total cultural framework. This is why in a given culture, we generally come across common attitudes.

Besides the cultural forces, other influences, too, are seen to be active in shaping attitudes. The level of information of a person may form his beliefs in such a way that his attitudes are in keeping with these beliefs, whatever be influences of the parents or peers. Education imparts objective information. Moreover, it is a process offering several opportunities for new constructive experiences. As a result, education has close relationship with attitudes.

Finally, the personality of the individual is a factor that cannot be ignored in this consideration. Whatever the influences that shape attitudes, they are ultimately the attitudes of the individual. Personality characteristics will determine, to a large extent, how to react to the several influences he is exposed to in the process of his development. A submissive conformist may readily submit to these influences in a positive manner, allowing the influences to decide the direction of his attitudes. A resistant person, on the other hand, will choose just the opposite direction as a result of those influences. The process of attitude formation is, thus, a highly complicated matter where numerous determinants are at work (Lahley 1986, Warty 1990).

In sum, whatever the sources are, attitude affects the effort that students and teachers put into the teaching-learning process. And that is why research studies carried out across the globe emphasized the role of attitude in Second Language Acquisition.

2.3 THE ROLE OF ATTITUDE IN SLA

Teachers have long asked themselves why some students excel in a subject but others, generally similar in background, academic preparation and experience, struggle with or ignore it. When the subject is language, a host of factors come into play. One set of factors related to success in the language classroom is the attitudes and motivation of those who participate, both students and teachers. Although these factors are not the only ones that account for differences in classroom processes and student outcomes, they

shape the environment for instruction and individual efforts of teachers and students in important ways (Richards and Lockart 1995).

Students are affected by the attitudes and examples of their peers, teachers, and parents, with respect to language study, and by social and institutional language policies as reflected in, for example, required courses of language study, both first and second, in schools (Lahey 1986).

Attitudes and motivation affect learners and teachers in ways that, although perhaps powerful, are often unconscious- thus it is difficult to identify their influence readily or unambiguously (Richards and Lockart 1995).

In relation to the study of a foreign or second language, attitude influences learning outcomes in many ways. However, the problem with it is that it is not directly observable, but can only be inferred from behavior or statement of the people concerned.

Concerning the role of attitudes in foreign language policies, Ferguson (1971) as cited in Haile (1989) reports that the effectiveness of foreign language policies in education is determined more by the attitudes of the people towards language. In his report, he states 'in Ethiopia, as elsewhere, many programmes fail because they do not take into account the attitudes of the people for whom they are intended.

An important influence of attitudes towards language course is also acknowledged by Dubin and Olshtain (1986). According to them, positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self-fulfillment and success and an overall enthusiasm about the language course. In other words, for successful language learning and teaching, positive attitude of the people concerned is vital as negative attitudes, whatever their roots, may create psychological distance between the learner and the subject matter. According to Brown (1994), then, it seems intuitively clear that second language learners benefit from positive attitudes, and negative attitudes may lead to decreased motivation and in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency.

Most Canadian studies (Gardner 1985, Brown 1994) have made use of the Attitude/Motivation Index (AMI) or the Attitude/Motivation Test Battery (AMTB) or variation of these to examine variables such as attitudes towards the target language and the target language speakers in SLA. Most recently, measures have included interest in foreign languages, attitudes towards the teacher and the language class. These have shown that measures of attitudes positively correlated with second language proficiency. Spolsky (1969) in Tardelle (1990) argues strongly that one of the most important attitudinal factors is the attitude of the learner to the language and its speakers.

However, all studies have not arrived at the same conclusion. Chihara and Oller's in Tardelle (1990) study on Japanese subjects showed that there was a relation between attitudes and proficiency in English. In addition, a study by Cooper and Fishman (1985) in Tardelle (1990)

on Israeli subjects showed that favourable attitudes towards English are largely irrelevant with respect to Israelis learning and using English, Brown (1994) argued that positive attitudes are in fact the function of second language learning success rather than vice versa.

In spite of the disparities discussed above, numerous studies have revealed that attitudes are an important factor in SLA. Even so, these studies didn't concern themselves with how attitude affects specific language skills or items. In other words, they have been attempts to study attitude as it generally affects the learning of English.

2.4 READING TEXTS AND EXERCISES

2.4.1 TEXT DEFINED

Cook in Brumfit (1987) defines a text as a number of sentences bound together by cohesive devices and giving meaning to each other. Extracts may be regarded as part of a text, separated for purposes of quotation, or study from the other sentences, with which, to a greater or lesser extent, it coheres. (Reading) passage is another alternative term used to refer to a text. Thus, reading texts in this paper refer to the passages in grade 9 English textbook used for the practice of different reading skills and strategies.

2.4.1 GOOD READING TEXTS AND EXERCISES

Reading texts and activities/exercises have to fulfill certain criteria. They have to be appropriate and relevant to learners' needs, that is, they should help learners to achieve their goals. In addition, good reading texts and exercises should help learners use

language for required purposes. This dimension emphasizes the development of different reading skills and strategies (Harmer 1994).

According to Boyle and Hirvela (1988), reading texts and exercises should be, in subject matter and/or presentation, potentially of interest to the students. Whenever people read texts in real-life, they have reactions or responses to them: they may be interested, indifferent, excited or disgusted. Nobody ever reads without some reaction, and it is this reaction which is felt to be the essence of communication. In the absence of interesting texts, therefore, very little is possible. Interest, in other words, increases motivation, which in turn is a significant factor in the development of reading speed and fluency.

Needless to say, reading texts and exercises must not be too difficult on either a linguistic or a conceptual level. They have to take into account the learners' proficiency in terms of both language and content. Once this is met in the selection of texts, students' reactions will facilitate the achievement of the required proficiency as far as the reading skill is concerned (Ur 1996, Harmer 1994).

Such texts and exercises foster the development of different reading skills and strategies that may possibly be transferred to other academic contexts. This in turn facilitates the success of the instructional process by creating an atmosphere of cooperation among teachers and students on one hand, and students on the other. The development of positive attitudes is therefore likely the result. This in itself initiates learners and teachers to put more effort into the teaching-learning process (Rivers 1981).

2.5 THE ROLE OF ATTITUDES IN DESIGNING READING ACTIVITIES

According to Davies (1995), for many teachers a first priority in designing a reading programme is information about the different perceptions learners bring to the learning task according to their language background, general background knowledge and interests, and about their expectations and strategies for reading and learning.

Davies (1995) further suggests the following as potential areas of investigation in an attempt to study students' perceptions or attitudes

- Purposes for reading in L₁/L₂
- Demands for reading in L₁/L₂
- Reading tasks included in current course materials
- Texts in current reading course
- Difficult/unfriendly texts
- Strategies for reading in L₁/L₂
- The target language culture, etc
- Students' experience of or preferences for different genres

In addition, in attempt to study how learners and teachers feel about the different reading texts and exercises for instructional purposes, such writers as Hirvela and Boyle (1988)

come up with different questions. Some of their questions that are of importance to this paper include:

- a) The genres of reading texts favoured by students and teachers.
- b) The aspects of reading texts which give students most trouble. And in order to investigate these general statements in (a) and (b), questions such as the following may be asked:
 - i) Of the different genres available i.e. non-fictional and fictional genres which one(s) learners enjoy most ?
 - ii) of these genres- which one(s) the learners find most difficult or intimidating and why?

According to these writers, therefore, a number of questions can be asked in order to come up with information that helps a teacher

- i) to prepare a lesson according to the learners' perceptions and preferences or,
- ii) to determine the appropriacy of available texts for learners of a given grade or educational level.

CHAPTER THREE

3. METHODOLOGY

3.1 SUBJECTS

The subjects of this study were grade 9 students and English teachers from Illubabor Zone. Out of the 12 high schools in the zone, 4 of them (Gore, Mettu, Yayo and Hurumu Senior secondary School) were randomly selected and included in this study. 120 students and 20 English teachers were randomly selected from the four schools. 30 students were included from each school. The interviewees(20 students and 10 teachers) were included on the basis of their willingness to participate in the study.

3.2 DATA COLLECTION INSTRUMENTS

3.2.1 QUESTIONNAIRES

Questionnaires were used as the main tool for gathering the research data. The Likert Scale where subjects are required to respond to the items in the questionnaire on a five-point scale of agreement was employed to find out the attitude of the subjects to grade 9 reading texts and exercises. The attitude statements in the questionnaires were therefore used to find out answers to the problems/ objectives stated in Chapter One of this paper.

3.2.2 INTERVIEWS

Semi-structured interviews were used in this study. They were essentially based on the reactions of both students and teachers in the questionnaires. Their main aim was to gather information on or justification for what had been reported in the questionnaires. The tools were translated in to Amharic (i.e for students).

3.3 PROCEDURE

Stage 1: The Grade 9 English Textbook has two parts: Book One for first semester and Book Two for second semester. Each book contains seven units of Reading Comprehension. Altogether the textbook has fourteen units of reading comprehension. In order to make the sampling representative the convenient frame of division used to select the reading texts was FICTIONAL- NON-FICTIONAL category. It thus follows from this that five of the texts fall under the FICTIONAL category (texts dealing with stories) and nine of them the NON-FICTIONAL category (texts dealing with factual information). Out of the five FICTIONAL texts three of them were randomly selected. And out of the nine NON-FICTIONAL texts five of them were selected in the same way. Besides, this selection included the activities or exercises that appeared with the reading texts or passages selected. The following table shows the reading texts included in this study according to the category referred to above.

Title	Page	Category
Flying High	55-57	Non-Fictional
How Writing Developed	87-89	non –fictional
How Deaf People Communicate	111-113	Non-Fictional
Detective Stories 1 The Case Of The Poisoned Sweets	139-144	Fictional
Detective Stories 2. The Case Of The Stolen Ring	177-180	Fictional

Tales Of Nasredin	213-216	Fictional
Babies Are Amazing	6-9	Non-fictional
Water For Life	59-62	Non-fictional

Stage 2: These texts and exercises were administered to both grade 9 students and English teachers together with questionnaires which included attitude statements. The subjects were then required to give their evaluative reactions or attitudes to these exercises and passages or attitudes to these exercises and passages or texts. Besides, they were asked to justify their reactions in the due course of the interviews conducted with them.

CHAPTER FOUR

IV- THE RESULTS

4.1 SOME CONSIDERATIONS IN METHODS OF ANALYSIS

The questionnaire which was designed for students comprised 30 items. These items were divided into three categories: attitudes to reading texts, attitudes to reading exercises and attitudes to teaching procedures. (For questionnaire items, refer to Appendix -1)

The teacher questionnaire, on the other hand, consisted of 36 items which were divided into four categories: attitudes to reading texts; attitudes to reading exercises; attitudes to teaching procedures suggested in the Teacher's Book and attitudes to the feasibility of the procedures in the Teacher's Book. (For questionnaire items, refer to Appendix -2)

In order to measure the attitudes of both students and teachers, the Likert Scales of "Strongly Agree/ Strongly Disagree" type were used. The grand means of each category were computed in order to show the relative inclination of the students and teachers. What is more, the statistical test, the t-test, was used to determine whether the differences between the grand means of the categories were statistically significant for teachers and students. A unit of analysis (which can be found in Index) was used to analyze the different questionnaire and interview items in terms of certain parameters.

4.2 STUDENTS' REACTIONS TO READING TEXTS

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree (2)		Strongly Disagree (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	39	32.5	39	32.5	-		24	20	18	15	120	100	417	3.48
2	10	8.33	25	20.83	-		46	38.33	39	32.5	120	100	281	2.34
3	40	33.33	38	31.67	-		22	18.33	20	16.67	120	100	416	3.47
4	24	20	18	15	-		39	32.5	39	32.5	120	100	309	2.57
5	35	29.17	33	27.5	-		24	20	28	23.33	120	100	383	3.19
6	18	15	14	11.66	6	5	53	44.17	29	24.17	120	100	299	2.49
7	20	16.67	22	18.33	-		39	32.5	39	32.5	120	100	305	2.54
8	20	16.67	29	24.17	-		44	36.66	27	22.5	120	100	331	2.75
9	26	21.67	33	27.5	-		31	25.83	30	25	120	100	354	2.95
10	40	33.33	33	27.5	-		22	18.33	25	20.83	120	100	401	3.34
11	38	31.66	25	20.83	5	4.17	32	26.67	20	16.67	120	100	389	3.24
12	20	16.67	20	16.67	6	5	44	36.66	30	25	120	100	316	2.63
13	46	38.33	39	32.5	-		10	8.33	25	20.83	120	100	431	3.59
14	35	29.17	35	29.17	-		20	16.66	30	25	120	100	385	3.21
15	40	33.33	29	24.17	6	5	24	20	21	17.5	120	100	403	3.36

Table 1

Grand mean=3.01

The 15 items in Table 1 were used to elicit learners' reactions to sample reading texts. The attitude statements included in this part dealt therefore with the different aspects of reading texts to which students were expected to react.

Items 1, 2 and 9 measured students' reactions to the clarity of goals of reading texts and comprehensibility of the language. The percentages of these items, which stood out to be 65, 70.83 and 50.83 respectively could seem to indicate the relative inclination of the students. The percentage of item 1 suggests that students are more or less positively inclined. That is, they seem to believe that the objectives of the sample reading texts are explicit and clear. This was confirmed by the interview results. The percentage of item 2, on the other hand, is likely to uncover the negative attitude that students have towards the language of reading texts. For item 9, as can be seen from the percentage, students seem to have given an average assessment that the visuals presented with the sample reading texts, some how, facilitate comprehension. This view was expressed in the same way during the interviews. Thus, students' reaction about the importance of the visuals when they grapple with the language of the reading texts is averagely skewed.

Items 3,6, 10 and 12 directly or indirectly dealt with the amount of reading texts. Item 3, which is about the amount of reading texts, has a mean score of 3.47 which seems to indicate more or less that students are neither positive nor negative about the adequacy of these texts for developing the required reading skills and strategies. Item 6, on the other hand, has a mean 2.49 which shows the impact that the length of the reading texts has on the learners' reading interest. The views learners gave in the interview is such that

the length of the reading texts has considerably affected their reading interest adversely as they were not used to reading longer texts of that sort. In addition, students feel that the proportion given to reading texts in terms of category (fictional Vs non-fictional) seems to be acceptable. That is why 60.83% of them, with varying degree, expressed their agreement to item 10.

A related question that does with amount concerns the time allotted to the reading of the texts. For 61.66% of the respondents, the time is so limited that it is not possible to go through them and thereby accomplish the exercises required. That is why students seem to be negative about the item as they seemingly supported this view in the interview.

Items 4,8, and 15 were used to measure the learners' attitude to the appropriacy/relevance of the reading texts to learners' academic needs. Items 4 and 8 in particular required learners to show their reactions to the appropriacy of the contents/concepts of the reading texts to their age/grade level and their relevance to their academic needs. The percentages and mean scores for these items (65%, 2.57 and 59.16%, 2.75) show that the learners' assessment is more or less average about their appropriacy.. This view contradicts with what they reported in the interview that they really enjoyed reading the passages because the contents are appealing to them as these topics are the concerns of other academic subjects, too. Besides, they have seen a clear connection between issues raised in the passages and those raised in Biology and Geography, for instance. In item 15 students reacted to the appropriacy of the passages in relation to the development of different reading skills. As can be seen from the table, the mean score shows that the

reading texts are more or less appropriate for the required purposes. In the interviews, they also reported that they have been able to transfer some of these skills to other situations such as note-taking-and-making for study purposes. It can therefore be argued that the attachment of this feeling to the texts is necessitated by the importance they have for the learners (Rivers 1981).

Items 5,7, 11, and 14 are concerned with appealingness in terms of kind, encouraging independent as well as group work and familiarity of the contents of the reading texts. It is quite revealing to see from the mean scores of these items (3.19, 3.24 and 3.27 for items 5, 11 and 14 respectively) that learners seem to have an average assessment of the appeal of the texts from many perspectives. For example, they reported in the interview that they enjoy reading literary texts; some of the texts encourage cooperative work. In addition, students like reading topics which they are familiar with though some are not familiar. Students as appealing to them were mentioning such topics as airplanes, insects, and detective stories. The students in relation to item 7 express a contradictory view, which is about the extent to which the texts encourage independent work outside classroom situations. 65% of students showed their disagreement to this item and this doesn't seem to have been fulfilled by the learners as they related this one to lack of books to read on the topics being discussed.

In item 13, students were asked to evaluate the texts for sources of bias. In particular, they were required to see if the texts are biased to specific groups of society such as females. The mean score of this item – 3.59- shows the view that learners have towards

this item. This, however, contradicted with what they said during the interviews. According to their views, since the passages include both female and male characters, they seem to be free from gender –bias in particular.

On the whole, the grand mean of this part seems to reveal the kind of assessment learners gave to the reading texts from many angles. Though there are slight differences as their views in the interviews are concerned (in relation to their reactions in the questionnaire), the mean score doesn't seem to have been skewed either positively or negatively. It can therefore be said that their assessment or evaluative reaction is more or less average.

4.3 STUDENTS' REACTIONS TO READING EXERCISES

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree (2)		Strongly Disagree (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	44	36.67	31	25.83	-	-	25	20.83	20	16.67	120	100	414	3.45
2	15	12.5	24	20	11	9.16	35	29.17	35	29.17	120	100	309	2.58
3	38	31.67	35	29.17	3	2.5	28	23.33	16	13.33	120	100	411	3.43
4	43	35.83	39	32.5	3	2.5	20	16.67	15	12.5	120	100	435	3.63
5	20	16.67	20	16.67	3	2.5	43	35.83	34	28.33	120	100	309	2.58
6	40	33.33	40	33.33	2	1.67	10	8.33	28	23.33	120	100	414	3.45
7	24	20	5	4.17	6	5	45	37.5	40	33.33	120	100	288	2.4
8	15	12.5	20	16.67	7	5.83	34	28.33	44	36.67	120	100	288	2.4
9	10	8.33	10	8.33	6	5	40	33.33	54	45	120	100	242	2.05
10	40	33.33	44	36.67	-	-	18	15	18	15	120	100	430	3.58

Table 2

Grand Mean = 2.96

Table 2 presents students' attitudes to sample reading exercises. 10 items were designed to achieve this end. These items address six essential aspects/qualities of reading exercises.

Items 1 and 3 are concerned with the relevance of the reading exercises to students' academic needs in general and reading skills in particular. In replying to item 1, 62.50% of students expressed agreement by saying that the reading exercises are relevant to the academic requirements. Some of the reasons they gave therefore include: in other subjects they are sometimes required to take and make notes, look at pictures and transfer information to other formats or make some kind of inferences, etc. This, on the whole, would seem to suggest that the learners are positively inclined to the item. The students hold similar view in relation to item 3, which is about the extent to which the exercises develop different reading skills. That is why 31.67 % and 29.17% students expressed their strong agreement and agreement respectively. This judgment of the learners, as they reported in the interviews, emanated from the transferability of the skills to other academic subjects as referred to above. In other words, students seem to favour the exercises as they enable them to succeed in different academic subjects. The remaining students, 23.33% and 13.33%, with varying degrees, responded to the item negatively. The reasons they gave relate to the absence of tests on reading skills. According to these students, since reading is not properly tested like such language items as vocabulary and grammar, they don't seem to see the relevance to other academic subjects. From this, it can be argued that learners' attitude is dictated by the values they attach to the skills as

either contributing to other academic subjects or the testing of reading like other language items referred to above (Rivers 1981).

Items 2 and 5 assessed the comprehensibility of the language of the exercises and the instructions of the exercises respectively. It would appear from the percentages of these items (58.34 and 64.16) that students have problems with the language of the exercises. Some of the reasons they gave as purporting to this difficulty include: poor language background, less coverage of the reading skills at lower grade levels, the use of other languages during instructional process. These factors have thus made learners consider the exercises difficult linguistically, and hence negative attitude.

Items 4 and 9 assess the level of challenge or coping potential of the students. In responding to item 4, 68.33% of students reportedly expressed that the exercises require critical thinking to a certain extent. But a few of them (29.17%) seem to have the opposite reaction. In addition, the mean of item 9(2.05) indicates that the exercises can't be tackled without reading the passages. This in turn shows that students think that, in spite of the language difficulty, the exercises appear to be at more or less right level of difficulty. They further expressed that they comprehend the essence of the exercises and hence provide required responses. Even so, that is hindered by their inability to convey the answers to the exercises using English as they reported in the interview.

Item 6 refers to the extent to which the exercises encourage cooperative work among students. 66.66% of the students reported that the exercises do so. Needless to say, the

interview results confirmed the view students hold in relation to the item. In responding to this item, during the interview, students expressed that because of the exchange of ideas among their classmates, they were able to learn conceptually and linguistically. What is more, they reported that this has had a positive influence on their confidence.

Items 7, 8 and 10 directly or indirectly purport to the amount of reading exercises in enabling the achievement /development of different reading skills and strategies. 70.38% of students feel that though the exercises are varied within units, that variety is not maintained across the units. Besides, they believe that accomplishing these exercises within given time limits is not an easy task. That is why 65% of students expressed their negative reactions to the time allotted for accomplishing reading exercises. The mean of this item (2.4) adds up to this view of learners.

In item 10, 70% of the students showed their agreement with varying degrees. That is, students believe that the amount of the reading exercises is enough for developing different reading skills. That seems why they argued by listing down the skills that could be developed through these exercises (comprehension, information transfer, vocabulary work, writing summaries, etc).

The grand mean of this section, like the former one, is skewed neither negatively nor positively. However, this assessment, which on the whole is average, seems to contradict with the reactions of learners during the interview. For instance, learners' reactions to the

relevance, level of challenge, or coping potential, the extent to which the exercises encourage group work, etc seem to be more or less positive.

The items in this table were designed to elicit students' reactions to the teaching procedures used in the classroom by their teachers. The overall or grand mean of this table would seem to suggest that learners are more or less positively biased towards their teachers' methods of presentation. The interviews conducted with learners also revealed the same idea, that is, in spite of the background factors that students mentioned for being negative about the reading texts and exercises, the ways teachers handle the lessons have, somehow, made them like reading lessons or activities. This can be seen by making reference to individual items above. For instance, 80% of the students found out the teaching procedures to be interesting to follow attentively. This, according to their interview reports, initiated them to participate in class discussions and follow teachers' instructions properly. In addition, 72.5% of them reported that the methods are involving. This has helped them to learn from one another in terms of both language and ideas. A negative attitude is expressed by students in relation to the flexibility of the teaching procedures. The figure for this item stands out to be 70.84%. This was further confirmed by the interview results. That is, students expressed that there is not as such remarkable difference between the ways teachers handle different reading texts and exercises as they move from one unit to another. This section, in general, may hint the indication that the source for learners' negative reactions is not the way teachers handle reading lessons.

4.5 TEACHERS' ATTITUDE TO READING TEXTS

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree (2)		Strongly Disagree (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
2	8	40	9	45	-	-	3	15	-	-	20	100	82	4.1
3	10	50	6	30	-	-	4	20	-	-	20	100	82	4.1
4	10	50	6	30	-	-	3	15	1	5	20	100	81	4.05
5	10	50	6	30	-	-	4	20	-	-	20	100	82	4.1
6	3	15	7	35	-	-	5	25	5	25	20	100	58	2.9
7	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
8	10	50	6	30	-	-	3	15	1	5	20	100	81	4.05
9	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
10	10	50	6	30	-	-	3	15	1	5	20	100	81	4.05
11	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
12	2	10	7	35	-	-	5	25	6	30	20	100	54	2.7
13	7	35	4	20	-	-	5	25	4	20	20	100	65	3.25
14	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
15	10	50	6	30	-	-	3	15	1	5	20	100	81	4.05

Table 4

Grand Mean = 3.99

Table 4 above presents the reactions of teachers to sample reading texts.

Items 1, 2 and 9 relate to the clarity and /or comprehensibility of the objectives, language and visuals of the reading texts. These items have mean scores of 4.5, 4.1 and 4.5 respectively. The percentages of these items, needless to say, which stood out to be 100, 90 and 100 respectively, indicate, with varying degrees, the agreement of teachers to the ideas entertained by the items. It can therefore be argued that teachers are positively inclined to the clarity of the objectives of reading texts, the comprehensibility of their language, and the role of the visuals in facilitating the presentation of the texts and exercises from their perspective, and facilitation of comprehension as far as their students are concerned. Arguably, this group of items shows the positive attitudes of teachers as the figures above, and the teachers' views in the interview would seem to disclose.

Items 3, 6, 10 and 12 assessed the reactions of teachers to the amount of reading texts, their length, their proportion in terms of category, and the time allotted for their reading respectively. As can be seen above, 80% of teachers feel that the reading texts are so sufficient that there is hardly the need to bring in additional texts. They also reported in the interview that given the practical constraints such as time, the proper treatment of the texts in the two books (Book 1 and Book 2) would facilitate the achievement of the objectives of the reading section. On the other hand, a contrasting view was expressed by teachers in relation to the length of the reading texts. 50% of them reported that the reading texts are so long that it is not easy to maintain learners' interest. The same number of teachers (50%) feels that the length of the reading texts doesn't affect the

learners' interest. The former view seemed to have been supported by most teachers being interviewed. They expressed that learners find reading such texts very challenging given their language proficiency and experience in reading texts in English. This view goes hand in hand with what the learners gave both in the questionnaire and during the interviews. Their reports therefore confirm^{ed} that they were not used to reading longer texts and hence feel being over-challenged when presented with the reading texts.

Item 10 was used to see their attitude to the proportion given to texts in terms of kind. 80% of the teachers agree that the representation is fair. The item mean- 4.05 – also adds up to this view. What matters, according to the reports of the teachers, is not as such the proportion, but as such the reason behind the presentation of the texts. Thus as far as the required skills are developed, there is no need to worry about the proportion. Nevertheless, according to the teachers, students find reading literary texts enjoyable.

Time constraint, from the figure above, appears to have an adverse effect on the reading of the texts and accomplishment of reading exercises. That is why, 80% of teachers expressed their negative views to this item. The learners also share this view. Owing to the length of the texts, and learners' potential, teachers feel that the time allotted is not sufficient to properly cover the reading section.

Items 4, 8, and 15 were used to elicit teachers' reactions to the appropriacy or relevance of the reading texts to the learners' academic needs. A reading of table 4 above shows that these items have mean scores 4.05, 4.05 and 4.05 respectively. It can be concluded

from these figures that the texts appear to be appropriate for students of this level and hence are relevant to their academic needs. In addition, the texts help to develop different reading skills stipulated by the reading section. This view was supported well in the interviews. Apart from being varied in terms of content, the texts are suitable for the development of reading skills and strategies. This, they said, has helped learners in other academic subjects, as there is a horizontal relation between the contents of the reading texts and what learners usually encounter in such subjects as Biology and Geography, for example.

The appeal and the extent to which the texts encourage autonomous reading and cooperative work were measured by items 5, 7, 11 and 14. 80% of teachers responded that students find the reading of the texts enjoyable or appealing as the shift to literary texts coincide with their reading interests. In addition, the learners find the contents /topics of the texts familiar and hence appealing. This view was supported by 100% of the teachers (as in item 11). The mean scores of the items 11 (4.5) and 7(4.5) show the extent to which the texts initiate group work, and independent reading outside classroom situations. These figures therefore indicate the positive inclination teachers have towards the four items above.

In item 13, teachers were asked to give their reactions to the reading texts for sources of bias/stereotype/ prejudice. 80% of teachers reported that the texts are not biased towards any part of the society. The reasons they gave are similar to those given by the students.

Hence, the texts entertain both female and male characters and are not as such particular about any group.

In sum, a look at the grand mean (3.99) for this section confirms the discussion of the views of teachers above. Thus, teachers, on the basis of this figure, and their reactions in the due course of the interview, tended to be positive about the relevance, appropriacy, proportion, appeal, etc. of the reading texts.

4.6 TEACHERS' REACTIONS TO READING EXERCISES

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree(2)		Strongly Disag8rcc (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	5	25	9	45	-	-	4	20	2	10	20	100	71	3.55
2	7	35	7	35	-	-	4	20	2	10	20	100	73	3.65
3	8	40	12	60	-	-	-	-	-	-	20	100	88	4.4
4	7	35	7	35	-	-	3	15	3	15	20	100	72	3.6
5	7	35	7	35	-	-	2	10	4	20	20	100	71	3.55
6	8	40	12	60	-	-	-	-	-	-	20	100	88	4.4
7	7	35	7	35	-	-	3	15	3	15	20	100	72	3.6
8	3	15	2	10	-	-	10	50	5	25	20	100	48	2.4
9	5	25	3	15	-	-	6	30	6	30	20	100	55	2.75
10	7	35	8	40	-	-	2	10	3	15	20	100	74	3.7

Table 5

Grand Mean = 3.56

The 10 items which fall into five categories of relevance, comprehensibility, level of challenge (coping potential), appeal and amount were used to measure the attitude of teachers to sample reading texts.

Out of the total teachers involved in this study, 80% of them believe that the reading exercises appear to be relevant to learners' academic needs. That is why the mean of this item 3.55 more or less shows the agreement of the stated percentage of teachers. It seems from their interviews that most teachers underscore the transferability of the skills gained from these exercises to other academic subjects as when students prepare /make notes in preparation for exams. Besides, they spelled out that the skills developed as a result of the exercises prepare students not only for exams but for future academic demands in higher educational institutes. Item 3 asked teachers to give their reactions to the relevance of the exercises to the goals of the reading section. All teachers believe that the exercises are organized in such a way that they facilitate the development of different reading skills and strategies stipulated by the reading section.

Items 2 and 5 are concerned with the comprehensibility of the language of the instructions of the exercises and the exercises themselves. The figures for these items stand out to be 70% each, which indicate the relative inclination of teachers. This can also be seen from the respective mean scores: 3.65 for item 1 and 3.55 for item 5 which on the whole shows the positive attitude of teachers towards the items. Teachers also expressed that the language of the exercises appear to be less challenging to learners as compared to the language of the reading texts. This was further attributed to short

sentences used in the instructions of the exercises themselves. But the views held by students seem to be contradictory as learners' reactions show a negative inclination to these items.

Items 4 and 9 measured the level of challenge of the reading exercises. In replying to item 4, 70% of teachers reported that the exercises more or less require critical thinking. In item 9, 60% of them reported that the exercises can't be answered without reading the passages. These figures show that teachers are positive about the challenge that the exercises pose to the learners. This was further confirmed by the views they expressed during the interviews. Thus, the majority of the teachers reportedly feel that the exercises are at an appropriate level of language and content for students of this age and educational level.

Items 6 and 7 were used to assess the extent to which the exercises encourage cooperative work and offer variety to learners. All teachers, as can be seen above, feel that the exercises/ the way the exercises is organized is capable of initiating cooperative work among students. The mean score of item 7(which is 3.6) also shows the same view held by teachers above. In other words, they believe that the exercise types (from unit to unit) offer variety to learners and are thus appealing.

Teachers reacted to the amount of reading exercises in items 8 and 10. In responding to item 8 in particular, 75% of them reported that the exercises can't be accomplished within the given time limit. This was also mentioned by them as one of the factors

hindering the realization of the objectives of the reading section. From the mean of item 10(3.7) it can be argued that the majority of the teachers believe that the exercises are enough for the development of the required reading skills in spite of the practical constraints discussed else where in this paper.

A close look at the mean scores of many of the items in this section seems to indicate the overall reaction of teachers to reading exercises. Thus, it is possible to say that they are more or less positively inclined to reading exercises.

4.7 TEACHERS' REACTIONS TO TEACHING PROCEDURES

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree (2)		Strongly Disagree (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
2	-	-	-	-	-	-	10	50	10	50	20	100	30	1.5
3	8	40	12	60	-	-	-	-	-	-	20	100	88	4.4
4	10	50	8	40	-	-	2	10	-	-	20	100	86	4.3
5	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5

Table 6

Grand Mean = 3.84

The 5 items in this table were used to elicit teachers' reactions to the teaching procedures suggested in the Teacher's Book for presenting reading texts and exercises.

Item 1 dealt with the clarity of the procedures as they appear in the Teacher's Book. All the respondents, with varying degrees, have expressed their agreement to this item. This view was reiterated in the interview very well. Thus teachers reported that the Teacher's Book clearly describes the procedures, and these can be put into practice even though there are practical constraints such as those described in the next section. This view seems to fall in with what Richards (1995) described about the disparity between theory and practice: teachers tend to like methods on paper, and when faced with the actual work of putting them into practice, they tend to set a number of preconditions.

Item 2 was used to measure teachers' attitude to the practicality of the teaching procedures in classroom situation with available resources. This item has a mean score of 1.5. This would seem to suggest that teachers are negative about the statement. That is to say, in spite of being clear, all teachers (100%) feel that applying them in classroom, given the class size, lack of books, time constraints, etc is not as such an easy task to accomplish. This shows how teachers (in relation to item one) expressed contradictory views. In other words, it seems to agree with what Richards (1995) above pronounced very well: teachers, in principle, are positive about the procedures but they seem to be negative when the practical side is taken into consideration.

Item 3 was used to measure teachers' attitude to the interactiveness of the procedures when put to practice. From the figure, it is quite revealing to see that all teachers are positive about the item. That is, with varying degrees, 100 % of the respondents reported their agreement to the item. Thus teachers' reactions indicate that the procedures are interactive both for them as well students irrespective of the practical constraints aforementioned.

Item 4 measures teachers' attitudes to the procedures in terms of goal-orientedness. The mean score of this item -4.3- falls in the agreement region. This indicates that the teaching procedures match up with the syllabus objectives of the reading section. The teachers further expressed this view during the interviews.

Item 5 asked teachers the extent to which the procedures can be used flexibly. The mean score of this item, which is 4.5, clearly illustrates the agreement of all teachers, which in attitudinal terms is positive. This view seems to be contradictory with what learners expressed both in the questionnaire and interviews as they reportedly found the procedures strikingly similar throughout the course.

The grand mean for this section, in general, seems to indicate that teachers are more or less positive about the different aspects of the teaching procedures suggested in the Teacher's Book.

4.8 TEACHERS' REACTIONS TO THE FEASIBILITY OF TEACHING PROCEDURES

Items	Strongly Agree(5)		Agree(4)		No Response (3)		Disagree (2)		Strongly Disagree (1)		Total		Mean	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
2	10	50	10	50	-	-	-	-	-	-	20	100	90	4.5
3	7	35	8	40	-	-	3	15	2	10	20	100	75	3.75
4	3	15	1	5	-	-	16	80			20	100	51	2.55
5	3	15	3	15	-	-	7	35	7	35	20	100	48	2.4
6	8	40	8	40	-	-	2	10	2	10	20	100	78	3.9

Table 7

Grand Mean 3.6

The items in this table were designed to measure the attitudes of teachers to the seriousness of certain problems while putting the teaching procedures into practice.

Item 1 dealt with class size as a problem. The table shows 100% of teachers agree that it is a serious problem. The majority of the teachers further expressed in the interviews that class size stands out to be among the factors that hinders the smooth interaction between students and teachers during reading lessons. 85 students, on average, are reportedly found in one class. This is further aggravated, according to their view, by the lack of books, time pressure, etc. Items 2 and 3, from this table, show that time constraint and lack of books are serious problems in trying to effect the methods. That is why 100% and 75% of the teachers showed their agreement, with varying degrees, to items 2 and 3 respectively.

From the mean score of item 4 (2.55), it is possible to tell the direction of teachers' inclination towards learners' unwillingness as one of the factors affecting the effective implementation of the teaching procedures in question. Thus, teachers feel positive about this factor and this was justified in the interview as follows. Though learners' language ability is not up to the mark, they don't seem to be inhibited in discussions involving the teacher and the whole class. This, furthermore, was traced to students' likes of the teacher's style of presentation which learners themselves believe is interactive to some extent. This view seems to go hand in hand with what different writers have underlined regarding the effect of teachers' presentation on learners' feelings or attitudes towards the learning task. Thus, Harmer (1994) emphasizes that a teacher's method of presentation is

one of the factors that has an effect on the way the learners perceive the learning task in general and a specific language item in particular.

70% of the teachers don't view lack of skills as a serious problem while putting the procedures in to practice. The mean score of this item (2.4) strengthens this belief. The reasons they gave purport, above all, to the presentation of the procedures in the Teacher's Book is so clear that it is not as such demanding to put them in to practice.

The difficulty of reading texts mainly in terms of language (grammar and vocabulary) was rated by 80% of teachers as a serious problem affecting the implementation of the teaching procedures. This factor is reiterated by teachers as adversely influencing the efforts that they make not only during reading lessons but also in others, too.

It can be summed up that class size, time constraint, lack of books, and difficulty of language of texts have been found to be detrimental to the effective implementation of the teaching procedures and hence teachers' agreement is seemingly well pronounced in their responses to the respective items.

4.9 A COMPARISON OF TEACHERS' AND STUDENTS' REACTIONS TO READING TEXTS AND EXERCISES.

This section is devoted to the comparison of students' and teachers' reactions to reading texts and exercises. In order to see whether the difference between the reactions of teachers and that of students to reading texts is statistically significant, the following null and alternate hypotheses were formulated.

Null Hypothesis: There is no difference between teachers' attitudes and students' attitudes to reading texts.

Alternate Hypothesis: There is a difference between teachers' attitudes and students' attitudes to reading texts.

The mean scores of students and teachers' reactions are calculated to be 3.01 and 3.99 respectively. The t-test is calculated to be 5.13, which is greater than the t-value at 0.05 level of significance. Thus, the null hypothesis is rejected, and the alternate hypothesis is accepted. This means that the difference between teachers' reaction to reading texts and that of students' is statistically significant.

In order to see whether the difference between the reactions of teachers and that of students to reading exercises is significant, the following null and alternate hypothesis were formulated.

Null Hypothesis: There is no difference between students' and teachers' attitudes to reading exercises.

Alternate Hypothesis: There is a difference between students' reactions and that of teachers to reading exercises.

The mean scores of students' and teachers' reactions are calculated to be 2.96 and 3.56 respectively. The t-test is calculated to be 0.495. The t-value at 0.05 level of significance shows that it is less than the test result. Hence, the null hypothesis is accepted. This means that there is no significant difference between teachers' and students' reactions to reading exercises.

CHAPTER FIVE

V- SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

From the data gathered through questionnaires and interviews, it has been possible to see similar and different reactions of teachers and students to reading exercises, texts and teaching procedures and associated problems. In particular, teachers and students seem to share more or less similar views towards reading exercises. On the other hand, there are more differences than similarities between teachers' and students' reactions to reading texts. In addition, the overall results would seem to indicate that they both hold similar views as far as the teaching procedures are concerned though these were approached from different perspectives. For teachers, in particular, class size, time constraint, and lack of books appear to be serious problems that may have hindered the effective implementation of the teaching procedures. This to some extent has affected the way teachers feel about the procedures described in the Teacher's Book.

It can also be deduced from the earlier discussions that students' attitudes towards the reading texts and exercises are dictated, above all, by the importance they attach to them. Thus, this was mainly attributed to the services that the skills gained from the exercises render to other academic subjects in terms of facilitating comprehension and thereby helping them succeed in their performances. What is more, the attitude of students is partly the result of their coping potential of the exercises and texts presented to them. In

other words, the linguistic and conceptual challenge of the exercises and texts seems to determine the way students feel about them.

The teachers' attitudes, as has been discussed in an earlier chapter, are dictated more by the ease with which they handle the reading texts and exercises in the classroom situations. In addition, the importance that they attach to the reading texts and exercises in terms of helping learners achieve the stipulated objectives is responsible for the views that they hold.

On the whole, it can be said that the attitudes of teachers and students are the function of a number of background factors such as language, use –value and influence of these variables on their day to day activities or efforts. This view is supported well by the literature (Brown 1994, Hirvela and Boyle 1987, Harmer 1994, Lahley 1986, Warty 1998).

Based on the findings above, the following recommendations are made.

1. Teachers should advise learners to be more aware of the value of reading as an academic as well as lifetime experience. This may have an impact on their perception and the efforts they put into the learning process.
2. In order to help learners perceive the importance of reading in particular, like other skills, reading has to be tested regularly. Otherwise students are likely to develop the feeling that it is not worth studying in relation to others.

3. As the way people perceive affects their efforts, both teachers and students should strengthen that reading texts and exercises are useful not only for reading skills development but also for success in other academic subjects.
4. Teachers in particular should try to be flexible and friendly in their approaches in order to attract students towards reading lessons and hence affect the way they feel about the instructional process.
5. Above all, teachers should be convinced about the values of reading in particular before they embark on required activities such as getting involved in the instructional process and influence the way learners perceive the learning task.

BIBLIOGRAPHY

- Alemu Hailu (1994) "High School Teachers' Attitudes towards An Awareness – Raising Approach to. Vocabulary Teaching." Addis Ababa: AAU, MA Thesis.
- Brown, H.D. (1994) Principles of Language Learning and Teaching. New Jersey: Prentice Hall Inc.
- Chihara, T and T.W Oller (1978) "Attitudes and attained proficiency in English as a foreign language: a socio linguistics study of adult Japanese speakers," Language Learning, 28: 58-68
- Cook, D. (1987) in Brumfit, C.J. (1987) Literature and Language Teaching. Cambridge: Cambridge University Press.
- Davies, F (1995) Introducing Reading, London: Penguin Books Ltd.
- Dubin, F. and E, Olshtain (1986) Course Design. Cambridge: Cambridge University Press.
- Ferguson, C (1971) in Haile Mehari (1989). " The Attitude of Students and Teachers Towards the Use of ESP Teaching Materials." Addis Ababa: AAU, MA Thesis.
- Gardner.R.C.(1988) in Schumann,J.H(1998)" The Neurology of Affect in Language Acquisition," A Journal of Research in Language,vl.48.
- Gardner, R.C. (1985a) Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold.

- Gardner, R.C. (1988) in Schumann, J.H. (1998) "The Neurology of Affect in Language Acquisition," A Journal of Research in Language, vl.48.
- Gardner, R.C. (1985a) Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold.
- _____ (1988) "The Socio-cultural model of second language learning: assumptions, findings and issues," Language Learning, 39:101-126.
- Gardner, R.C. and W.E. Lambert (1978) in Brown, H.D. (1994) Principles of Language Learning and Teaching. New Jersey: Prentice-Hall Inc.
- Haile Mehari (1989) "The Attitude of Students and Teachers towards the Use of ESP Teaching Materials." Addis Abba: AAU, MA Thesis.
- Haileyesus Bala (1995) "Teachers' Attitude Towards English Language Learners Errors." Addis Ababa: AAU, MA Thesis.
- Harmer J. (1994) The Practice of English Language Teaching. London: Longman.
- Hirvela, A and J. Boyle (1988) "Literature Courses and Students' Attitude," ELT Journal, 42/3:237 -46.
- Hutchinson, T. and A. Waters (1994) English for Specific Purposes. Oxford: Oxford University Press.
- Lahley, B. (1986) Psychology: An Introduction. Iowa: WMC Brown Publishers.

Addis Ababa: EMPDA.

Oller, J.W. (1977) "Attitude variables in second language Learning" View points on English as a second Language. New York Regents.

Richards, J (1995) The Context of Language Teaching. Cambridge: Cambridge University Press.

Richards, J and C Lockhart (1995) Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.

Rivers, W. (1981) Teaching Foreign Language skills Chicago: University of Chicago Press.

Schumann, J.H. (1998) "The Neurology of Affect in Language Acquisition: A Journal of Research in Language. VI. 48.

Tadelle Adamu (1990) "Individual Differences in Second Language Learning in Formal Contexts." University of Reading, unpublished PhD Dissertation.

Taron, E. and G, Yule(1989)Focus on the Language Learner. Oxford :Oxford University Press.

Ur, P. (1996) A Course in Language Teaching. Cambridge: Cambridge University Press.

Appendix 1- Student Questionnaire

Addis Ababa University

School of Graduate Studies, Department of Foreign Languages and Literature

Dear Students,

The purpose of this questionnaire is to gather relevant information about student-teacher attitudes on grade 9 reading texts and exercises. As the information you give affects the validity of this study, your honest response to each item in the questionnaire is appreciated.

Thank You

Instruction: - Indicate whether you

- Strongly Agree (5)
- Agree (4)
- No Response (3)
- Disagree (2)
- Strongly Disagree (1)

To each of the items below by putting a tick (i.e \checkmark) in one of the boxes.

Part I: - Attitude Towards Grade 9 Reading Texts

No	Items	Response				
		Strongly Agree (5)	Agree (4)	No Response (3)	Disagree (2)	Strongly Disagree (1)
1	The purpose of the reading texts is explicit and clear .					
2	The language (grammar and vocabulary) of the reading texts is understandable .					
3	The reading texts are so sufficient that there is no need to supplement them.					
4	The concepts treated in the reading texts are appropriate for this level of students .					
5	The types (i.e. fictional and non –fictional) of the reading texts are appealing.					

6	The length of the reading texts affects the interest/ attention span of students.					
7	The reading texts encourage independent reading out of classroom.					
8	The reading texts are relevant to learners' academic needs.					
9	The visuals presented with the reading texts facilitate understanding.					
10	The proportion of the reading texts in terms of type (i.e 35.8 % are fictional and 64.2 % are non- fictional) is fair.					
11	The topics of the reading texts encourage the sharing of ideas or cooperative work.					

12	The reading texts together with the exercises can be accomplished within the given time limit.					
13	The reading texts are free from prejudices.					
14	The reading texts raise familiar and interesting topics.					
15	The reading passages (texts) are appropriate for the development of different reading skills.					

Part II-Attitudes Towards Reading Exercises

No	Items	Response				
		Strongly Agree (5)	Agree (4)	No. Response (3)	Disagree (2)	Strongly Disagree (1)
1	The exercises are relevant to learners' academic needs .					
2	The language of the exercises is understandable.					
3	The exercises help to develop the required reading skills in the syllabus .					
4	The exercises require critical thinking.					
5	The instructions of the exercises are clear and understandable .					
6	The exercises encourage cooperative work .					

7	The exercise types from unit to unit offer variety to the learners.					
8	The exercises can be accomplished within the given time limit.					
9	The exercises can be done without reading the passages .					
10	The amount of the exercises is enough for the development of the required reading skills					

Part III: - Attitudes towards Teaching Procedures (Teacher's Methods of Presentation)

Instruction: - Indicate your reactions by putting a tick in one of the boxes against each statement.

No	Statements	Strongly Agree (5)	Agree (4)	No response (3)	Disagree (2)	Strongly Disagree (2)
1	Teacher's presentation is attractive.					
2	Teacher's presentation is involving or interactive.					
3	Teacher's presentation is friendly.					
4	Teacher's presentation is organized.					
5	Teacher's presentation is flexible.					

6. What is your overall attitude to your teacher's methods of presentation?

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የውጭ ቋንቋና ስነፅሁፍ ክፍል

በዘጠነኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ የዘጠነኛ ክፍል ተማሪዎችና መምህራን በእንግሊዝኛ የማንበብ ክሊልን ለማዳበር በተዘጋጁ ምንባቦችና መልመጃዎች ላይ ያላቸውን አመለካከት ለማጥናት ነው። ስለዚህ ያንተ/ቺ ትክክለኛ መረጃ/ምላሽ ለጥናቱ መሳካት ወሳኝ ስለሆነ የቀና ትብብር/ሽን እጠይቃለሁ።

አመሰግናለሁ።

መመሪያ፣ በዚህ መጠይቅ ውስጥ ላሉት ጥያቄዎች ከተሰጡት አምስት

አማራጮች ውስጥ ማለትም፣

- በጣም እስማማለሁ
- እስማማለሁ
- መልስ የለኝም
- አልስማማም
- በጣም አልስማማም

አንዱን በመምረጥ በተሰጠው ሣጥን ውስጥ የራይት ምልክት “√” አድርግ/ጊ።

ክፍል አንድ፣ በዘመነኛ ክፍል የእንግሊዝኛ ምንጫ ላይ ያለው/ሽ አመለካከት

ተ.ቁ	ጥያቄ	መልስ				
		በጣም እስማማለሁ-	እስማማለሁ-	መልስ የለኝም	አልስማማም	በጣም አልስማማም
1	የምንጫ ግልጽ ነው።					
2	የምንጫ ቋንቋ /ስዋሰውና ቃላት/ የሚገባ ነው።					
3	በመጽሐፉ ውስጥ ያሉት ምንጫ በቂ ስለሆኑ ተጨማሪ አያስፈልግም።					
4	ምንጫ ያካተቱት/የሚያወሱት ፅንሰ ሃሳቦች ለዚህ ደረጃ/ክፍል ተማሪ ይመጥናሉ።					
5	የምንጫ ዓይነት /ለምሳሌ፣ አ-ልቦለድ ነክ/ የሚሰጥ ነው።					

6	የምንባቦቹ ርዝመት በማንበብ ፍላጎት ላይ ተፅዕኖ አለው።					
7	ምንባቦቹ ከክፍል ውጭ/ በግል እንዲነብ ያነሳሱኛል።					
8	ምንባቦቹ ከኔ የትምህርት ፍላጎት ጋር ይዛመዳሉ።					
9	ከምንባቦቹ ጋር የቀረቡት ስዕሎችና ሌሎች መረጃዎች ምንባቦቹን ለመረዳት ያግዛሉ።					
10	የምንባቦቹ ብዛት በዓይነት /35.8 %/ ልቦለድ ነክና 64.2%/ ኢ-ልቦለድ/ ተገቢ ነው።					
11	የምንባቦቹ ይዘት ከጓደኞቹ ጋር እንድወያይ/ ሀሳብ እንድለዋወጥ ያነሳሳኛል።					

12	ምንባቦቹና መልመኛዎቹ መምህሩ በሰጠው ጊዜ ውስጥ ሊሰሩ ይችላሉ።					
13	ምንባቦቹ የተወሰነ የሕብረተሰብ ክፍልን ለምሳሌ ሴቶችን የሚያገድዱ ነገር አያነሱም።					
14	ምንባቦቹ የታወቁና የሚሰቡ /ቀልብን የሚይዙ/ ርዕሰ ጉዳዮችን ያወሳሉ።					
15	ምንባቦቹ የማንበብ ክልሎችን ለማዳበር ተገቢ ናቸው።					

ክፍል ሁለት፣ በዘመነኛ ክፍል በእንግሊዝኛ የማንበብ ክሊሊን ለማዳበር በተዘጋጁ

መልመጃዎች ላይ ያለህ /ያለሽ አመለካከት

ተ.ቁ	ጥያቄ	መልስ				
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም	በጣም አልስማማም
1	መልመጃዎቹ ከትምህርት ፍላጎቴ ጋር የተዛመዱ ናቸው።					
2	የመልመጃዎቹ ቋንቋ/ስዋሰውና ቃላት/ የሚገባ ነው።					
3	መልመጃዎቹ የማንበብ ክሊሊን ለማዳበር ይረዳሉ።					
4	መልመጃዎቹ በጥልቀት ማገናኘብን ይጠይቃሉ።					
5	የመልመጃዎቹ መመሪያዎች /ትዕዛዞች/ ግልፅና የሚገቡ ናቸው።					
6	መልመጃዎቹ የቡድን ሥራን ያበረታታሉ።					

7	መልመጃዎቹ በዓይነታቸው የተለያዩ ናቸው።					
8	መልመጃዎቹ በተሰጠው ጊዜ መሠራት ይችላሉ።					
9	ምንባቦቹ ሳይነበቡ መልመጃዎቹን መሥራት ይቻላል።					
10	የመልመጃዎቹ ብዛት በቂ ነው።					

ክፍል ሦስት፣ በእንግሊዝኛ መምህር/ሽ የምንባቦችና መልመጃዎች አቀራረብ ዘዴ ላይ

ያለህ/ሽ አመልካክት።

መመሪያ፣ ምላሽ/ሽን ባዶ ቦታ ላይ የራይት ምልክት /√ / በመጠቀም

አመልክት/ች/

ተ.ቁ	ጥያቄ	መልስ			
		በጣም እስማማለሁ	እስማማለሁ	መልስ የለኝም	አልስማማም
1	የመምህሩ አቀራረብ የሚስብ ነው።				

2	የመምህሩ አቀራረብ የሚያሳድሩ ነው።					
3	የመምህሩ አቀራረብ ተማሪውን የሚያቀርብ ነው።					
4	የመምህሩ አቀራረብ የተቀናጀ ነው።					
5	የመምህሩ አቀራረብ የሚቀያየር ነው።					

6. በመምህሩ የምንባብና መልመጃዎች አቀራረብ ላይ ያለህ/ሽ አጠቃላይ አመለካከት ምን

ይመስላል?

Appendix 2- Teacher Questionnaire

Addis Ababa University

School of Graduate Studies, Department of Foreign Languages and Literature

Dear Teachers,

The purpose of this questionnaire is to gather relevant information about student-teacher attitudes on grade 9 reading texts and exercises. As the information you give affects the validity of this study, your honest response to each item in the questionnaire is appreciated.

Thank You

Instruction: - Indicate whether you

- Strongly Agree (5)
- Agree (4)
- No Response (3)
- Disagree (2)
- Strongly Disagree (1)

To each of the items below by putting a tick (i.e \checkmark) in one of the boxes.

Part I: - Attitude Towards Grade 9 Reading Texts

No	Items	Response				
		Strongly Agree (5)	Agree (4)	No Response (3)	Disagree (2)	Strongly Disagree (1)
1	The purpose of the reading texts is explicit and clear,					
2	The language (grammar and vocabulary) of the reading texts is understandable .					
3	The reading texts are so sufficient that there is no need to supplement them.					
4	The concepts treated in the reading texts are appropriate for this level of students .					

5	The types (i.e. fictional and non –fictional) of the reading texts are appealing.					
6	The length of the reading texts affects the interest/ attention span of students.					
7	The reading texts encourage independent reading out of classroom .					
8	The reading texts are relevant to learners ¹ academic needs .					
9	The visuals presented with the reading texts facilitate understanding .					
10	The proportion of the reading texts in terms of type (i.e 35.8 % are fictional and 64.2 % are non- fictional) is fair.					

11	The topics of the reading texts encourage the sharing of ideas or cooperative work.					
12	The reading texts together with the exercises can be accomplished within the given time limit.					
13	The reading texts are free from prejudices.					
14	The reading texts raise familiar and interesting topics .					
15	The reading passages (texts) are appropriate for the development of different reading skills.					

Part II Attitudes Towards Reading Exercises

No	Items	Response				
		Strongly Agree (5)	Agree (4)	No Response (3)	Disagree (2)	Strongly Disagree (1)
1	The exercises are relevant to learners' academic needs.					
2	The language of the exercises is understandable					
3	The exercises help to develop the required reading skills in the syllabus.					
4	The exercises require critical thinking .					
5	The instructions of the exercises are clear and understandable .					

6	The exercises encourage cooperative work.					
7	The exercise types from unit to unit offer variety to the learners.					
8	The exercises can be accomplished within the given time limit.					
9	The exercises can be done without reading the passages.					
10	The amount of the exercises is enough for the development of the required reading skills					

Part III Attitudes Towards the Procedures For Teaching /presenting reading Texts
and exercises

Indicate your reactions to each of the following statements by selecting from the
given alternatives.

No	Items	Response				
		Strongly Agree (5)	Agree (4)	No Response (3)	Disagree (2)	Strongly Disagree (1)
1	The suggested procedures are clear/explicit .					
2	The procedures are feasible/ practical with resources available .					
3	The procedures are interactive/ involving for both teachers and students alike .					

4	The procedures match up with the syllabus objectives for the reading section .					
5	The methods can be used flexibly					

Part IV: - Attitudes Towards the Feasibility of the Methods

No	Statement	Response				
		Strongly Agree (5)	Agree (4)	No Response (3)	Disagree (2)	Strongly Disagree (1)
1	Class size is a serious problem .					
2	Time constraint is a serious problem .					
3	Lack of books is a serious problem					

4	Learners' unwillingness is a serious problem.					
5	Lack of skills in applying the method is a serious problem.					
6	Difficulty of texts for learners is a serious problem.					

Appendix –3

Interview Questions

1. What is your overall attitude towards the exercises in the textbook? (Why?
..)
2. What is your overall attitude towards the reading texts in the textbook?
(Why?)
3. What is your overall attitude towards the language of the texts and the
exercises?
4. You may have either positive or negative attitudes towards some of the
items above or in the questionnaire. What are the factors
 - a) that caused you to have negative attitudes?
 - b) that caused you to have positive attitudes?

Appendix -4

Unit of Analysis

SN	Items in			Unit of analysis	Unit of observation	Sources of Information	Instrument Used
	SQ	TQ	P				
1	1,2,9 2,5,	1,2,9 2,5 1	I II III	comprehensibility (Clarity)	Reading Texts, Reading Exercises, Teaching Procedures	Students and Teachers	Questionnaire Interview
2	3,6,10,12 7.8.10	3,6,10,12 7,8,10 1.2.3	I II IV	Amount	Reading Texts, Reading Exercises, Teaching Procedure	Students and Teachers	Questionnaire Interview
3	4,15	4,15	I	Appropriacy	Reading Texts, Reading Exercises	Students and Teachers	Questionnaire Interview

4	5,7,14 7 1	5,7,14 7	I II III	Appeal	Reading Texts , Reading Exercises, Teaching Procedures	Students and Teacher	Questionnaire Interview
5	8 1,3 4	8 1,3	I II III	Relevance	Reading Texts , Reading Exercises	Students and Teachers	Questionnaire Interview
6	11 6	11 6	I II	Cooperative Work	Reading Texts , Reading Exercises, Teaching procedures	Students and teachers	Questionnaire Interview
7	13	13	I	Bias	Reading Texts	Students and Teachers	Questionnaire Interview
8	11 6 2,3	11 6 3	I II III	Level of Challenge /coping potential	Reading exercises, Teaching procedures	Students and teachers	Questionnaire Interview

9	4,9 5,6	4,9	II IV	Practicality	Teaching procedures	Teachers	Questionnaire Interview
10	2		III	Adaptability or Flexibility	Teaching procedures	Students and Teachers	Questionnaire
11	5	5	III	Organization	Teaching procedures	Students	Questionnaire
12		4	III				

Key

‘SN’ , ‘SQ’, TQ and ‘P’ stand for serial number, student Questionnaire, Teacher Questionnaire and Part Respectively.

DECLARATION

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Alamirew Kassahun

Signature:  _____

Advisor: Dr. Gebremedhin Simon

Signature:  _____

Place: Institute of Language Studies, Addis Ababa University.

Date of Submission: May 2001.