

**AN INVESTIGATION OF THE MINIMUM THRESHOLD LEVEL  
TOWARDS THE END OF THE FIRST CYCLE:  
READING SKILLS IN FOCUS**

**A THESIS**

**SUBMITTED TO**

**THE SCHOOL OF GRADUATE STUDIES**

**OF ADDIS ABABA UNIVERSITY**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Arts in TEFL**

**By**

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**May 2000**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

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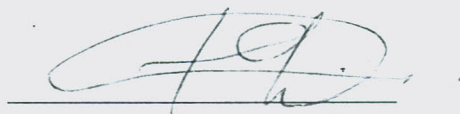
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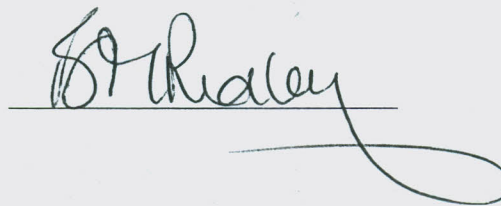
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## ACKNOWLEDGMENTS

*I am heavily indebted to my advisor, Dr. Teshome Demisse, who has been a great source of inspiration and encouragement to me throughout my work. Indeed without his unreserved dedication, the development and completion of this study would have not been materialized.*

*My sincere thanks also go to Dr. Dejene Letta, Dr. Gessesse, Ato Fisseha Mekonnen, Ato Daniel Abera, Ato Solomon Cheffo (for his help in the computation of descriptive statistics) Ato Wondwosen Tamirat for their comment and useful suggestions at the initial and final stage of this thesis. In fact to Ato Wondwosen Tamirat my obligation is unique. He has been with me since my preparation for the entrance examination until the final stage of the thesis work.*

*Many have unreservedly offered their assistance throughout my stay in the University. Though it may be difficult to name all, I should mention my friends Wlrt Martha Tsegaye, Dr. Eyasu Mekonnen (of the medical faculty), Ato Gobena Daniel, Wlrt Asnakech Feleke, Ato Solomon Gebre, Ato Belete Biriga, Ato Dawit Sime, Ato Samuel Tesfamichael, Ato Yayehyirad Aklilue, to all my family members, and to those who were with me during my work.*

*My acknowledgment is also extended to all the teachers and students who participated in the study.*

*I equally wish to extend my gratitude to Wlro Ayanlem Seifu, Wlrt Mekdes Degafie, and Wlrt Zinash Zewdie who painstakingly and carefully typed the final copy of this thesis.*

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## ABSTRACT

*The principal objective of the study was to investigate the reading achievement of the first cycle students and then compare this with the achievement level expected of them. As a corollary to this, the investigation sought to discover whether the reading objectives of the first cycle are met or not.*

*To this end, an achievement test and two sets of questionnaires were employed to collect the data. To prepare the test, the profile for the first cycle was closely analyzed. The textbooks for grade one, two, three and four were surveyed. Based on the objectives of the syllabi and the proportional representation of the sub-skills in the textbooks, a table of specifications was prepared. A test comprising literal comprehension, vocabulary in context, word recognition (identification), information transfer, comprehension-at-word level, comprehension-at-sentence level, reordering jumbled sentences and reading for the main ideas was developed as this would most likely gauge students' expected performance at the level. This test was administered to 180 randomly selected students from six schools: three from Government and three from Public Schools.*

*The test was piloted on 40 students and then was administered to the 180 sample students. The result of the test indicated that from the total of 180 sample students 94 students or 52% scored below the overall average of the test (54%).*

*A close examination of student's performance further revealed that students performed better in comprehension-at-word level, information transfer and reordering jumbled sentences tests. They performed adequately in literal comprehension test. The students performed below average in comprehension at sentence level, in Reading-for-the main idea and word identification tests.*

*The results of teachers' questionnaire also corroborate the test results. The response of teachers' questionnaire indicated that students' reading performance was below standard. Further analysis of the questionnaire revealed that there were some problems which account for such poor performance.*

*On the basis of the results, some recommendations were forwarded. These recommendations call for some remedial activities on the part of the teachers, supply of reading materials on the part of the parents and school administrators, syllabus and other minor policy adjustments on the part of the bodies concerned and improving reading practice on the part of the students.*

## CHAPTER ONE: INTRODUCTION

### 1.1. Statement of the problem

In the Ethiopian educational system, English is used as a medium of instruction both at the secondary and tertiary levels. It is taught as a subject starting from grade one onwards. It is also an outlet to the outside world since it is a language of international communication. "Since English is increasingly becoming the language of international communication, scientific and technological advance, it will continue to be indispensable for the modern development of Ethiopia" (Stoddart, 1986:11). Although English occupies this prominent place in Ethiopia, many teachers are complaining about the declining of their students' language achievement (Tewolde, 1988; Dejenie, 1990; Teshome, 1999). This may be explained in terms of the sum total of many variables like the methods we use, the materials we prepare, the number and background of students in a class, the motivation of the students and the teachers, the learning context (foreign language context) lack of well - defined and properly graded objectives, the assessment methods we use, and so on.

Notably, the lack of properly graded objectives, that is a series of clearly defined, short term goals, through which a learner can quickly progress (Page, 1983: 292) at the end of each grade level, makes the whole situation worse. Students (and to a certain extent teachers) may not understand what is expected of them at the completion of a certain language course. This may be reflected in what they do in classes and in what they test which may not be goal - oriented as such. Consequently,

students may be promoted to the next grade level without achieving what is targeted at a certain grade level.

Though this is the case, investigations into these areas are not enough. The limited pieces we have address issues only at the higher level. Rea - Dickens and Rixon (1997: 152) and Williams (1994: 203) seem to share this idea when they say research in language testing and teaching has focused almost exclusively on older foreign language learners. For example, say Rea-Dickens and Rixon (1997: 152) in the more than ten years of its existence, the specialist journal of language testing, has only had two articles on assessment of young learners.

But as many would agree, problems that affect language learning at the later stage may be the sum total of problems that have not been solved at early stages. The limited research findings available in the area of assessment of young learners seem to be the result of this understanding.

The situation in Ethiopia also seems to be no exception as the focal points for researchers are older students (Tewolde, 1988). Young learners, on the other hand, have been neglected. The result of which is stated by Rogers, "most grade 7 students are linguistically incapable of studying every subject except Amharic in English" (Rogers, 1969: 29). This is because many of the research pieces that have been conducted even in the area of assessment are either on nature and qualities of teacher made tests and examinations at Junior and Secondary levels from reliability and validity (content and face) point of view (Mazengia, 1982; Bogale, 1994; Kifle,

1995), or on format and content of national examinations (Alemu, 1983; Dejenie, 1990). From this, it is clear that young learners (up to age 12) in general and their level of achievement in particular are not researched. As a result, it would be appropriate to explore students' reading achievement level at the end of the first cycle.

## **1.2 Objectives of the Research**

### **A. General Objectives:**

English in Ethiopia has many facets: academic subjects are given in it, it is taught as a subject in itself and different mass media use it. This may clearly show what a great role it plays in the life of many Ethiopians. In school environment, for example, the success and failure of achieving educational objectives is sometimes attributed to students' linguistic ability. Hence, it might be of vital importance to explore the students' achievement level before embarking on other variables that could hinder educators and learners from achieving their objectives. Of course, some studies have been conducted (Tewolde, 1988 ; Seime, 1989) to investigate students' listening abilities (whether students are up-to-the standard) at Junior and Tertiary levels. Students' achievement level at the end of the first cycle, however, is an area that has not been investigated so far. The general objectives of the present study are, therefore, to find out:

1. the reading achievement level of the first cycle students and then compare this with the achievement level expected of them.
2. whether the reading objectives of the first cycle are met or not.

## **Research Questions**

Based on the general objectives of the study, the following research questions have been formulated.

1. What does the first - cycle students' reading achievement look like?
2. What general areas of weaknesses, pertaining to reading, would be prevalent among students, and which would therefore need to be taken in to account by textbook writers, syllabus designers, and other concerned bodies?
3. What are some of the salient variables that hinder educators and learners from achieving their objectives?

In addition to the above main research questions, the study was specifically designed to address the following two additional questions;

- I. Is there any significant difference among High, Average, and Low achievers?
- II. Is there any significant difference between Teacher - Made Test and Operationalized - Test results?

### **1.3 Significance of the study**

The findings of this research are hoped to help teachers of English at the first - cycle, material writers, syllabus designers and policy makers by increasing their awareness of the achievement level of the students, what is targeted at the end of that cycle and what possible solution might address current problems (if any) in the area.

The findings of the study are also expected to help textbook writers and syllabus designers understand what areas students are weak at and what should be emphasized. This study is particularly intended to help these people in making adjustments, improving teaching materials and in preparing supplementary materials.

In addition, the findings will give some insights into conditions and circumstances that affect the reading progress of first - cycle students.

Finally, the outcomes of this study will hopefully call for more rigorous investigations to enrich the limited research findings available in the area of assessment of students' linguistic achievement level vis-à-vis the level required .

#### **1.4. Limitation of the study**

Out of the total number of 65 Government and 185 public schools in Addis Ababa, this study was confined to 3 Government and 3 public schools. This was due to time, material, and financial constraints.

Thirty students were selected from each of the six schools identified for the purpose of this study. In addition, the study was limited to subjects who attended grade four in 1999/2000 academic year.

The other limitation in this study was a factor related to coverage of the test. The test did not include the last two chapters of the Grade four English reading course as it was administered in April, 2000.

## **1.5. Definition of terms used**

**Threshold level:** The threshold level or T- level will be the lowest level of general foreign language ability to be recognized (Van Ek, 1975:13).

**Government Schools:** Government school, in Ethiopian context are those schools which are financed, administered and supervised by the Government.

**Public schools:** Public schools, according to Ayalew (1999:99) “are those which were established as private schools but were nationalized by the Military Government and brought under the community’s administration”.

**Graded Objectives:** Graded objectives means says Page, (1983: 292) “the definition of a series of short-term goals, each building upon the one before, so that the learner advances in knowledge and skill”.

**Achievement Tests:** “Achievement tests measure what students have learned in school” (Capper, 1996: 29).

**First - Cycle:** According to the new educational policy, First - Cycle is the lower primary level which includes Grade One, Two, Three and Four.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 The Concept and Aim of an Achievement Test

Teachers usually administer tests to determine the extent to which a course has been mastered. We usually label this kind of test as an achievement test. The very idea of such tests, according to Chater (1984:107), is not to compare one pupil's attainment with that of others, but to see if a pupil had mastered a skill he/she was expected to master or need to master at a particular stage of learning. Both the students and the teachers are commonly interested in observing progress than in discriminating who is who in the class. Spratt (1985:145) also seems to be of the same opinion when she says: "an achievement test is one of the means available to teachers and students alike of assessing progress". Regarding such tests, Heaton (1988:172) goes to the extent of saying that "all public tests which are intended to show mastery of a particular syllabus are also achievement tests since these tests are based on what the students are presumed to have learnt".

While attempting to determine the extent to which a certain language skill has been mastered, elements of comparison might be introduced to the system. This comparison is, however, made between students' score and some standards "usually some specified behavioral criterion of performance" (Kavale, 1973: 21). One interesting nature of this type of test is that "the focus is on what the student can do" (Kavale, *ibid.*) and not on what they should do. Every activity of the class is thus usually geared towards enabling the learner to do something new.

The discussion thus far indicates that with the introduction of this kind of test in educational settings, one of the most widely held misconception about testing that is, the notion which says the purpose of a test is to discriminate who is who in the class, seems to have lost ground. According to this old conception, one of the very nature of tests in general is to cultivate a feeling of competition than co-operation. In achievement tests, on the other hand, co-operation is encouraged since the primary aim of this test is to provide guidance towards progressively more complex and varied skills as well as enabling learners to do things which used to be difficult.

Achievement tests thus give feedback on students' progress to both teachers and students (Kavale, 1973:17-18, Chater 1984:107; Williams 1985:144; Spratt, 1985:145; Heaton, 1988:172). This is because "it looks back over the syllabus that has been covered and looks forward in that the test may indicate directions for future remedial work at the class, group or individual level" (Spratt, 1985:145).

### **The Content of Achievement Tests**

Lessons usually have objectives and teaching is, albeit with some constraints, again usually geared towards achieving these objectives. At any stage of this instructional process, teachers might assess students to know whether or not instructional objectives have been met. The contents of these tests could, therefore, be a fair representative of the skills and topics covered over a period of time "as any achievement test constitutes a sampling," and "it is never entirely complete" (Tinker, 1973:76). More importantly, this kind of test should sample as widely and

unpredictably as possible from the content of the course, bearing in mind time constraints (Harris and McCann, 1994:51). The content of any achievement test is, therefore, closely related to instructional objectives as objectives should determine teaching and testing content.

## **2.2 Investigation of Achievement Level**

Achievement tests are widely used in various levels and contexts to determine the achievement level of students as this might gauge the quality and standard of education in general and language education in particular in a given educational setting. Although some of the attempts are not specifically on reading, the practice of some countries reveal the findings given below.

Studies that reveal the low level of achievement of young learners at earlier stages seem to pervade every continent. For instance, studies made in the USA show that most minority children are unable to function through English (Mckay 1997). Since they have not achieved what they were supposed to achieve, "in the 1960's the federal statutes entitled these children to learn in their first language if they were not proficient enough in English" (Ibid.; 164).

The situation in Europe also seems to be no exception as many expressed their dissatisfaction of the achievement level of learners (Page, 1983). However, the reasons given for the decline in students' performance are different. The first reason, as to Rea - Dickens and Rixon (1997), is related to the objectives of education in

general, and objectives of the language course in particular. These objectives are not usually put in terms of what learners can do. Rather, they are put in terms of what they should be able to do at a given stage in the curriculum. The second reason is related to the nature of the assessment teachers usually employ to evaluate their students. In most cases, what is practiced is the traditional pencil - and - paper test which, according to the above cited authorities, cannot reflect the kind of activities students may experience in their real life or the kind of activities they would like to demonstrate. The assessment component of primary French teaching in England and Wales is a notable example. Justifying this, Rea - Dickens and Rixon (1997) have the following to say:

Because of the assessment methods used, and because the early starters at the ages of 14 and 16 had already been in the secondary schools for a number of years, the results which showed that primary school learners of French did no better than those who started later have been somewhat discredited. As a result, for many years, the negative conclusions drawn from the research discouraged similar programs in other countries (1997:152).

Mckay (1997) also obtained a similar finding in Australia. According to this finding, many educators were not satisfied with the achievement level of primary school students learning English as a second language. One of the main reasons is attributed to lack of proper and well-defined objectives. Being one of the causes for poor performance of the students in the language, the objectives of language courses were severely criticized for not being comprehensive and realistic. They (the objectives) do not reflect what the students can do in the language, and what the students want to

perform in the language adequately. Even if these elements, to a certain extent, are included in the objectives, they do not appear in the examination. This, in turn, has what McKay (Ibid.) calls 'a negative wash-back effect'.

### **Investigations into the Achievement Level of Ethiopian Students**

The fact that students at various levels do not perform at the level they are expected to is well established (Stoddart 1986). This has been proven in different ways by the limited research undertakings available. The first groups have tried to present the problem by talking about general proficiency (Rogers, 1969; Stoddart 1986). The second groups have also tried to present the problem by comparing actual abilities with the levels required (Tewolde, 1988; Seime, 1989; Genene, 1994).

As already indicated, among the limited pieces of local research we have, the first one that can be cited, though conducted thirty years ago, is Rogers' work on the assessment of young learners in Ethiopia (1969). Rogers attempted to reveal the state of English teaching and level of students in Ethiopia by saying that, "The stage of English teaching in Ethiopia is critical. And that the crisis has its origin in the elementary school" (1969). Based on his findings, he suggested that "the postponement of English teaching to grade 7 might be desirable as the teaching of English at this level is ineffective and wasteful" (1969:30).

Stoddart (1986), on his part, assessed the proficiency level of students in elementary, junior and secondary schools. He visited many of the English language and content

area classes. The result of his classroom observation revealed that the English possessed by the vast majority of students at all levels in our schools was totally inadequate for the purpose of learning other subjects through it. The gap between the level of students and what was required of them was so wide that it might not be bridged or minimized. Stoddart says, "as a result of students' inability to function through English, the quality of teaching and learning in schools has been very adversely affected" (1986:6).

The ground for both Rogers' and Stoddart's argument is the inability of students to properly function through English (as the level of students is far from adequate). Had there been any other proper mechanisms like graded objectives and tests through which a student would be promoted to the next higher level, the problem may have not been any worse than it is now.

The other researcher who tried to study the problem by comparing students' actual levels or abilities with the level required is Tewelde. Tewelde (1988), in attempting to compare the listening abilities of junior secondary school students with the listening level required of them, tried to investigate the student's listening level. According to his findings, the level of the students is much below the standard. From this, one can understand that if their listening - receptive ability- is inadequate, their ability to communicate will not be good either as the whole business of communication, in most cases, is conveying or receiving information.

Seime's (1989) investigation has also addressed the same issue. His investigation is similar to that of Tewelde's in that both studies focus on listening abilities of students.

However, Seime's is different because it was conducted on tertiary level students. Having analyzed the result of his study in three stages: the student's ability to use strategies, their ability in the language functions, and their overall listening ability, he showed that "students are below the level expected of them in understanding their lectures".

More importantly, the poor level of reading ability which many students possess has been reported by various researchers, (Genene Mekonnen, 1994; Dubale Lawgaw, 1990; Chefena Hailemariam, 1988).

Chefena's study was primarily concerned with investigating the practices of beginning reading instruction in Government and Public Elementary Schools in Addis Ababa. Chefena conducted his study on 50 teachers from 31 various schools. Using questionnaire and observation as data collection instruments, he found out that the most dominant beginning reading instruction method was look-and-say. However, few teachers were using a combination of 'phonic', 'word', and 'sentence' method.

Similarly Dubale (1990) has undertaken a study on 318 students to show whether or not success in reading in English correlates more closely with content subjects than any other subjects selected to be tested in the research.

To achieve these objectives, he administered a test to the 318 sample students. The results of the test were compared using statistical analysis. The findings revealed that there is a significant relationship between English and each one of the content subjects, and the content subjects with each other.

The other study was the one conducted by Genene (1994). This study attempted to compare the comprehension abilities of the 7<sup>th</sup> grade students with the level expected of them in the content areas. Questionnaire and Interview (to investigate the kinds of reading habit they have and problems the students face and how they try to overcome the problems), cloze tests (to investigate the actual level of students), Fog Index (to assess the readability of reading tasks) were the major instruments used in the study.

The result of his findings revealed that the comprehension level of the 7<sup>th</sup> grade students is at the frustration level.

The studies reported, notably in Ethiopian context, provide examples that demonstrate the poor level of reading ability which many students possess. However, the problem of low performance has been widely addressed, no empirical study about the performance of first cycle students has been done to date.

The present study on its part seeks to investigate the minimum threshold - level towards the end of the first cycle. To this effect studies related to 'threshold - level', reading as a skill, reading sub - skills involved at the elementary level coupled with their assessment have been reviewed and are presented below.

### **2.3. The Concept of Threshold - Level**

Threshold - level, as defined by Van EK, will be the lowest level of general foreign language ability to be recognized (1975:13). The first introduction of this concept was

not purely on pedagogic motives. This is because the introduction of 'threshold - level' was closely associated with the establishment of the European Union.

In their attempt to establish a European Union, member states needed to have a working language that could serve as a bridge among the member states. Any one who wished to serve in this Union, therefore, was expected to acquire the minimum proficiency level of that working language (in this case, English) (Van EK, 1975). In addition, the question: 'If a student moves from one member state to the other, should he/she start from the very beginning or from the level where he/she has stopped' captured the attention of many educators. Most probably the dissatisfaction with the narrowness of the then examinations also seemed to encourage the search for better ways of meeting public demand. In response to these public demands, 'Threshold - level' came to the floor (Van EK, 1975).

After being introduced in the educational systems of many member states, the concept of threshold - level was treated with 'Graded objectives'. Various scholars treated threshold - level as a product of 'Graded objectives'. According to Page, (1983), Graded objectives are a series of clearly defined, short term goals through which a learner can quickly progress. Each group of short - term goals is called a 'level'; each level represents a small step towards the 'Threshold - level' of linguistic competence (Page, 1983: 292). In 'Threshold - level', then, objectives with series of short - term plans are encouraged. This is because "learners may be strongly motivated by a sequence of short - term objectives than by one single long - term

objective” (Van EK, 1975: 13). These short - term objectives are designed in such a way that one language objective leads to the other. Similarly, students can progress by the ‘mastery learning’ of a given short term language course. One important element of such practices is that ‘learners may take a test at any time and should take tests when learners are ready to pass (Page , 1983).

The question of readiness seems to be of vital importance for students. For a student to be promoted to the next stage, he/she has to achieve the objective at hand. On the contrary, “if a student has not yet gained the necessary degree of skill or has not mastered the knowledge specified, entry [to the next course] can be delayed” (Mortimore, et al. 1986: 51).

This seems to be one of the remedial activities in areas where educators are suffering from low educational standards. Learners will be provided with a series of attainable objectives, where they can master the objective at hand and quickly progress to the next stage. If any low achievement is recorded, promotion will be delayed. This is interesting on the surface but not without problem. The actual height of the threshold - level, according to Van EK (1975), has been a matter of discussion for a long time. Describing the problem, Van EK writes: “the difficulty is that we cannot really know just what constitutes [threshold - level], survival level, and an absolute minimum of general ability . . the height might be determined somewhat arbitrarily on the basis of an estimated average learning time. . .” (1975: 13).

Regardless of these problems, there could be a possibility of classifying proficiency levels into three: Threshold - level, Survival level and Absolute minimum of general ability. In this study, too, an attempt has been made to establish a similarity with this classification.  $(X + SD)$  or higher achievers which can be equated with Van EK's Threshold - level,  $[(X + SD) — (X - SD)]$  or average achievers which can be equated with Van EK's "Survival - level" (1975: 14). Finally,  $(X - SD)$  or low achievers can be equated with Van EK's "an absolute minimum of general ability". (Where  $X$  = mean score and  $SD$  = Standard Deviation).

### ***2.3.1 Objectives in 'Threshold - level'***

While setting the objectives, an emphasis is placed on the 'communicative nature of language and, as such, great importance is attached to the skills of speaking, listening and reading. Language, according to Van EK, is defined in practical, rather than grammatical terms (Van EK, 1975).

Van EK (1975) described this feature stating "Language is usually presented in its realistic situational contexts which are readily understood by both the teachers and learners" (1975: 14).

Another important aspect of objectives in threshold - level is that while setting the objectives, they must be set in such a way that they could accommodate almost all kinds of interests, and should be appropriate to learners of all ages and abilities at the level. This makes the scheme motivating as it is not used for discriminating purposes.

Viewed from this angle, objectives in threshold - level, like those of Graded objectives, are interested to see what the learners can do.

As a result of this unique nature of the scheme, “pupils of limited ability had a source of achievement and pride” (Mortimore, et al, 1986: 46).

### ***2.3.2 Achieving Threshold - level***

One of the ways of achieving ‘Threshold - level’ could be ‘Graded - assessments’. These kinds of assessments, according to Mortimore, et al. (1986) “are based, not on set proportions of candidates gaining particular grades, but on the achievement of specified levels of skill, regardless of age” (1986: 50). This is particularly so as the very principle of this series of tests is to secure success. Success at one level encourages the learner to progress to the next. (Van EK, 1976).

### ***2.3.3 Definition of Levels***

Both threshold - level and graded objectives are divided into three levels: Level One, Level Two, and Level Three, or Beginners, Intermediate, and Advanced. The activities involved in these skills are usually different. The reading tasks involved in these levels, for example, move from the identification of signs and public notices, advertisements, time-tables, in early levels, through the reading of pen-friend letters at the intermediate stage to extracts from newspapers and magazines at advanced level

(Page, 1983: 298). Similarly Van EK outlined reading activities involved at T - level, in this way.

At T - level, the learners will be able to read:

- typewritten letters and simple brochures sent in return for letters written by the learners themselves;
- generally used texts on cod - signs;
- generally used public notices and announcements,
- generally used new terms.

Van EK, 1975: 16

While outlining these reading objectives, Van EK did not decide whether these objectives are designed for Level One, Level Two or Level Three. He left them out saying: “they are a minimum reading objective as derived from estimated needs at T - level” (1975: 25). Despite this minor limitation reflected in this area, his classification seems to have acceptance in our educational system as well.

In the Ethiopian context, the educational levels are divided into three: First Cycle (Grades 1 - 4), Second Cycle (Grades 5 - 8), and High School (Grades 9 - 10). This is similar to that of Van EK’s classification in that both involve three levels: First cycle, Second Cycle And High School for Ethiopian Educational System (excluding preparatory and territory level education); Beginners, Intermediate and Advanced for T - level or Graded objective.

From these three levels mentioned above, that is First Cycle, Second Cycle and High School, objectives included in the First Cycle will be highlighted.

In this cycle, much emphasis is given to the basic sub - skills of reading. It moves from establishing sound - symbol relationships, through word-recognition to literal comprehension.

The literal Comprehension tasks involved:

- reading and understanding compound sentences,
- reading and understanding 75 - word passages on the syllabus topics,
- arranging the sentences of a paragraph in the correct order,
- reading paragraphs and short passages and:
  - ◆ extracting the main idea,
  - ◆ finding the information needed to answer questions, and
  - ◆ putting sentences and pictures in the correct order (ICDR: 1994: 19 - 20).

All these tasks involve topics related to students' everyday lives. For a student to be promoted to the Second Cycle, he/she has to adequately achieve the above stated reading objectives.

One clear difference that exists between the implementation of our classification and that of Van EK's is that in our First Cycle, it is only in grade four that students sit for examination due to the new automatic - promotion policy. In Van EK's classification, at Level One, students sit for a series of tests with the purpose of ensuring success.

Having completed the objective at hand, students sit for a test. If they successfully do the test, they are promoted to the next stage. If they do not, promotion will be delayed. This decision is followed by identification of area of weaknesses for remedial activities.

In our educational system, on the other hand, students are entitled to promote to the next level regardless of their performance. Of course, emphasis is given to the basic sub - skills of reading. This emphasis, however, is not accompanied by tests. Although our educational system is characterized by lacking this important practice, the discussion on the skill and sub - skills involved at the elementary level coupled with their assessments are presented hereunder:

## **2.4 Reading as a Skill**

Current views on reading assume that the task of reading is re-creating meaning. The reader, based on the interaction between his/her background knowledge and the reading material, creates meaning. Based on his/her background, the reader keeps on guessing to make meaning from the text. The guessing, however, is far from random. It is principled guessing which draws upon two sources to guide it: first, the text itself and, second, what the reader brings to the text (Goodman, 1967 in Williams, 1984:3).

Apart from these, reading can be viewed from other numerous points and it will be unwise to consider the above ones as the only views about reading.

Regardless of this unique nature and various views about it, the skill does not seem to be taught properly (Chefena, 1988). This has been so because during the years when theorists defined learning and language in terms of observable behavior, the assumed language model was radically different from the one currently accepted. As a result, both language teachers and learners have tended to overlook the importance of this skill in facilitating language learning. Clarke (1988) has also spelled out his frustration in the improper teaching of the skill in this way "Reading is ... the least understood process in education today. In spite of a multitude of books and journals devoted to the study and the teaching of reading, no theory of reading has won general acceptance (Clarke 1988: 14). Citing Eskey (1973); Harris (1976); Robinett (1976), Clarke (1988:14) further elaborates this view by saying "recently a number of authors have cited the lack of a generally accepted theory of L<sub>2</sub> reading as a major obstacle to teaching and testing ESL reading skills." All these can be considered as additional indicators for the improper teaching of the skill.

Harris and McCann (1994:17) also seem to question the practice and teaching of this important skill. "We", the above authorities argue, "often do reading tasks in class in lockstep fashion: the whole class reading one text and answering questions on it".

In reading, readers engage in a variety of mental processes in an effort to comprehend information from written texts; yet, there is rarely a perfect match between input and knowledge; gaps in comprehension occur. Special effort to deduce meaning or to

facilitate new learning may be required. The discussion on views about the skill lead to the description of two important points: the Goals and the Importance of reading.

#### **2.4.1 *The Goals of Reading***

While discussing the goals of reading instruction, it would be sensible to establish a dichotomy between long - term and short-term reading goals. Long-term reading goals are concerned with gains in achievement over a term or a year. Clearly put, this kind of goals deal with progress in skills over a period of time. Short - term reading goals, on the other hand, are concerned with day-by-day and week-by-week learning (Tinker, 1973:87).

In setting the goals of a reading programme, the cognitive development and grade level of learners are usually taken into account. It may not be possible to teach a grade one or two pupil to draw a conclusion in the same way as does a grade four or five pupil. Although this is the general consideration while setting the goals, there seems to be room for introduction of such tasks that involve higher cognitive domain. This has been supported by studies conducted by Jenkinson (1973:46), Feitelson (1973:35), Graves, et al. (1999:19). Extending this view, Jenkinson (1973:46) states: "even at an early age children can be taught to anticipate out-comes by suggesting the ending of a story or an alternate conclusion for example."

The first reading goal is teaching how to establish a relationship between a sound and its corresponding symbol. Establishing sound-symbol relationships is considered to be

the major reading goal (Chastain, 1988:216). "Early in a beginning course", says Chastain (1988), "much time should be spent on the relationship between sounds and their written symbols and vice-versa through reading aloud and dictation practice". This activity is believed to facilitate the precondition for the teacher to identify the pronunciation problems of students and specify what their weaknesses are.

Having achieved the first objective, that is, establishing sound-symbol relations, the student gradually moves to the other main objective of reading : comprehension. As defined at the beginning of this section, reading is the act of responding to printed symbols so that meaning is created. As the child progresses through school, there must be increasing emphasis on developing more than the literal meaning of what is read and on undertaking the two latter aspects of comprehension (Jenkinson, 1973:47). At this stage, the goal is designed in such a way that it encourages "students to guess, to tolerate ambiguity, to link ideas, to paraphrase, and to summarize so that they stop dwelling on isolated words often not vital to comprehend" (Chastain, 1988:224).

#### ***2.4.2 The Importance of Reading***

Reading is one of the most important skills students need to develop since it is an important component of learning a second language. Concerning this, Carrell (1988:1) writes:

For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Certainly, if we consider the study of English as a foreign language around the world- the situation in which most English learners find themselves-reading is the main reason why students learn the language. In addition, at advanced proficiency levels... the ability to read the written language... with good comprehension has long been recognized to be as important as oral skills, if not more important.

Being one aspect of communication, reading opens a door to learning about societies living in other parts of the world. Through reading their literature, anyone can learn about the culture of a given society. Viewed from this angle, therefore, reading is extremely important in broadening our horizons. Besides, in order to communicate through the written language, learners need large amount of comprehensible input. Similar to listening materials, reading materials provide ample opportunities to enrich comprehensible input and hence facilitate communication. Chastain (1988:218) maintains this view by saying: "Reading for meaning is a communicative process and, as such, involves mental processes similar to those of the other three language skills.

Reading also gives students opportunities to learn at their own pace. Students can read any material of their interest whenever a need arises. Thus, most reading activity serves to facilitate communicative fluency in each of the other language skills.

More importantly, to produce functional readers in a technological society, growth in reading must parallel and reinforce children's developmental cognitive growth

(Jenkinson, 1973:46). This is because, in the words of Jenkinson, "in today's world the unread are the unready and the unemployed".

### **2.4.3 Reading Skills at the Lower Level**

#### **2.4.3.1. Word recognition**

It is widely acknowledged that reading is an important aspect of language learning. Similarly, word recognition is one of the most important aspects of learning to read. Word recognition, according to Graves, et al. (1999:79), is "the ability to pronounce a word when it is seen in print". For Finn (1990:91), word recognition is "the ability to recognize words in print that they already know in spoken form. Learning the meanings of new words is an important part of language development, but it is a different matter from learning to recognize words in print that one already knows in speech." Farr and Roser (1979:150), on the other hand, seem to have a different conception of word recognition as they equate word recognition with the act of reading itself. According to these authorities, word recognition is "the comprehension of words as they serve to convey the ideas represented by clauses, sentences, paragraphs". La Berg and Samuels (1974), in Taylor and Taylor (1989:390), also view word recognition as "a cluster of sub - skills, such as selecting and scanning features, unitizing the features into letter codes, associating letters with sounds, associating word sound with meanings, and so on". This might show that it is the combination of these sub - skills that constitute word recognition. Of course, maximum care should be taken here not to overload the child with all these sub -

skills simultaneously. Many of these sub - skills can be developed as the child becomes cognitively more mature. The teacher's competence and good judgment are paramount in the selection and introduction of appropriate sub - skills.

The success of teaching reading may begin from the teaching of word recognition as these activities are the bases for the development of reading in general, and comprehension in particular.

Many authorities (Moore, et al. 1998; Combs, 1997; Barr and Johnson 1997) equate success in recognition and decoding with success in comprehension.

The more successful the learner is in decoding words, the faster comprehender he/she will be. Taylor and Taylor's (1983) study has also indicated that when decoding is fast and automatic, more resources are available for comprehension. Extending this view, Graves, et al. (1999:77) argue that "Automatic word recognition allows readers to turn more attention to the moving of words, sentences, and passages. This construction of meaning on the part of the reader is the ultimate goal of all word recognition strategies".

Although there is variation in approach to the definition of word recognition, none of the above authorities deviate from the basic nature of word recognition. They all assume that the growth area of word identification is probably the most basic of all reading activities. They all believe that word - recognition is the foundation upon

which other reading sub - skills are laid. Unless a child can recognize the words for which printed symbols stand, how can he/she read?

As with all other skills, the kind of test that we administer in word recognition should mirror the kind of activity that the teacher has been doing. It would be unwise, unfair and unreliable to expose learners to activities that they are not familiar with. The following section, therefore, looks into the ways of teaching word - recognition as it would be helpful in assessing student's achievement on it.

### **Teaching Word-Recognition**

Words can be recognized in different ways. The child may ask someone to pronounce it and thus may remember it next time. He/She may figure out the word by reading carefully all of the words around it and by associating it with the previously learnt word. This child may reach a saturation point beyond which she/he can no longer depend on her/his memory Taylor and Taylor, (1983:390), Finn, (1999:89), Combs, (1997); Moore, et al. (1998:159), Graves, et al. (1999:76). Although, there could be many other ways of teaching word - recognition, the following are some suggested ways of teaching it:

- The reader is able to rely on the context for clues that a given word fits the pattern of ongoing meaning gleaned from other words, sentences, passages, and illustrations.
- The reader is able to recognize a word because it is part of his or her sight vocabulary - that is, a member of a growing stock of words that are recognized automatically without conscious application of other word - recognition behaviors.

Some educators refer to the sight vocabulary of a child as all those words that must be taught via a 'sight' or 'look - say' method, because they are either irregular in their sound - symbol relationships or in their spelling patterns.

- The reader may call upon the skill of phonic analysis to recognize a word, provided that the word is already a part of the reader's speaking or listening vocabularies. The reader can relate graphemes to phonemes (symbols to sounds) to translate print into meaningful speech.

Generally, the purpose of these word recognition skills "is to empower readers by giving them tools to unlock meaning from text and to lead children to an awareness of the clues available to them and the knowledge of how and when to use these clues to construct meaning from text" (Graves, et al. 1999:97).

While dealing with these different ways of teaching/learning of word recognition, it would be appropriate to minimize excessive reliance on any one of them that could interrupt the thought - flow of the 'absorbed' reader. We better emphasize other ways of word recognition :reliance on context clues, for example. We should be able to use context clues as a general one under which the others may come and support each other as "sub - skills may be mutually facilitative rather than independent" (Taylor and Taylor 1983:390). The above authorities have also indicated that in most cases these sub - skills are interrelated, and that the need for each will vary with the individual child or the particular problem presented by the materials. The sub - skills

are interrelated because if a child guesses the meaning of a new word using one of these, he/she will check the accuracy of the meaning with another.

Excessive reliance only on one of the sub-skills may result in producing students who worship only one skill, neglecting the other. We need to train our students to be flexible while using these sub-skills. One sub-skill may be effective in one situation and another sub-skill in a different context. One sub-skill may be needed to check another. Therefore, the best thing to do is to teach children several different sub-skills. Flexibility is, to use the terms of Grave, et al. (1999), the *watch-word!* This might be the crux of the matter as the success of other higher sub - skills depend on this stage. Under many conditions the reader has to be able to discriminate the symbols used in the writing system of his/her language. It is only after mastering this basic sub - skill that the reader can proceed to the other stage (Feitelson, 1973:21).

A similar idea was expressed by Farr and Roser (1979:160): "Reading is a total process, and when attempts are made to separate it into specific sub - parts, both the teacher and the student may lose sight of the goal getting meaning from the printed page". According to this view, these sub-skills of word - recognition are means to arrive at reasonable understanding of a word. The sub - skills are not an end by themselves. For that matter, word - recognition itself is not the end product. The end product might be to bring the learner to a level where he/she can understand printed material with reasonable rate (pace). Taylor and Taylor( 1983:390) have also spelled out the importance of integrating these sub - skills in this way: "Instead of

training each sub - skill to the level at which it becomes automatic before tackling the next one, as suggested by LaBerge and Samuels (1974), we believe in training of a few related sub - skills together, emphasizing one or another as conditions demand".

#### **2.4.3.2. Literal Comprehension**

Although reading has been defined in various ways, current views emphasize the definition of reading that is based on meaning. "Reading", say Farr and Roser (1979:250), "is comprehending, and to assume otherwise is to assume that to pronounce words correctly is to read". Extending this view, the above authorities write, "the notion that someone can read and not comprehend is absurd" Farr and Roser(ibid.). No attempt has been made to deny the role of this ability in early reading tasks. It is also known, though difficult to make clear demarcation among the stages, that reading is learned by stages. Regarding the importance of these various stages of reading, Feitelson (1973:37) argues that "success in learning to read is attained when the difficulties inherent in every one of these stages are overcome. So called comprehension failure is often a result of an accumulation of difficulties which were not dealt with at the proper time". Once we are successful in teaching the basic skills such as word-recognition, the next major aim will be to take the learner to the level where he/she could read for meaning or to recreate the writer's meaning: comprehension.

The assumption behind this view is that we should enable the learner to interact with the text (with the writer). Finn (1990:186) views comprehension as an interactive

process. "There is meaning and content in the text, the reader does bring certain knowledge and concepts to the text, comprehension occurs when the reader creates meaning through collaboration, negotiation, and coming to grips with the text and, by implication, the writer of the text". This can be considered as the most responsive aspect of reading as children are curious about the meaning of words. Regarding this, The Elementary Task Force (in Caine and Caine 1994:11) reports: "Children are seekers of meaning. No sooner do they learn how to talk than they begin asking questions about simple things as well as about the dilemmas of human existence that have perplexed philosophers and theologians from the dawn of time. Children are intensely interested in exploring questions of values, feelings and *meaning*".

#### **i. Hierarchies in Comprehension**

Current theories of reading seem to emphasize the notion that reading skills develop throughout one's school life. These skills are taught to develop gradually throughout primary, intermediate and high schools (Tinker, 1973:70). However, it has been difficult, if not impossible, to make a clear demarcation among sub-skills of comprehension. Although this is the case, several categories have been suggested. Davis (1946), in Finn (1990:207) for example, gave the first classification:

- a) Word knowledge
- b) Ability to reason in reading
- c) Ability to follow the organization of a passage and to identify antecedents and references in it.
- d) Ability to recognize the literary devices used in a passage and to determine its tone and mood.
- e) Tendency to focus attention on a writer's explicit statements to the exclusion of their implications.

The notion behind this classification is that comprehension in reading involves these five different mental abilities. Since they are independent sub-skills, they must be taught and developed before one proceeds to the next higher level. The problem in this view is that it will not be possible to show the point where the first ends and the second begins.

Extending this classification, Berrett, in Finn (1990:209), has presented his own classification schemes for reading comprehension skills and abilities. He, (see Finn 1990:209), refers to this taxonomy as one of 'cognitive and affective dimensions of reading comprehension'. The classification schemes given by him are the following:

- i. Literal comprehension
- ii. Reorganization
- iii. Inferential comprehension
- iv. Evaluation
- v. Appreciation

There are close similarities between Barrette's classification and that of Bloom's (1956) taxonomy (in Finn 1990) of educational objectives which is considered by many as the most influential classification (work) in education. Bloom(1956) has classified intellectual activities into Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Most of the elements in Barrette's classification are included in Bloom's classification schemes. The problem with these classifications, notably with that of Bloom's, is that the classification includes "for more than reading comprehension and does not include those specific processes involved in the understanding of a written text" (De Lopez, et al. 1997:31).

The other classification, according to De Lopez, et al. (1997:31), comes from Herber (1978). Herber has tried to relate the taxonomy of reading comprehension with that of Bloom's. The category was presented at three levels:

- predict, or solve-Literal Comprehension : Literal questions require the reader to recall or recognize information explicitly presented in the reading material.
- Interpretive Comprehension: Interpretive questions ask for a paraphrase, explanation, inference, conclusion, or summary
- Applied Comprehension: Applied questions utilize the readers' background knowledge and lead them to evaluate, elaborate problems based on implicit information in the text.

(1997:31)

The above mentioned views seem to revolve around the important questions about the teaching of reading:

- Should we follow component approach to reading? In which case we teach reading stage by stage; and
- Should we follow a holistic approach? In which case comprehension is viewed as a holistic process which cannot be broken down into various stages.

Under normal circumstances, it is difficult to compartmentalize reading processes into stages. In teaching also there may be no reason as to why we divide reading into different sub - parts.

Caine and Caine (1994:Vii) seem also to be unhappy with such classification. They reject this view saying: "the brain does not naturally separate emotions from cognition, either anatomically or perceptually. Such artificial categorization may be

helpful in designing research projects, but it can actually distort our understanding of learning". As stated above their argument seems to be sensible since it is difficult to draw a boundary between points where one skill ends and another begins.

As many, such as Caine and Caine (1994), would agree, educational objectives could be broken into a series of attainable objectives through which the learner can gradually progress through this ladder. It is also equally important to acknowledge the fact that it may not be wise to consider these classifications as independent ones because of reasons provided by Caine and Caine (1994;Vii). With the understanding of worries expressed by Caine and Caine, many seem to be obedient to the previous classifications given by Barrette (in Finn 1990); due to lack of an alternative, sound and comprehensive classification; so does the present investigator. There might be a possibility of proceeding with the previous classification until a sound and inclusive scheme is brought forth. But until then a mechanism should be devised to relate these sub - skills of comprehension to one another. This is because "understanding a subject results from perceiving relationships" (Caine and Caine 1994:8).

In order to achieve the objectives of comprehension sub - skills, much is expected from the teacher. Teachers can help children to develop these skills gradually by explaining the importance of each sub-skill for the development comprehension. The development of comprehension can be affected by some factors, that are highlighted below.

## **ii. Factors Affecting Comprehension**

As indicated at the beginning of this chapter, with the passage of time, there seems to be change of emphasis from one reading aspect to the other. Regardless of these changes, for many understanding (comprehension) could be considered as the heart of reading activities. Although comprehension is the target in reading, it is affected by many variables. In this paper, only two of them are discussed. These two factors are also highlighted by Finn, (1990:186), Davis, (1995:2), Nuttall, (1996:7-10).

### **a. The Text**

Text plays an important part in facilitating or hindering comprehension. The question that one might raise is what kind of texts facilitate comprehension and which ones could hinder comprehension. Although it is an important issue, it is not as simple as one thinks to identify which one is good and which one is bad. This is because the text itself can be affected by many variables. Finn (1990:186), for example, states that quantity and density of information, explicitness, organization and linguistic difficulty can affect the understanding of a text.

Based on the objective of the course, language level, background, interests and needs of the students, one can make the appropriate choice. Failure to do so, may result in presenting texts which cannot be understood by the students.

### **b. Prior Knowledge: Schemata**

As many reading authorities such as Nuttall (1996), Finn (1990) would agree, comprehension depends on the reader's prior knowledge. A reader with rich experience is a better comprehender because "experience teaches more than simple isolated facts" (Finn, 1990:210). Graves, et al. (1999:140-1) underline the importance of background knowledge by saying: "it is absolutely crucial to understanding text". Therefore, before embarking on the actual business of teaching comprehension, activating student's schemata would be of prime importance. This is because the difficulty of a text could be the result of the amount of previous knowledge the reader brings to a given text.

According to Hedge (1985), background knowledge includes general knowledge of the world and how it works, subject specific knowledge and cultural knowledge.

Elaborating the first factor, that is knowledge of the world and how it works, Nuttall (1996:6) states "A more interesting requirement [for comprehension] is that reader and writer should share certain assumptions about the world and the way it works". If somebody writes a short note to his/her colleague: "I will be going out of town tomorrow", the reader would understand that the writer will not come to work tomorrow. Similarly, if someone says "it's really very hot in this room", it could mean either 'please open the door' or 'let's get out of this room'. Thinking that the idea is very clear, the writer is likely to leave something unsaid that he/she takes for granted, but the reader has to fill the gap based on his world knowledge.

The other factor that affects comprehension is subject - specific knowledge. Texts in one area of specialization could be difficult for readers outside that particular field of study. A reader who does not have any idea about spacecraft, regardless of his/her knowledge of the language, may face difficulties in understanding the text. Similarly, "if the writer expects the reader to have a basic understanding of Chemistry, the text will not be readily understood by anyone who lacks this" (Nuttall, 1996:6).

Lack of cultural knowledge about the foreign language community is still another factor that can affect text comprehension. This has been supported by a great deal of research. Cross-cultural experimentation, for example, demonstrate that reading comprehension is a function of cultural background (Steffensen and Joag-Dev, 1984:60). Research conducted by Paulston and Bruders in 1976(in Alderson and Urquart,1984), has indicated that comprehension is easier "when the cultural background is familiar and students can draw on cultural information in the decoding process" (1984:50).

It is, therefore, sensible to include cultural elements in our reading instruction. Failure to include these elements in instruction may cause reading difficulties for foreign language learners. Problems caused by cultural element can be minimized providing the background information with the help of pictures, films, and descriptions of the teacher's own experiences in the target culture (Steffensen and Joag-Dev,1984:50).

## 2.5. Assessing Reading Skills

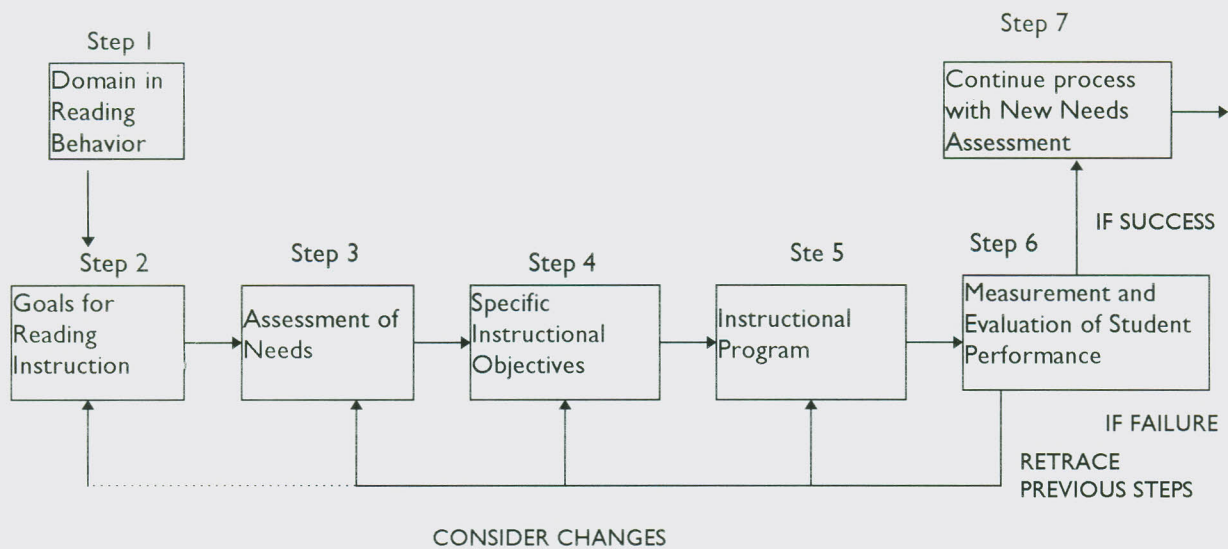
Reading, as to Daves (1995:1), is a mental, or cognitive process, where the reader tries to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. No matter how difficult it is, teachers are in a constant need of assessing students' reading performance at different stages of the instructional programme. This is done with the purpose of knowing how poor or how well the students' performance in a given reading course is. "If you do not know how well your students are doing," Barr and Johnson (1997:355) argue, "how can you make plans for the next steps? This might be one of the reasons why many educators argue that assessment is always tied with the curriculum and methodology. Chatter (1984:107) also seems to be of the same opinion when she says: "assessment should not be isolated from teaching and learning; so, deciding what to teach is just as much part of the assessment process as looking at what the pupil has achieved". As a result, it seems unreasonable to consider assessment as an 'outsider' as it is the natural extension of teaching. In addition, it is the teacher who usually does both the teaching and the testing.

As indicated at the outset of this section, assessment procedures have been introduced to determine how well or how bad the instructional programme progresses, how far objectives at different stages have been met. In practice, however, teachers are observed to measure effects of reading instructions formally

with tests given at the end of each semester. It may be unreasonable to wait until things get worse. As Tinker's (1973:69) study demonstrated, "progress in reading, particularly in elementary school, is continuous in acquiring word knowledge, word identification and recognition skills as well as an ability to comprehend written materials". All these skills must be assessed continuously if identification of weaknesses and strengths in reading skills is to occur at the right time. Although these activities are part and parcel, if not prerequisites, for teaching effective reading, they are not being put into practice. This seems to be the reason why Bellamy (1999:22) says: "Going to school [to read and to write] and coming out unprepared for life is a terrible waste. Yet, for many of the world's children, this is exactly what happens".

The present re-thinking of assessment methods seem to be in response to these complaints and undesirable phenomena that pervade every continent. The re-assessment, according to Barr and Johnson (1997:355), has been motivated by concerns over accountability. Its practice is also characterized by having alternative reading assessment procedures including portfolios. Reading assessment should, therefore, be a normal and well - understood activity as its primary purpose "is to understand the nature of students' literacy development and their relative strengths and weaknesses, and on this basis to establish a plan for instructional support" (1997:355).

To make reading assessment more effective, Schreiner (1979: 2 - 7) suggests the following sets of procedures to assess student's reading performance.



Schreiner 1979:2

According to Schreiner (1979:2-7), at step one, the teacher is expected to examine the domain of reading behaviors that the students bring to printed words to pronounce them and understand them, including our recognition and understanding of letters, letter sound relationships, decoding of whole words, phrases and sentences and how we obtain meaning from print.

At step two, the teacher's duty is to determine the goals for reading instruction. The main concern is to translate the domain of reading behaviors into instructional practices. The teacher starts from the elementary ones and gradually moves towards the complex ones as reading instruction is both systematic and developmental. Having established sound - symbol relationships, the teacher can gradually move to the teaching of whole words, phrases, and sentences.

The third step is assessment of needs. Here, the teacher is expected to assess student's present performance relative to the established goals for reading instruction.

Regarding this stage, Schreiner (1979:3) says, "Assessment of needs seeks answers to two complementary questions: How well do students presently read? and what do they need to know to improve their reading performance? Teachers, if they are to meet the needs of their pupils, must know exactly what to teach (Veatch 1978:562). One possible source could be test.

After examining the domain of reading behaviors, determining the goals for reading instruction, and assessing their needs, the next step is to deal with the question: "where are they going?" That is step four. The previous three steps are prerequisite for this step. This stage is based on the results of a needs assessment that the teacher develops instructional objectives. These instructional objectives can be developed taking into consideration reading materials together with the age and abilities of the readers.

Developing specific reading (instructional) objectives leads to the selection of appropriate method of instruction. "We may need to use various methods until we find the most efficient and useful procedure," argues Schreiner (1979:6). The efficiency and usefulness of a method can be measured using tests. Tests in this regard can also play a crucial role.

Having passed through all the above five stages, the teacher can come to the final step that is "evaluation of student performance with respect to progress towards achieving the stated goals and objectives of the reading program" (Schreiner 1979:6). According to Schreiner (1979:6), "the essential concern [of this step] is to identify discrepancies,

if any, between "what is" and "what should be". As already shown in the above figure, if objectives have been met we can move on to develop new instructional objects. If objectives have not been met, we trace back and reassess instructional components (steps one to five above).

### **2.5.1. Comprehension Tests**

Comprehension tests attempt to measure the student's ability to comprehend passages of 'reasonable' difficulty. The level of difficulty of the passages must be in accordance with the cognitive development of the learner. The teacher has to decide this before any other attempt has been made. Presenting a very difficult text with a series of questions and expecting reasonable result is not fair. In the same way, a test that is too easy may not be advisable either.

Comprehension tests may also take various forms. Answering questions covering details, main ideas, or sequence may be some of the forms. (The types of questions is presented in the next section). Whatever the test may be, it should mirror the classroom activities. Kamil (1979:43) makes this point clear by saying: "the selection and/or preparation of comprehension tests must be in accordance with how the teacher has taught it". Farr and Roser (1979:84) also supports this view by saying: "If a teacher wishes to know how much vocabulary a student has obtained as a result of instruction, a test of vocabulary should be used that includes those words that have been taught using the method in which they were taught".

### 2.5.1.1. Types of Comprehension Questions

Comprehension questions can be classified into various categories. Some categories are on the basis of grammatical forms like Yes/No questions, wh-questions, how/why questions (the emphasis being on reason), alternative questions, alternative choices are given in the question itself (Is he a student or a teacher?)(Nuttall, 1996:185).

According to Nuttall (ibid.), this classification is useful when the teacher is focusing on graded language practice, not on reading proper. We may, however, use it for lower grades, as a way of teaching other language areas like grammar through reading.

Other classifications are made based on the skills required of the reader. According to Nuttall, questions under this group may take one of these forms:

- Type 1 - **Questions concerned with how writers say what they mean:-** these are questions whose answers are directly and explicitly expressed in the text.
- Type 2 - **Questions involving reorganization or reinterpretation:-** these are questions which require the student either to reinterpret literal information or to obtain it from various parts of the text and put it together in a new way, perhaps using elementary inferencing.
- Type 3 - **Questions of inference:-** these are questions which oblige the students to consider what is implied but not explicitly stated.
- Type 4 - **Questions of evaluation:-** these are questions which involve value judgment about the text in terms of what the writer is trying to do and how far she has achieved it.
- Type 5 - **Questions of personal evaluation:-** these are questions in which the reader is not asked to assess the techniques by means of which the writer influences him/her but simply to record his reaction to the text.

Type 6 - **Questions of literal comprehension:-** these kind of questions are intended to give students strategies for handling texts in general, rather than simply helping them to understand one particular text.

(Nuttall, 1996:188-189)

Having considered the cognitive development of the students under consideration and the exercises included in the textbooks, only the first two types are chosen for this study. The other four are not considered here because they may be more difficult not only in terms of language but also in terms of the cognitive development of the students. In most of these four questions, the student has to find the implied meaning but not the explicit one. In some of these questions, students are asked either to evaluate or appreciate the text.

#### **2.5.1.2. Problems of Assessing Comprehension**

One of the commonest procedures in assessing comprehension is giving a text accompanied by a series of questions from the text. However, this procedure may pose a number of problems.

The problem may start with the kind of questions that we prepare. In this connection, Taylor and Taylor (1983:331) argue that "Asking questions about a text, for all its venerable tradition, has some problems. A tester can ask easy questions about difficult passages and vice versa. Sometimes the questions themselves are hard to understand." Authorities like De Lopez, et al. 1997; Nuttall, 1996; Alderson in Nuttall (1996:224) express these same worries. According to these authorities, comprehension tests again suffer from other kinds of problems, too. Sometimes,

texts are accompanied by open - ended questions, which demand the testee to write the answers for such subjective questions. If a student failed to respond correctly to these particular questions, how do we know whether this is comprehension failure or not? This might be an area that needs special consideration while designing open ended tests. Failure to do so may result in producing tests whose quality/validity is questionable as the tests may be highly influenced by some external variables, in this case, writing skill. A testee, in spite of his/ her understanding of the text and the answers, may fail to respond correctly due to failure in writing skill.

One possible solution to minimizing such undesirable phenomena is to prepare multiple - choice tests. This objective type of questions separates reading from writing skills, or writing can be kept to a minimum. It is also believed that these tests may present a series of advantages over open - ended questions (De Lopez, et al. 1997:30). These authorities state the following advantages of objective type questions.

- a) high corrector reliability,
- b) easy implementation,
- c) quick and easy collection, and
- d) easy determination of difficulty and discrimination level.

Multiple-choice formats, nonetheless, have some pitfalls. Constructing a multiple choice comprehension test with plausible distracters may be a crucial issue. The options of a good multiple-choice item, therefore, must be plausible cognitive tasks related to and derived from the content of the text. The syntactic and semantic form of the questions must differ from that of the text so that students must

understand the context rather than simply recognize the form to answer the question correctly (De Lopez, et al. 1997:31).

Still, the other problem associated with multiple-choice questions is the question of clue. There are times in which the questions themselves might give some clues on the basis of which the testee might arrive at the right answer. Such issues must be handled with maximum care for the test to be adequate enough to measure what it is intended to measure in a reliable way.

If we are not successful in designing a reliable and valid test using multiple - choice items, we can alternatively design tests which demand the testee little or no writing skills like filling in a table (grids), information transfer, single - word or short - phrase labels for parts of a diagram, and that can be used as a substitute for written answers or multiple - choice items. Thus, failure to understand in reading tests of such type may be treated as failure of reading skill (not from writing) (Tewolde, 1988:21).

Another problem associated with the assessment of comprehension is the interpretation of scores. Assessment devices may not be inclusive enough. No matter how carefully the tests are designed and administered, most assessment devices measure only specific behaviors that they are designed to sample (Farr and Roser, 1979:84). A test of comprehension at word level (word - recognition) can provide information about comprehension at word level but not much information about reading speed, flexibility or any other skills.

One possible measure to alleviate this problem could be to design a test in such a way that it could be a fair representative of sub - skills covered in a course of time. If this one poses problems of preparation and administration, there is a possibility of preparing a separate test for most of the sub - skills and apply the result only on those sub - skills represented in the test.

Having controlled and overcome the above-mentioned problems, the teacher could still face a number of related problems. These problems relate to "whether the test is timed or untimed, whether the student can look back at the material after reading it or must remember it, and whether the child's prior knowledge or background on the particular topic has affected the result (Farr and Roser, 1979:82).

To sum up, from the studies and review papers discussed so far, particularly at the beginning of this chapter, one can understand that students' English language performance in general and reading performance in particular are below standard (Chefena, 1988; Genene, 1994). The causes for such undesirable phenomena prevalent in many educational settings may be many- fold. Some say that it is caused by poor reading teaching methods (see Stoddart, 1986; Rogers, 1969). Others say that the cause for such undesirable phenomena is attributed to the assessment methods teachers employ while testing the reading skill (Barr and Johnson, 1997; Schreiner, 1979:17; Tylor and Taylor, 1983:331; McKay 1997:164). Still others argue that poorly designed reading materials are causes for students' low performance. These people further argue that most reading materials lack beauty and variety; hence,

they could not attract students' attention (Mazengia, 1982; Alemu, 1983; Dubale, 1990).

Although the magnitude varies, all these pedagogical variables might have their own effects on students' reading performance. The studies conducted in Ethiopia and cited above described the problems in general terms saying students' reading performance is poor. No statistically supported strong argument has been presented as to how low a student reading performance is.

The present study, therefore, attempts to assess the problem through an achievement test and questionnaire based on the objectives stated in the syllabus coupled with the proportion of exercises included in the textbooks of Grade One to Four, a test would be designed and administered to randomly selected students. This has been done with the intention of investigating the minimum threshold level towards the end of the first cycle.

## **CHAPTER THREE: DESIGN AND PROCEDURES OF THE STUDY**

As indicated in the first chapter of this paper, the principal objective of the study was to investigate the reading achievement of the first cycle students and then compare this with the achievement level expected of them. As a corollary to this, the investigation sought to discover whether the reading objectives of the first cycle are met or not. To achieve the research objectives, the descriptive survey method was found to be appropriate. This method enabled the investigator to gather a variety of information pertaining to the problem.

Syllabus studies, text-book survey, test, and questionnaire were used as data collecting instruments.

### **3.1. Selection of Sample Schools**

According to the statistics obtained from the education bureau of Addis Ababa, there are 65 Government owned elementary schools and 185 Non-Government elementary schools functioning in the academic year of 1999/2000. From these, 3 from Government and 3 from Public schools were chosen using simple random sampling method.

Although the number of students, schools and teachers varied markedly from zone to zone, in order to avoid unnecessary complication, the researcher did not try to

proportionate the subjects and sample schools to the total numbers found in the statistics. Rather, irrespective of their sizes, Zones 2, 4, and 5 were made to represent an equal number of schools and students.

### 3.2. Selection of Subjects:

The subjects for this study are grade four students in Addis Ababa region who attended grade four in 1999/2000 academic year. The following table shows the characteristics of subjects.

Table 3.1. Characteristics of Subjects:

	Number	x age	x Score in teacher made tests	M	F
<b>Government Schools</b>					
• Selam Ber	30	11.33	55.8	13	17
• Kechene	30	10.93	60.3	14	16
• Minilik II	30	11.43	57.7	14	16
<i>Sub Total</i>				41	49
<b>Public School</b>					
• Ewket Wegene	30	9.93	54.23	14	16
• Betelehem	30	9.7	61.33	15	15
• Agazian	30	10.17	56.33	13	17
<i>Sub Total</i>				42	48
<b>Grand Total</b>				<b>83</b>	<b>97</b>

Grade four was chosen for three important reasons:

1. It is only at this grade level that students sit for tests. In earlier grades that is Grade 1, 2, and 3 students are promoted to the next grade level without sitting for examination (that is they are given automatic promotion);

2. It is the achievement of these students that might give good picture about the achievement level of the cycle; and
3. The students' maturation level was the other reason for the selection of this grade level. Students at this grade are considered relatively mature enough to fill in the questionnaire more objectively than those in lower grades.

In addition, the first cycle was chosen for it would be reasonable to study the achievement level of these students as knowledge about the achievement level of students might enable educators to take the necessary measure before it gets worse in other cycles.

Similar to the selection of sample students, simple random sampling was used in the choice of the 180 sample students from the 6 sample schools (that is 30 students from each school). Thirty teachers teaching English and other subjects (since it is self-contained) were also chosen to fill in questionnaire.

### **3.3. Instruments of Data Collection Used:**

There were two groups of instruments prepared for data collection. The first and the major one was an achievement test. This test was used to measure students' reading achievement. Questionnaires were administered to collect data on the background of teachers and students, on feelings about students' performance, on the subjects' view about the content and on format of first cycle English language examinations, and on

some salient problems that hinder them from achieving what they have targeted of the end of a certain reading lesson.

### **3.3.1 Achievement Test:**

The major instrument for collecting data pertaining to students' reading achievement was an achievement test administered to 180 sample students. To prepare the test, the profile for the first cycle was closely analyzed. The text books for grade one, two, three and four were surveyed. Based on the objectives of the syllabi and the proportional representation of the sub-skills in the text-books, a table of specifications was prepared. A test comprising literal comprehension, word recognition, information transfer, reading for gist and reordering pictures based on information given in the text was developed as this would most likely gauge students' expected performance at the level.

The students and teachers checked this test for face validity. The content validity of the items was also checked against the objectives stated in the first cycle vis-à-vis the number of exercises in the text books. Following this, the test was piloted on 40 students (20 from Government and 20 from Non-Government). This was followed by item analysis. The item analysis enabled the investigator to identify the difficulty level and the discrimination power of each item. To identify the overall difficulty level of the test and the average discrimination power of each item, - the grand means and the difficulty level were computed. It was found out that ( $x_1$  and  $x_2$  were taken)  $x_1$

(difficulty level) was found to be 0.56 and  $x_2$  (discrimination index) was found to be 0.51. As many testing experts (Alderson, et al. 1995: 81; Hughes, 1990: 162) suggest D.I with 0.5 is usually considered to be discriminating well since the high scoring is 1.

Items with difficulty level 0.26 and 0.19 and discrimination index of 0.23 and 0.21 have been discarded. On the other hand, items with difficulty level 0.34, 0.38 and 0.3 and discrimination index 0.23, 0.38, 0.3, 0.36, 0.38 have been modified.

The reliability index of the pilot test was also computed using both Kuder - Richardson formula 20 (K-R 20) and Kuder - Richardson formula 21 (K-R 21). The results were found to be  $0.9527 = 0.95$  and  $0.9458 = 0.95$  respectively.

### **3.3.2. Questionnaire:**

Two types of questionnaires, that is one for the students and the other for the teachers, were prepared and distributed to the 180 sample students and 30 selected teachers. So far as the contents of both questionnaires were concerned, they were more similar than different. Both were concerned with background information, the validity of the test and some of the salient problems that might affect the teaching-learning process.

The questionnaire for the students, for example, was specifically designed to collect data pertaining to the students' background, their views about the test and some of

the salient problems of learning Reading at that level. The questionnaire was first prepared in English and then translated to Amharic. It was piloted on 40 randomly selected students from 2 different schools prior to the distribution of the questionnaire to the entire subjects. After checking for errors and making some modifications, the final version was distributed to the 180 sample students.

The questionnaire for the teachers was also prepared to collect data about teachers' background, their views about the test and some of the salient problems of teaching reading at that level, the content and format of English tests. Similar to students' questionnaire, the questionnaire for teachers had passed through all the above stages, that is, it was first prepared in English and then translated to Amharic. The Amharic version was piloted with 6 randomly selected teachers from 2 different schools.

### **3.3.3. Procedures:**

The major instrument used for collecting data pertaining to the students' reading achievement was an achievement test. The test was designed after surveying the textbooks for the cycle and analyzing the syllabi. This test was piloted on 40 students. Based on the findings of the pilot study, some questions were modified. These modified questions were Part One, Section I, item 2 (additional information was needed so as to make the root clear), Part Two, Section II, item 3 (distracter "B" was modified) Part Three, Section II, item 2 was completely changed, and distracters of

item 5 have been reduced to only A and B to avoid unnecessary confusions and thereby to increase the quality of the item.

Having made these revisions and modifications, the investigator administered the test to 180 students from 6 different schools (30 students from each). Immediately after the test, the students filled in questionnaire so as to establish the face validity of the test. The question-papers were then collected and scored out of 45%. Having done the descriptive statistics, the investigator classified the students first into two groups - those who scored above the average and those who scored below the average. 24 was used as a cut-off point because **(a)** the mean was 23.78, **(b)** the average difficulty level of the test for the study group was 54%. When it was converted to 45% it became 24.3. As a result, 24 was taken as a cut-off point. Based on this, 94 students who scored 24 and below, were classified as low achievers and those students who scored 25 and above (86 students) were classified as high achievers.

The distribution of scores was computed for standard deviation. Based on this, the students were grouped as high, average and low achievers through  $[(X + SD), (X + SD \text{ to } X - SD), (X - SD)]$ . One-way ANOVA was employed to see whether there was a significant difference among the three groups.

Students' results were compared with the level that is targeted at the end of the cycle (the level was determined based on the difficulty level of the test). Students' results

were taken and checked to see in which area or areas these students performed poorly.

Following on this, an attempt was made to check for differences (if any), using t - test between teachers' and researcher's evaluations.

## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.1. Descriptive Statistics

The principal objective of the study was to investigate the minimum 'Threshold level' towards the end of the first cycle. To this end, a test and two sets of questionnaires were used as data collection instruments.

The test result was analyzed using  $[(X + S.D.), (X + S.D. > A.A. > X - S.D.), (X - S.D.)]$  (where  $X$  was mean score of the total test, S.D. was standard Deviation, and A.A. was Average Achievers). Based on this 38 students (who scored from 4-14) were classified as low achievers, 104 students (who scored from 15 - 33) as average, and 38 students (who scored from 34 - 43) as high achievers.

It can be seen that about 57.8% of the students have performed almost at the level expected of them and only 21.1% have achieved more than is expected of them. However, 21.1% of the students have not performed at the level expected of them. In addition, these students performed below what Van Ek calls "an absolute minimum of general ability" (1976: 13). This 21% of low achievers can further be compared to the normal curve (16% failure). This deviation from the normal curve shows that students' performance is even worse than the expected low performance.

As shown in Appendix B, the highest score was 43 and the lowest was 4. The range was 39. The highest scorers (two students scored 43) were from Government

Schools (Minilik II Elementary School and 'Selam Ber' Elementary School, Zone Two) whereas the lowest scorer was from Non-Government School (Agazian, Zone Two). Mean and standard deviation were also computed and found to be 23.78 and 9.87, respectively. Additionally, both KR-20 and KR-21 were used to compute the reliability coefficient of the test and were found to be 0.92 and 0.91, respectively.

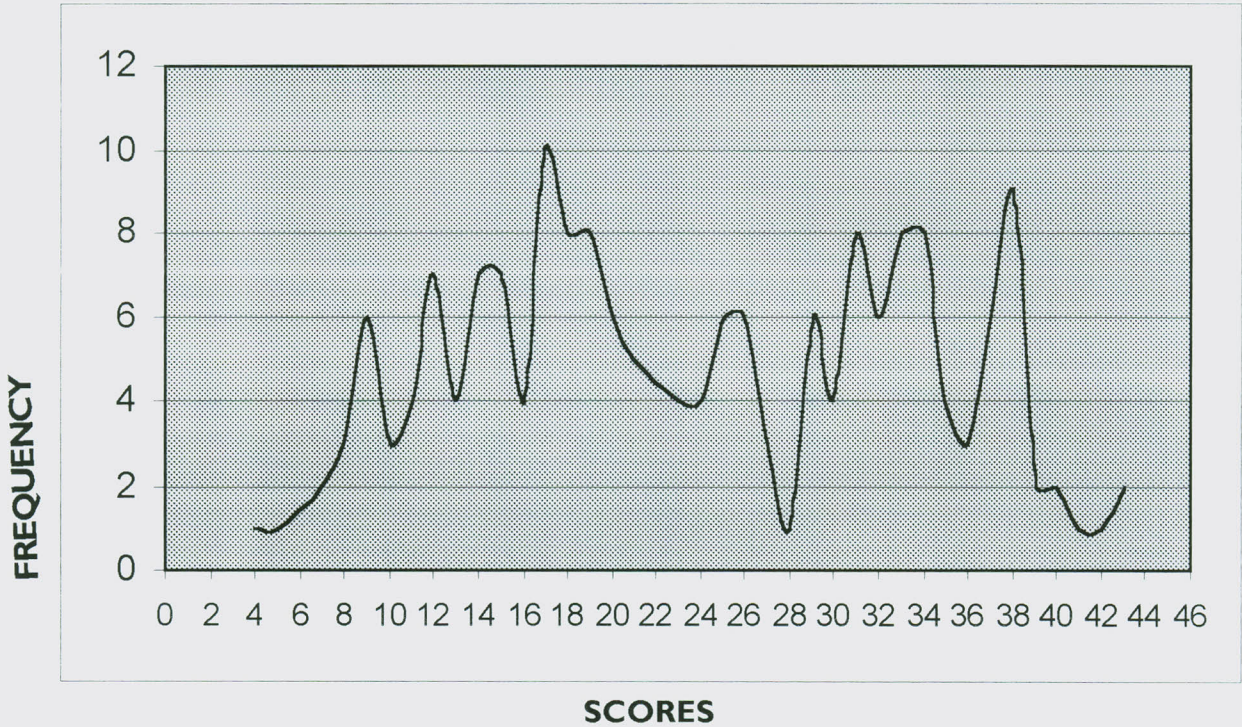
The following table, therefore, summarizes the discussion made so far.

**Table 4. I. Descriptive Statistics**

Maximum Score	Minimum Score	Range	Average D.I.	Average F.V.	Reliability*	
					KR-20	KR-21
43	4	39	0.5	0.54	0.92	0.91

Moreover, the following graph describes the overall distribution of scores with their corresponding frequencies.

**Graph I. Distribution of scores with their corresponding frequencies.**



\* K-R 20 and K-21 are formulas used to estimate the reliability of a test, notably the internal consistency of the test.

The above graph presents the distribution of scores with their corresponding frequencies. The graph seems to be negatively skewed as the majority of the students (52%) scored below the overall average (54%). In addition, the graph shows that there were two scores (17 and 38) with the highest frequencies (10 and 9). A close examination of the scores further disclosed that many of the students from Government schools scored around 17 and students from Public schools around 38.

#### ***4.1.1. Item Analysis***

The quality of the test may be attributed to the strengths and weaknesses of each item. The strengths and weaknesses of each item can be obtained through item analysis. Item analysis is usually undertaken to obtain information on the strengths and weaknesses of items of a test and the contribution of each distracters. In addition, information obtained from this might be helpful to determine which item is easy or difficult; which ones discriminate well and which ones poorly.

**Facility Value (F.V.):** Facility values are concerned with the analysis of items to determine how difficult or how easy that particular test item is. Although there is no complete consensus as to how much the range should be, 0.3-0.6 seems to be appropriate for many achievement tests. According to Ebel (1979:267); Heaton (1988:182), items with facility values of 0.2 and above are reasonably acceptable. They further state that facility values of 0.4 – 0.6 are considered to be very good. According to these authorities, items with facility values of 0.2 are acceptable for many achievement tests, which are designed to discriminate high, average, and low

achievers. For this study, therefore, a F.V. of 0.2 and above were acceptable as one of the objectives of the study was to put students into the above three categories.

When this test was administered to the study group, the lowest facility value was 0.25 and the highest was 0.81. The grand mean ( $\bar{X}_{F.V.}$ ) was also computed and found to be 0.54. This value was almost similar to what Heaton (1988:179) labeled as a desirable facility value for an achievement test.

**Discrimination index (D.I)** is the ability of the items to discriminate among testees of differing level of ability. Discrimination indices of 0.3 and above are acceptable. For Ebel (1979:267), D.I. as low as 0.2 is acceptable. The D.I. of this test for the study group was also computed. The lowest was 0 and the highest was 0.92. Two items were with D.I. of 0. From the overall ability of the items in the test, these two items may be acceptable with some reservations. The remaining 43 items, on the other hand, discriminated well.

#### ***4.1.2. Face and Content Validity***

Having designed a test, it is of necessity to establish at least the face and content validity of the test. The face and content validity of the test were established through eliciting views about the quality and content of the test from both the sample students and their respective teachers (30 teachers from the six sample schools).

To this end, two sets of questionnaires were first designed in English and then translated into Amharic. Four instructors from the Departments of Ethiopian

Languages and Literature of Kotebe College of Teacher Education and Addis Ababa University checked the accuracy of the translation. The Amharic version was piloted on 40 students and 6 teachers. Based on the results, some minor modifications were made and distributed to the 180 sample students and 30 teachers.

After reading the items, both the students and the teachers were asked to rate the items for degree of agreement on a five-point scale (where '1' indicates strong disagreement and 5 strong agreement). Of the 180 questionnaires distributed to the students, 10 were not included in the discussion for 10 students did not fill in the questionnaire properly. These 10 students either put a tick in all of the options or in more than one of the options, which did not have any relevance in the discussion.

For convenience, the interpretation was made on a three-point scale, Disagree (D), Neutral (N) and Agree (A). While interpreting, any value more than 33% (that is  $100/3 = 33.3\%$ ) is considered to be significant. For example, a positive section with more than 33% of disagreement might be regarded as a bad section, and hence needed further investigation.

A similar assumption was applied for the content validity of the test. Under normal circumstances, it is advisable to establish the content validity of the test through testing experts. Because of shortage of testing experts in our schools and inaccessibility of the very limited experts, teachers teaching English at grade four were used as a source to establish the content validity of the test. This had one major advantage. It is these teachers who teach the subject. It was believed that they know

the sub - skills involved and covered in the textbook and the syllabi of the cycle. Hence, they could evaluate the content of the test better than at least teachers teaching in other grade levels.

The following table shows students' response in frequencies and percentages.

**Table 4.2 Students' Response for the Quality of the Test in General  
(in Frequencies and Percentage)**

ITEMS	*	SD	%	D	%	N	%	A	%	SA	%	Total	%
	3.1	10	5.9	3	1.8	9	5.3	81	47.6	67	39.4	170	100
3.2	7	4.1	6	3.5	20	11.8	74	43.5	63	37	170	100	
3.3	9	5.3	10	5.9	22	12.9	62	36.5	67	39.4	170	100	
3.4	7	4.1	12	7.1	30	17.6	76	44.7	45	26.4	170	100	
3.5	7	4.1	15	8.8	12	7.1	71	41.8	65	38.2	170	100	
3.6	33	19.4	39	22.9	30	17.6	36	21.1	32	18.8	170	100	
3.7	34	20	43	25.3	10	5.9	43	25.3	40	23.3	170	100	
3.8	52	30.6	41	24.1	20	11.8	23	13.5	34	20	170	100	
3.9	20	11.8	12	7.1	24	14.1	56	32.9	58	34.1	170	100	

Abbreviations: SD = Strongly Disagree N = Neutral A = Agree  
D = Disagree SA = Strongly Agree

\* For details, Please see Appendix E (Page 134)

As can be seen from the table, the majority of the respondents that is 105 (61.8%) have expressed their positive agreement about the quality of the test in general. Of these students, 50 students or 27.7% expressed their strong support for the claims made for the quality of the test in general.

On the other hand, 45 students (26.5%) expressed their disagreement with the claims made for the test. Of these, 23 students (13.5%) expressed their strong disagreement with the quality of the test. The fact that there was that much disagreement with the claims made for the test could be attributed to:

- I. Lack of clarity of the pictures presented in the test (particularly Part Three, Section II),

2. Length of the test (45) questions,
3. Some students' inability to fill in the questionnaire properly.

This might be particularly so because both positive and negative items were put together. As a result, some students had problems to identify which ones are positive and which ones are negative despite the attempts made to make things clear by the investigator.

Generally, since the majority of the respondents, that is 105 students (61.8%) expressed their agreement with the claims made for the test, it can be considered valid in terms of face validity.

**Table 4.3 Students' Response for the Face Validity of the Test (in Frequencies and Percentage)**

ITEMS	*	SD	%	D	%	N	%	A	%	SA	%	Total	%
	4.1	4	2.4	3	1.8	16	9.7	64	39	83	47	170	100
4.2	5	3	5	3	30	18.7	61	37.1	69	38.4	170	100	
4.3	4	2.4	13	7.9	20	12.2	67	37.1	66	40.2	170	100	
4.4	5	3	9	5.5	35	21.3	58	31.7	63	38.4	170	100	
4.5	12	7.3	13	6.7	22	11	39	23.8	84	51.2	170	100	
4.6	6	3.7	9	10	20	12.2	64	39	65	39.6	170	100	
4.7	6	3.7	7	4.3	19	11.6	60	36.6	72	43.9	170	100	
4.8	6	3.7	18	11	24	14.6	50	30.5	66	40.7	170	100	
4.9	7	4.3	8	4.9	20	12.2	51	31.1	78	47.6	170	100	
4.10	5	3	10	6.1	26	15.8	52	31.7	71	43.3	170	100	
4.11	10	6.1	12	7.3	25	15.2	57	34.8	60	36.6	170	100	
4.12	6	3.7	6	3.7	18	11	50	30.5	84	51.2	170	100	

Abbreviations: SD = Strongly Disagree N = Neutral A = Agree  
D = Disagree SA = Strongly Agree

\* For details, please see Appendix E (Page 135)

The above table also shows that 128 students (72.3% of the respondents) held positive views about the face validity of the test. Sixteen (9.4%) students, on the other hand, expressed their disagreement with the claims made about the face validity of the test. This departure might indicate that there were some students who were

not satisfied by the quality of the test. One thing that was clear about the responses of students in this group, was that some of these students expressed their strong disagreement with item 3.7 ( which said the time allotted for the exam is not enough). Although this was their response, time was not limited for the examination. The subjects were given as much time as they needed to write the test. This was done with the purpose of giving maximum opportunity to demonstrate their potential. They, however, rated the item for this section as if there was time limit and such limit was not fair.

A similar questionnaire with some variations was distributed for 30 teachers and the following table shows their responses.

**Table 4.4 Teachers' response for the face Validity of the Test  
(in Frequencies and Percentage)**

ITEMS	*	SD	%	D	%	N	%	A	%	SA	%	NR	%	Total	%
	3.1	0	-	1	3.3	2	6.7	19	63.3	8	26.7	0	0	30	100
3.2	0	-	1	3.3	3	10	14	46.7	12	40	0	0	30	100	
3.3	6	20	12	40	1	3.3	6	20	4	13.3	0	0	30	100	
3.4	10	33.3	11	37	0	-	7	23.3	1	3.3	1	3.3	30	100	
3.5	4	13.3	15	50	2	6.7	5	16.7	3	10	1	3.3	30	100	
3.6	0	-	4	13.3	4	13.3	6	20	15	50	1	3.3	30	100	
3.7	2	6.7	1	3.3	1	3.3	12	40	13	43.3	1	3.3	30	100	
3.8	11	37	12	40	2	6.7	3	10	1	3.3	1	3.3	30	100	
3.9	8	26.7	8	26.7	1	3.3	9	30	3	10	1	3.3	30	100	

Abbreviations: SD = Strongly Disagree N = Neutral A = Agree  
D = Disagree SA = Strongly Agree NR = No Response

\* For details, please see Appendix G (Page 142)

Of the 30 teachers, 22 (73.3 %) agreed with the claims made about face validity of the test. Six teachers (20%), on the other hand, disagreed with the claims made about the face validity of the test.

**Table 4.5 Teachers' Response for the Content Validity of the Test  
(in Frequencies and Percent)**

ITEMS	*	SD	%	D	%	N	%	A	%	SA	%	NR	%	Total	%
	4.1	2	6.7	1	3.3	3	10	13	43.3	10	33.3	1	3.3	30	100
4.2	1	3.3	1	3.3	0	-	19	63.3	8	26.7	1	3.3	30	100	
4.3	1	3.3	2	6.7	6	20	12	40	8	26.7	1	3.3	30	100	
4.4	1	3.3	1	3.3	7	23.3	12	40	8	26.7	1	3.3	30	100	
4.5	0	-	1	3.3	8	26.7	16	53.3	4	13.4	1	3.3	30	100	
4.6	0	-	1	3.3	6	20	13	43.3	9	30	1	3.3	30	100	
4.7	0	-	2	6.7	7	23.3	12	40	8	26.7	1	3.3	30	100	
4.8	2	6.7	1	3.3	7	23.3	9	30	10	33.3	1	3.3	30	100	
4.9	0	-	1	3.3	8	26.7	12	40	8	26.7	1	3.3	30	100	

Abbreviations: SD = Strongly Disagree N = Neutral A = Agree  
D = Disagree SA = Strongly Agree NR = No Response

\* For details, please see Appendix G (Page 142)

As indicated in chapter 3, maximum care was taken to make the test representative of both the syllabus and the textbook. This seems to be fruitful as 21 teachers (70 %) rated the test as a valid test content wise. Two teachers (6.6%), on the other hand, expressed their disagreement with the claims made about the content of the test. This value, however, was not reasonably significant when it was tested in the light of the 33%, which was taken as a minimum requirement for this study.

Seven teachers or 23.3% rated the items neutral. This figure is significant compared with the 6.6 % (2 teachers) who expressed their disagreement with the content of the test. This might be caused by one or more of the following three reasons:

- I. These teachers might have some understanding problems,
- II. They might also have a problem of identifying which section tests which particular sub-skill,
- III. Although the questionnaire was piloted and had undergone some modifications, still there might be some questions, which were not clear to the teachers.

## 4.2 Description of each Subtest and Students' Performance

### 4.2.1. Literal Comprehension

Part One, Section I, items 1-4, Section II, items 1-4, and Section III, 1-3 (11 questions) were designed to test literal comprehension ability. As can be seen from Appendix A, Section I, was presented in multiple-choice format, Section II, in true or false format and Section III, in fill in the blank format. This was done with a purpose: to mirror the classroom activities and tests. Notably, those questions were designed similar to the tests prepared by the classroom teachers. The following table shows the result of an item analysis made for these sections.

Table 4.6 Item analysis for literal comprehension questions

Part No.	Sec. No.	Item No.	D.I.	F.V.	No. Of students who got the item right		Av. score of each Section
					n	%	
One	I	1	0.58	0.61	131	72.8	2.8
		2	0.58	0.67	124	68.9	
		3	0.40	0.78	150	83.3	
		4	0.37	0.59	104	57.8	
			X = 0.46	X = 0.66	X = 71		
	II	1	0.38	0.64	113	62.8	2.2
		2	0.37	0.46	79	43.9	
		3	0.58	0.70	124	68.9	
		4	0.33	0.44	81	45	
			X = 0.42	X = 0.56	X = 55		
	III	1	0.77	0.40	74	41.1	1.6
		2	0.77	0.62	115	63.9	
		3	0.70	0.56	100	55.6	
			X = 0.75	X = 0.53	X = 54		

According to the classification of Nuttall (1982, 1996), Literal Comprehension questions are questions whose answers are directly and explicitly given in the reading text itself. These kinds of questions are needed at the elementary level because questions "tapping more elemental skills be asked first and questions tapping 'higher' skills be asked later" (Finn, 1990:230). These questions, according to Nuttall (1982, 1996), "are essential preliminaries to serious work on a text, because until [the teacher] is sure that the plain meaning of the text has been grasped, there is no point attempting more sophisticated exercises" (Nuttall 1982:132).

Despite this vital importance as a stepping stone for reading comprehension and the due emphasis given to it in the syllabus, students' result in this sub - skill was not encouraging compared with the level of difficulty of the sections (Section I-III). As can be seen from Table 4.6, these sections were some of the easiest sections in the test with an average F.V. of 0.58. The average score for these sections was 55%, which was slightly greater than the overall average of the test, 54%.

One interesting finding of this sub - skill was that the literal comprehension questions were presented in three various formats: Multiple-Choice, True or False and Fill - in - the - Blank - Spaces (short answer). Students did well in the multiple - choice format, satisfactorily in the True or False format and below average in the fill in the blank (short answer) format. This result could be attributed to a number of possible factors. These include:

- I. Almost all the tests designed by the classroom teachers and surveyed by the investigator were presented predominantly in the multiple-choice format and to a lesser extent, in the True or False format. Questions in the Fill in the blank space format, on the other hand, were rare;
- II. Students' inability to write some words in accordance with the instruction;
- III. The difficulty level of questions incorporated into each format may vary. This, in turn, might cause such kind of variation.

Based on the results of these sections, we can make a point or two. First, students need to be exposed to different formats during classroom assessments. This exposure would help acclimatise students to the kind of formats that they would be faced with during examinations. Results obtained from such test formats, which are new to students, may not necessarily reveal students' reading performance. The other advantage is related to giving maximum opportunity to students. As Dejenie's (1990) study indicated, students perform differently in various formats. One format may favour a certain group of students at the expense of the others. The inclusion of various possible formats may accommodate diverse interests.

#### **4.2.2. Vocabulary in context**

Part One, Section II, items 1- 4 attempt to assess students' vocabulary. A learner's understanding of a text partly depends on his/her understanding of various lexical items of their levels. Studies made by Moore, et al. (1998) and Barr and Johnson (1997) showed significant correlation between performance in vocabulary test and reading achievement. Taking this view into account, vocabulary in context was

included in the test and the result of item analysis for this sub-skill is presented in the table below.

**Table 4.7 Item analysis for vocabulary in context**

Part No.	Sec. No.	Item No.	D.I.	F.V.	No. of students who got the item right		X Score of the section
					n	%	
One	IV	1	0.58	0.66	115	63.9	2.1
		2	0.50	0.66	120	66.7	
		3	0.15	0.24	66	36.7	
		4	0.36	0.36	74	42.1	
			$\bar{x} = 0.4$	$\bar{x} = 0.48$	$\bar{x} = 52.1$		

As shown in Table 4.7, the average discrimination index and the average difficulty level for this section were 0.4 and 0.48, respectively. This might signal that this section was of average difficulty level as its F.V. was 0.48. The average score of the section was 2.1 (out of 5). Fifty two point one percent of the testees scored the average score and above. This was one of the sections on which students have shown an encouraging performance. This was a good sign as success in this sub-test might predict their success in overall reading performance. While reading, it is unlikely for one to encounter words that are familiar to him/her. He /She rather might occasionally come across words which are new to him or her. Under such circumstances readers might use the context as sources of information. This is what most efficient readers do. The use of context in identifying words correctly "facilitates reading and develops conceptual knowledge so that students, including those with learning disabilities, can better understand text" (Chall and Stahi, 1985 in Barr and Johnson, 1997:112). Cunningham, et al. (1995, 17-18) also found out a

significant correlation between ability in using context-clues and success in comprehension. Being a major stepping - stone in the arch of reading instruction, the 55% performance of students, therefore, should be taken seriously. The above-cited authorities indicate that limited ability of using context would cause failure in comprehension.

According to the above research findings, if students cannot understand the meaning of some key words, they cannot relate the theme of the text with their prior knowledge; if they cannot relate the theme of the text with their prior knowledge, they cannot construct meaning (Barr and Johnson, 1997:114). If they cannot construct meaning, their reading will be often laborious and boring. Viewed from this angle, therefore, the average score of students in this section is compelling educators to look for ways and means of improving the situation. How do we expect reasonable comprehension from a student who is poor in using context clues to understand the meaning of new words? The result of this section calls for better ways of teaching vocabulary in context, as comprehension is a factor of various variables one of which is knowledge of vocabulary, which can be improved using contextual clues.

### ***4.2.3 Information Transfer***

Part Two, Section I, items 1 - 5 attempt to evaluate student's ability to transfer information from one form to another. Although this sub - skill of reading was not explicitly stated in the syllabus, it was included in the test. This was done because:

- I. in the textbooks, some literal comprehension questions were presented in this form;
- II. some tests prepared by teachers, particularly in Bethlehem (Zone 4) and surveyed by the present investigator, were of similar types;
- III. if we want to assess students' reading ability, it is better to design tests which demand the testee little or no writing skills like filling the table (grids) or information transfer (Tewolde, 1988:21).

**Table 4.8 Item Analysis for Information Transfer**

Part No	Sec. No.	Item No.	D.I.	F.V.	No. Of students who got the item right		Av. score of each Section
					n	%	
Two	1	1	0.45	0.81	147	82	2.9
		2	0.52	0.78	139	77	
		3	0.92	0.48	90	50	
		4	0.83	0.43	76	42	
		5	0.77	0.39	72	40	
$\bar{X} = 0.70$ $\bar{X} = 0.58$					$\bar{X} = 58.2$		

As indicated in the literature section, students demonstrate their understanding of a certain reading text by performing various tasks. One of these tasks is the one that involves little or no linguistic elements. Activities like filling grids, drawing maps and completing tables could come under this umbrella.

Students, in these kinds of activities, are expected to transform information from one form to another. It was with the intention of testing the ability of understanding explicitly stated ideas and transforming them into a table form that this section was included in the test. Activities of this kind are supported by authorities like Nuttall

(1996: 224), Palmer (1985: 79) "Transfer of information, says Nuttall (1996: 224), works two ways. We can have visual information re-expressed in words or verbal information re-expressed by means of figures". It was the modified form of the latter one that was included in this test.

As can be seen in Table 4.8, this section was one of the simplest sections in the test with average difficulty level of 0.58. Despite this, students have shown a 58.2% performance with an average score of 2.9 (out of five). Although this was a promising performance, it might not necessarily mean that students did not have problems in these kinds of activities. Of the 180 students, 41.8% or 76 students failed to respond to this section correctly. 42% is a significant value. The figure shows that almost half of the subjects did not perform well in the section. This ability could be better developed from the early grades onwards as "it mainly deals with interpretive strategies" (Nuttall, 1996). The ability to interpret a reading text can also be considered crucial to deduce meaning from the text.

From the discussion in 4.2.1, one can understand that students, at least relatively speaking, did well in literal comprehension test (except in questions presented in fill-in-the-blank-spaces). It is not adequate to limit their understanding to this level only. Understanding the literal meaning of some ideas, the students should be able to transfer information. Their results did not, however, indicate such performance. In order to bring about a change in the students' performance, teachers could take the initiative.

The teachers could expose their students to this sub - skill. A constant reference to this sub - skill while teaching reading may be the crux of the matter. But, on the other hand, if we ask students to turn to page "X" and read turn by turn (reading aloud), followed by some comprehension questions in multiple - choice format or other similar formats, students may not be able to perform tasks presented in different formats like information transfer.

What is demanded from the classroom teachers is deviation from these ritualistic practices of reading skill. If students read a passage aloud, comprehension questions are attempted in multiple - choice or "true or false" format by the students and feedback is given in the form of the "right" answers; in lessons such as this, reading may not be considered a complete activity. For reading to be effective and complete, reading activities must be presented in every possible way appropriate to the level.

#### **4.2.4. Reading for the Main Idea**

Part One, Section I, item "5" and Part Two, Section II, items 1-3 were used to assess students' ability of reading for the main idea (skimming). Two short stories based on students' everyday life (one about a teacher and the other about a student and her friends) were presented and a grasp of the gist of the whole story in the first passage and of each paragraph in the second story were evaluated. The following table, therefore, shows the result of the item analysis.

**Table 4.9 Item Analysis for Reading for the Main Idea (Skimming)**

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
One	I	5	0.37	0.43	64	35.6	1.5
Two	II	1	0.42	0.42	70	38.9	
		2	0.15	0.36	60	33.3	
		3	0.30	0.46	84	46.7	
			X = 0.31	X = 0.42	X = 45		

As shown in Table 4.9, the D.I. and F.V. of this section are 0.31 and 0.42, respectively. Students have shown a 37.5% average performance on the sub - skill. Thirty seven point five percent performance might be reasonable compared with the difficulty level of the sub-skill. The score, however, is not promising compared with the overall average for the test: 54%. This deviation from the overall average could be attributed to a number of factors. Among these are:

- I. none of the tests designed by the classroom teachers and surveyed by the investigator are tests on reading for the main ideas included. The students did not have exposure to such tasks in their classroom tests;
- II. reading for the main idea demands the quality of being flexible. The classroom activities may not lend themselves to such flexibility. Teachers, as deduced from their responses to the questionnaire do not seem to be practicing such reading. This could be due to lack of orientation or awareness about this specific reading activity.
- III. the information density of the two passages might be another cause for such poor performance.

The combination of these factors and probably some more might be the causes for such poor performance shown by the students on the section.

The ability to extract main ideas from a text can be taken as one of the most important activities in reading classrooms. As students grow older and older, they might be expected to read for the main ideas based on their purposes. For a learner to be efficient reader, "main ideas often need to be inferred from what the writer has written. You should help a child to think about main ideas ... as he or she is reading" (Farr and Roser, 1979: 275).

It might be starting from the early stages onwards that students can develop this important ability. Viewed from this angle, students' poor performance in the sub - test may be a warning for classroom teachers in particular and for educators in general as these things could cause tremendous difficulties in the students' future academic achievement.

#### ***4.2.5. Comprehension at word level***

Part Three, Section I, items 1-5 were designed to determine students' ability of matching words with their corresponding pictures. This section, along with Part I Section IV, was included to evaluate students' comprehension at word level. Insight into word relationship in sentences and the ability to process this relationship might be considered as a prerequisite for comprehension - proper.

**Table 4.10 Item Analysis for Comprehension at Word Level**

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
Three	I	1	0.77	0.64	124	68.9	3.7
		2	0.63	0.72	121	67.2	
		3	0.52	0.79	152	84.4	
		4	0.55	0.72	134	74.4	
		5	0.55	0.80	133	73.9	
			$\bar{X} = 0.60$	$\bar{X} = 0.73$	$\bar{X} = 73.8$		

Comprehension at word level is a vital sub-skill one needs to develop at the early stage. A learner's success in text comprehension usually depends on his/her comprehension of words that constitute the text. Any limitation on comprehension at word level would have effects on reading achievement. The students' ability in this sub-skill has been shown above.

This was the sub-test in which students showed the highest performance with an average score of 3.7 or 74%. Seventy three point eight percent of the testees achieved this and above. This performance should be encouraged, as there is strong relationship between comprehension at word level and overall comprehension. The interpretation of this view states that people who have wide exposure to culture acquire a large number of words (and are, therefore, good at vocabulary tests) (Finn, 1990: 95). Students scored better in this section as the majority of classroom tests were characterized by having these kinds of sub-tests. Almost all the classroom tests were predominantly grammar and comprehension at word level. Comprehension at word level was tested in isolation (without any context). "When teachers rely on

techniques of teaching words in isolation or from cards or lists they divorce those words from meaning and forgo opportunities to encourage development of other word recognition behaviors in readers" (Farr and Riser, 1979:195).

This seems exactly what happens in some of our schools. The testees, for example, demonstrated the highest performance in this sub-test; this, however, might not warrant drawing a direct conclusion that students' performance at this particular sub-skill was promising. This has been depicted in their performance in section IV, of Part One; the average score for that section was 55%. One possible conclusion about this section could be that students performed well in matching words with their corresponding pictures. They, however, could not perform better when words appeared in context.

It is good to empower the learners with words using simple techniques; but teachers should sometimes go beyond such narrow drill in which words are presented in isolation and their corresponding pictures are demanded. We claim that every reading activity must be both meaningful and relevant to our students, but the results of the test did not reveal this. How could a learner make sense of a word when it appears in isolation? "Vocabulary instruction," say Barr and Johnson (1997:114), "should not involve simply learning a list of words and their corresponding definitions, but rather should engender active involvement". "Developing word meaning" they go on elaborating the point, "is rather a complex one which requires seeing

relationships, organizing, refining, and elaborating word meanings” (Beck and Mckeown, 1991 in Barr and Johnson, 1997:114).

#### 4.2.6 Comprehension at Sentence Level

Part Three, Section II, items 2 - 6 attempt to judge students’ ability of comprehension at sentence level. A sentence was given with four pictures. The sentence described only one of these pictures. Students were, therefore, expected to demonstrate their understanding of the sentence by circling the letter of their choice.

Table 4.11 Item Analysis for Comprehension at Sentence Level

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
Three	II	2	0	0.46	81	45	1.9
		3	0.33	0.41	75	41.7	
		4	0.27	0.29	38	21.6	
		5	0.17	0.50	117	65	
		6	0	0.43	34	18.9	
			X = 0.15	X = 0.42	X = 38.4		

Table 4.11 shows the result of item analysis made for the section coupled with students' average score in the section. As shown in the table, items in this section discriminated poorly as the average D.I. was 0.15. This was because the items were difficult. The F.V for this section was 0.42. In this section students have shown a 38 % performance. This is below the overall average score for the test: 54%. This

section seems to be one of those in which students performed poorly. This sub - skill seems to be another area that needs serious attention and particular emphasis, as students' performance in this sub - test is not promising.

The analysis of the syllabus indicated that students at this stage are expected to perform well in comprehension at sentence level, as it is the stepping-stone for the other higher-level reading activities. They are the stepping-stones for the more complex activities for comprehension at sentence level is essential preliminaries to comprehension of a text (Nuttall, 1996). Regrettably, all these expectations were denied, as the average score for this section was only 1.9 (38%).

One possible reason for their poor performance could be the test itself. Despite the attempt made to maximize the clarity of the pictures included in the test, some pictures were hardly legible. This might inhibit students from demonstrating their understanding of the sentences. The other possible reason could be lack of exposure. Although it was stated in the syllabus, none of the tests surveyed by the investigator contained this kind of sub-test. Excepting these problems, if this poor performance is the result of their own lack of understanding and not the problem of the test, students might encounter comprehension difficulties at the higher levels. This has been proven by various studies (Finn, 1990). Finn (1990:186) has shown that "the ability to deal with sentences is related to success in reading comprehension".

### 4.2.7 Reordering

The other element stated in the syllabi and then included in the textbooks is reordering sentences of a paragraph based on information given in the picture. In other cases jumbled pictures would accompany a well - organized paragraph. The students' task would be to arrange the pictures based on the information given in the passage. In this test, Part Three, Section III was designed to test this ability. Pictures were put in the right order but the sentences with wrong order (jumbled together). The students, therefore, demonstrated their understanding by arranging the sentences in accordance with the order of the pictures.

Table 4.12 Item Analysis for Reordering Jumbled Sentences

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
Three	III	2	0.70	0.53	96	53.3	2.8
		3	0.62	0.55	88	48.9	
		4	0.60	0.54	98	54.4	
		5	0.80	0.59	116	64.4	
		6	0.73	0.57	108	60	
			X = 0.69	X = 0.56	X = 56.2		

As shown in the above table, this was a section with an average D. I. of 0.69 and F.V. of 0.56. This might indicate that this section was an average one since its difficulty level was 0.56 which was a bit higher than the average difficulty level for most achievement tests, that is 0.5 (Heaton, 1988). It was again one of the sections in which students performed better. Fifty six point two percent of the students scored

56.2% (2.8 out of 5). This might be a promising score as reorganization or reordering is slightly more difficult than literal comprehension questions (Nuttall, 1996). This is because in order to put events or pictures in sequence, the child might need a fairly high level of comprehension ability. These questions are really difficult for these students because the questions require the students to obtain literal information from various parts of the text and put it together or to reinterpret information. (Nuttall, 1996:188). These questions, according to Nuttall (Ibid.), “are valuable in making the student consider the text as a whole rather than thinking of each sentence on its own, or in making him assimilate fully the information he obtains”.

The ability to reorder jumbled sentences is a valuable activity because it can hamper or promote comprehension. The 56.2% performance shown in this section, therefore, might be a good indicator for improving their comprehension sub - skill. Experiments conducted by Urquhart (1984) also seem to confirm that “organization can significantly alter reader recall of text material; lower recall scores reflected ‘lower’ comprehension’ (1984:174-175). Improving students’ ability to reorder events or pictures can be considered as another way of improving comprehension ability, as there is significant correlation between reordering and comprehension (Urquhart, 1984).

## 4.2.8 Spelling

### 4.2.8.1 Spelling in Context

Part One, Section V, items 1 - 3 were used to determine students' ability to recall the visual configuration: spelling of some familiar words taken both from the syllabus and the textbook.

Table 4.13 Item Analysis for Spelling

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
One	V	1	0.40	0.23	43	23.9	1.3
		2	0.22	0.41	80	44.4	
		3	0.70	0.64	116	64.4	
			$\bar{X} = 0.44$	$\bar{X} = 0.43$	$\bar{X} = 44.2$		

### 4.2.8.2 Spelling (scanning)

Part four was designed to support the finding in Part I, Section III. The only difference that exists between these two sections of the same sub - skill is that in the first one (Part I Section III) students rely on the context given with the question itself. In this section, on the other hand, students scan any letter from the given ones and form three words related to school. Predominantly, this section could be taken as a spelling test. There are also times when the same test format is presented to test students' scanning ability at an elementary level.

Table 4.14 Item Analysis for Spelling Test

Part No.	Sec. No.	Item No.	D.I.	F.V.	Number of students who got the item right		Av. score of each section
					n	%	
Four	1	1	0.47	0.38	62	34.4	
		2	0.37	0.23	25	13.9	0.84
		3	0.67	0.41	65	36.1	
			$\bar{X} = 0.5$	$\bar{X} = 0.34$	$\bar{X} = 28.1$		

One of the areas that need careful attention at the elementary level is spelling. It can be considered as the most basic of all the reading activities. Regardless of this importance, only 36.2% of the students could score an average result of 37.7% or 1.1. This section is, of course, one of the most difficult sub-tests with difficulty level of 0.39. Viewed from this point, one can expect low performance but not as low as the results observed in this study. An average score of 37.7% seems to be reasonable, as the average F.V. was 37.7. It was really surprising that 63.8% of the students could not score this average score. This might reveal that most students failed to respond to this section. The inability of students in this section might be reflected in other reading activities, such as word-recognition and comprehension at word level.

Studies conducted by Barr and Johnson (1997) indicates that reading and spelling are reciprocal processes that depend on the same underlying phonological knowledge. According to the findings of this study, success in spelling is reflected in success in word-identification. "Good ability in word identification is a source to effective reading." (1997,97). This might inform educators that any spelling problem could be considered as impediment to reading achievement.

A similar finding was reported from Finn's (1990) studies. In his longitudinal studies, Finn found that beginning readers would be harmed if they have poor performance in spelling tasks.

In the present study, too, students who scored high in the overall test did relatively better in spelling sub-test. Compared with their scores in other sub-tests, their spelling test result was, however, not promising. The possible reasons for such poor performance in spelling could be attributed to the following:

- I. Although spelling was stated as an objective and included in the textbooks, none of the tests surveyed contained spelling test. The inclusion of this section in the present test might, therefore, create a feeling of anxiety on the part of the testees, as students did not have adequate practice on the sub-test.
- II. According to Fyffe and Mitchell (1985-19), "Spelling is both critical and difficult, particularly at an early stage of reading. "Students' poor performance could, therefore, emanate from the nature of the sub-skill.

The above - cited authorities have indicated that there is a significant correlation between spelling performance and word recognition achievement. Word recognition is also a base for many reading activities. The poor performance shown in this section, therefore, calls for careful attention to spelling as this might affect growth in other reading areas.

#### **4.3. Analyses of differences among the three groups: Low, Average and High achievers**

One - way analysis of variance was employed to determine if there is a significant difference between the three groups in reading ability test scores. The table below presents the results of the analysis made for this purpose.

**Table 4.15 ANOVA summary**

Source	D.F.	SS	Ms	F. Ratio	F. Prob.
Between Groups	2	13214.1183	6607.0592	273.2338	.000
Within Groups	177	4218.4317	23.8329		
<b>Total</b>	<b>179</b>	<b>17432.5500</b>			

As indicated in the table above, there is a significant difference in the performance of the three groups on the reading ability test. Further analysis was required to determine the possible source for such a significant difference in test result. Scheff's test (see Table 4.16) could be used for this purpose as it yields a conservative estimate regarding test results of this type.

Accordingly the test indicates that a significant difference if  $Mean_2$  (Average achievers) -  $Mean_1$  (Low achievers),  $Mean_3$  (High achievers) -  $Mean_2$  (Average achievers), or  $Mean_3$  (High achievers) -  $Mean_1$  (Low achievers)  $> 3.45$ .

The findings of the analysis revealed that the difference among the three groups is statistically significant. This is because, the difference between  $M_3$  and  $M_1 = 26.46$ ,  $M_3$  and  $M_2 = 13.5$ , and  $M_2$  and  $M_1 = 12.9$ .

Further examination indicates that higher achievers scored better as their mean score was 37.13. Average achievers also performed satisfactorily as their mean was 23.66, which was similar to the overall average of the test that is 23.73. Low achievers, on the other hand, performed poorly as their mean was only 10.76.

Table 4.16 Summary of Scheffe's Multiple Comparison Test

Mean	Group	Low Achievers ( G.1)	Average achievers (G.2)	High achievers (G.3)
10.7632	Grp. 1			
23.6635	Grp. 2	*		
37.1316	Grp. 3	*	*	

\* indicates significant difference.

From the above table, one can understand that all the three groups: Group 1, Group 2 and Group 3 contribute for the significant difference observed among the groups.

#### 4.4. Comparisons of Teacher-Made Tests and Operationalized - Test Results

A T - Test was conducted to check if there is a significant difference between Teacher-Made - Test and Operationalized - Test results. To determine whether there is a difference or not, we begin with stating the null hypothesis followed by accepting or rejecting it.

In this case our null hypothesis is, there is no difference between teacher - made tests and that of the investigator, i.e.,

- I.  $H_0$ : Mean of Teacher-Made Tests results = Mean of Operationalized - Test results,
- II.  $H_1$ : Mean Teacher - Made Tests  $\neq$  Mean of Operationalized - Test results ,

The following table shows the t - tests for two - sample groups, that is teacher - made tests results and operationalized - test result.

**Table 4. 17 T- Test for Teacher-Made Test and Operationalized-Test results.**

Variable	Number of cases	Mean	SD	SE of Mean	df	2. Tail sig	SE of Diff
Group 1	180	23.7833	.736	-2.26	358	0.224	.993
Group 2	180	8.959	.668	-2.26	354.70	0.024	.993

Leven's Test for Equality of variances:  $F = 4.579$   $P = 0.033^*$

The Null-hypothesis ( $H_0$ ) was rejected since  $\alpha$  which is  $0.05 > P$  which is  $0.033$ . From this one can deduce that there is a difference between Teacher - Made Test and Operationalized -Test results.

An explanation for the difference between Teacher - Made Test results and the Operationalized - Test results could be attributed to many variables, which include;

- i. Teachers' evaluations did not particularly reveal students' reading skill. They rather revealed overall language performance and predominantly grammar ability as classroom tests dominated by grammar tests.
- ii. Teachers' evaluations were not conducted at once, rather at least twice a semester, i.e. Mid and Final Examinations. Along with these test-results, there are other 'scores' included in the evaluation. These additional scores include score for classroom activities, for neatness of exercise books, and /or for attendance. These additional scores would probably be the causes for such differences between the two results.

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\* Note that Leven's test for equality of variances is conducted to determine if homogeneity of the two distributions (distribution for Group 1 and Group 2) assumed or not. If the two distributions prove to have come from heterogeneous population, then t-test is conducted by making adjustments of this heterogeneous population so that the variables could be comparable.

#### **4.5 Problems Associated With the Teaching and/or the Learning of Reading**

So far the investigation has paid attention to students' performance in various reading sub-skills. However, the investigator would like to conclude this section by giving highlights on some of the salient problems that might possibly account for such poor performance.

According to the result of teacher's questionnaire, there are various reasons for such undesirable phenomena prevalent in the sample schools. Most teachers believe that the new automatic promotion policy is the first problem. The response of the questionnaire disclosed that students from Grade One to Grade Three are promoted to the next grade level regardless of their performance. How could a learner, who cannot recognize a word, comprehend a sentence or a paragraph? One of the purposes of tests is to identify areas of weaknesses and strengths, and/or to assess the effectiveness of the method. Avoiding examination may imply avoiding these opportunities as well.

The other problem mentioned by the teachers is the demand of the syllabus. There are higher demands on the part of the syllabus. Some of the teachers are unhappy about the difficulty level of the textbooks, which are considered to be a vehicle for achieving the objectives stated in the syllabi.

Still the other point, which was identified as a problem, was class-size. In the three Government schools and one Public school observed, class-size was more than 120.

In the remaining two Public schools, it was more than 90. This, according to the teachers, causes tremendous difficulties in achieving the objectives.

Lack of proper follow up on the part the family was still the other problem raised by the teachers. Parents do not follow the performance of their children. If assignments are given, almost half of the class comes to class without assignments are being done. “Reading needs serious and continuous follow up. How could students develop their reading ability without paying attention to the skill?” was the response of one of the teachers.

There are some individuals who are assigned to teach at this grade level (in the cycle). These 'teachers', according to the respondents, do not have any training or orientation about the profession. The performance of students is adversely affected by the presence of such teachers. Leave alone teachers who did not have training, those who graduated from TTIs and colleges of Teacher Education are found to be deficient in handling the skill (Hailom and Woldu, 1999). This is not without reason. Demand for reading is growing from answering some comprehension questions to a stage where various reading tasks such as, information transfer, reordering, vocabulary in content, etc. follow a passage. These kinds of activities, therefore, need training that equip teachers with the necessary skills.

Lack of adequate vocabulary was also believed to have a serious effect on students' reading performance. Students, beginning from early stages, do not practise learning the meaning of new words using different strategies such as contextual clues.

Whenever they come across any difficult words, they ask for translation. They do not refer to a dictionary; they do not use contextual clues or any other strategy; but they ask their teachers or anyone around whom they think knows the meaning.

The above - mentioned problems and probably some more could account for students' poor performance.

## CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

### 5.1 Conclusion

The idea that served as a springboard for this study was that students' language performance is below standard (Stoddard, 1988; Rogers, 1969; Teshome, 1999), that students' reading performance is poor (Genene, 1994; Dubale, 1990; Chefena, 1988), and that students' listening ability is even worse (Tewolode, 1988; Seime, 1989). Such findings obtain much support in this study. From the total of 180 sample students who participated in the study, 94 students (52%) scored below the overall average of the test.

A close examination of students' performance further disclosed that students performed better in comprehension at word level and at reordering with an average score of 74% and 56%, respectively. This promising results might highlight the need to further develop these abilities as students demonstrated encouraging performance.

In this regard, the results of these sections tend to deviate from the findings of previous studies, notably those conducted by Tewolde (1988); Rogers (1969); Soddart (1986).

According to these studies, in almost all language areas (Stoddart, 1986; Rogers, 1969) and in listening (Tewolde, 1988), students demonstrated a very low performance. As a result, according to their conclusions, English should not be a

medium of instruction at least in Elementary and Junior Secondary schools (Rogers, 1969; Tewelde, 1988) and at all levels (Stoddart, 1988).

The result of the present study casts a shadow of doubt on the findings of the three studies. On the basis of their findings, the above cited researchers suggested that the medium of instruction should be substituted by Amharic. However, the medium of instruction should not be the target since there is room for improvement. We should, therefore, be careful to arrive at a strong conclusion that there is no prospect at all for students adequate mastery of the language in general and reading skill in particular.

Contrary to this promising performance on the above mentioned two areas, their achievements on vocabulary in context test and literal comprehension (Fill in the blank format) were not promising. Students' performance on comprehension-at-sentence-level was, to use the terms of Elley (1984), regrettably no better as the average score was only 38%. The average score for the spelling section was not adequate as it was only 36%. This means that students' mastery of spelling was relatively low.

This low achievement in these areas would be the result of many variables which include: higher demands on the part of the syllabus, poorly designed materials (mismatch between what is stated in the syllabus and what is there in the textbooks), class - size, lack of training and orientation on the part of the teachers, the new

automatic - promotion policy and inability of some of the teachers to handle and employ the textbook properly. This is particularly so as the response of the teachers to the questionnaire revealed that most teachers are not happy with the difficulty level of tasks included in the textbook. They expressed their frustration by saying "some of the reading tasks are difficult even for us".

Regardless of this, the departure from the overall average score (of 54%) and hence low achievement, may need a particular emphasis as these areas could cause tremendous difficulties in the students' further academic achievement. This concern was expressed by Dechant as early as 1964 who said "There is no adequate compensation for success in reading . In the academic work of today's school a child cannot succeed partially. He either succeeds or he doesn't, and without success in reading, success in almost any other area becomes an improbability, if not an impossibility." (Dechant, 1964:67).

## **5.2 Recommendations**

As indicated in chapter one, there were some limitations in this study. These limitations include scope of the test (as it did not include all the major topics of the textbooks), a number of students and schools involved in the study, some tests are administered early in the morning, others late morning, still others in the afternoon. These and probably some other factors were believed to have some effects on the scope, reliability and validity of the findings. The generalizability of the findings,

therefore, needs careful attention. Despite this, the findings of the study seem to have some practical implications for reading instruction.

1. Students were found to be poor in some reading sub-skills like comprehension at sentence level, spelling (word recognition or identification) and reading for the main idea. Finding appropriate remedy for these area is, therefore, an urgent need of the bodies concerned.
2. Having understood the magnitude of the problems widespread in our education settings, the Ministry of Education changed the syllabi and textbooks but not the testing style. Teacher - made tests seem not to be responsive to the new textbooks; the tests remained similar to the old ones: predominantly grammar in content and multiple-choice in format. Teachers, therefore, need an orientation in preparing their tests in line with the objective of the textbooks. The view that says “testing is a natural extension of teaching” should be understood in this sense.
3. Some teachers were also found to have difficulties in identifying the sub - skills of reading. These teachers might thus be one of the major causes for students' poor performance. Proper training and in - service training seem to be the crux of the matter if their professional quality is to reach a satisfactory standard.
4. Usually good readers come from homes and schools with many books. Parents and schools should, therefore, try their level best to supply students with some easily accessible reading materials.
5. There is still another contribution from parents. Students can develop their reading abilities not only through classroom reading instructions, but also through voluntary and spare - time reading as the saying goes: “if you want to

be a good reader, read more”. Voluntary reading can be considered as meaningful and effective. Parents can stimulate such voluntary reading if their children’s reading ability is to reach a reasonable level.

6. Maximum efforts should be made to modify the automatic promotion policy as many teachers are complaining about its adverse effect. “We were not better”, one of the responses of teachers’ questionnaire reads, “we got worse with the introduction of the new automatic-promotion policy”. The very idea of this policy may not be to bring about such undesirable phenomena to our education system, but the result of the questionnaire disclosed that there are some problems at the implementation stage. We need to sit for a while and look for ways and means of alleviating these problems.

The aforementioned limited recommendations highlight the fact that it is time to revise the syllabi, if possible. We also need to see closely what happens when the syllabi are being implemented. Other policy decisions, on the other hand, should not be always the target when there are other minor, but still more important decisions.

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**Appendix A: An Achievement Test**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**Department of Foreign Languages and Literature**

**Part One: Read and Do**

**Workitu**

Workitu was born in Addis Ababa in 1965 E.C. She is now 27 years old. She works in a school. She is a teacher in an elementary school. She teaches English in grade 4. She has 35 students in her class, 15 girls and 20 boys. She likes her students, and her students like her. She is very kind and helps them a lot. She is a very good teacher.

**Section I: Read the story and answer the following questions.**

1. What subject does Workitu teach?  
A. English      B. Amharic      C. Maths
2. How old is Workitu? She is \_\_\_\_\_ years old.  
A. 20              B. 27              C. 35
3. When was she born?  
A. 1927            B. 1965            C. 1935
4. How many girls does Workitu have in her class?  
A. 35              B. 15              C. 20
5. The whole story is about \_\_\_\_\_  
A. the teacher    B. the school      C. the students

## Section II: Are these sentences true or false?

1. There are 20 students in Workitu's class.
2. She is not a very good teacher.
3. She likes her students.
4. She helps the students very much.

## Section III: Fill in the sentences using words from the story.

1. Workitu has \_\_\_\_\_ boys in her class.
2. She was born in \_\_\_\_\_ 1965 E.C.
3. She is a teacher in \_\_\_\_\_ .

## Section IV: Vocabulary

1. I am a grade four student. I am learning in \_\_\_\_\_ school.  
A. a high            B. a junior            C. an elementary
2. Ato Solomon teaches us English very well. He is our \_\_\_\_\_.  
A. director            B. monitor            C. teacher
3. I cannot write a sentence. So my brother \_\_\_\_\_ me to write a sentence.  
A. likes            B. helps            C. gives
4. My father always buys candy and bread only for me. He \_\_\_\_\_ me very much.  
A. likes            B. takes            C. helps

**Section V: The following words are not complete. Fill-in the missing letters.**

Example:

Question: sc\_\_o\_\_l : a place where children learn.

Answer: Schhool

1. k\_\_n\_\_ : friendly or thoughtful to others, not cruel.
2. n\_\_w : the present time.
3. o\_\_d : age

**Part Two: Read and Complete**

**My Friends**

My name is Senait. I am 12 years old. I have three friends. My best friend is Chaltu. Chaltu is 10 years old. She is tall and thin.

My second friend is Hana. Hana is 13 years old. She is short and thin. My third friend is Muna. Muna is 11 years old. She is tall and fat.

We are all in grade four. We study hard together.

**Section I: Complete the table with the age, height and weight of each students. Some of the answers are given for you as examples.**

Name	Chaltu	Hana	Muna
Age	10		
Height		short	
Weight	thin		fat

**Section II: Give the answers for the following questions.**

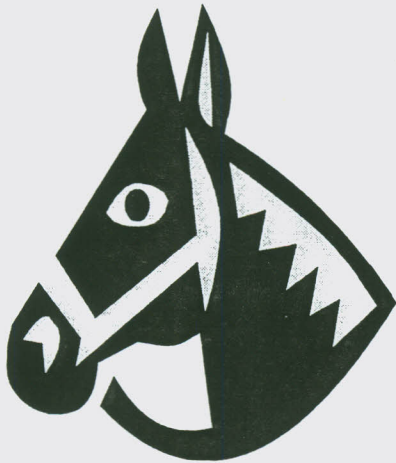
1. The first paragraph is about \_\_\_\_\_.  
A. Senait and Chaltu    B. Senait and Muna    C. Hana and Muna
2. The second paragraph is about \_\_\_\_\_.  
A. Senait and Chaltu    B. Senait and Hana    C. Hana and Muna
3. The third paragraph is about \_\_\_\_\_.  
A. Senait and Chaltu    B. Chaltu and Muna    C. Senait, Chaltu, Muna, and Hana

**Part Three: Read and match**

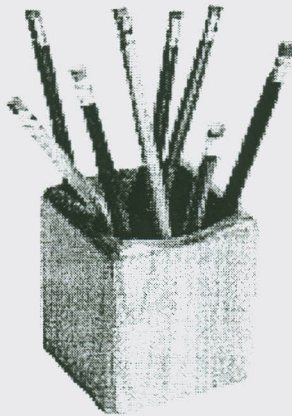
**Section I: Write the number of a picture against each word.**

\_\_\_\_\_ House                  \_\_\_\_\_ Horse                  \_\_\_\_\_ Dog  
\_\_\_\_\_ Pencils                  \_\_\_\_\_ Hen

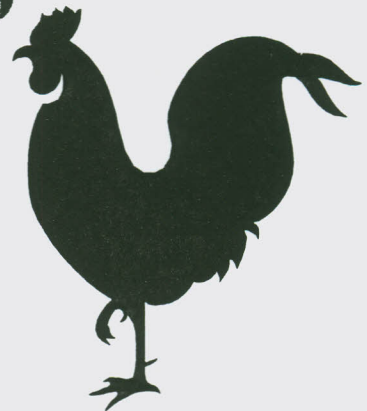
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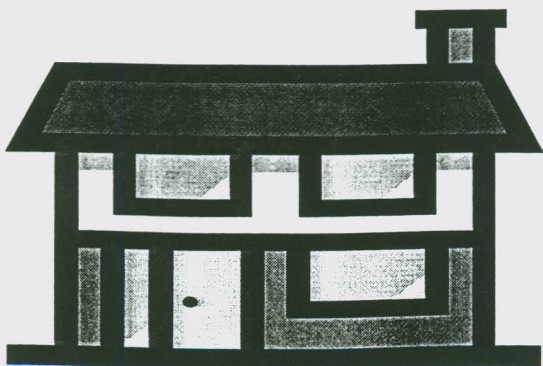
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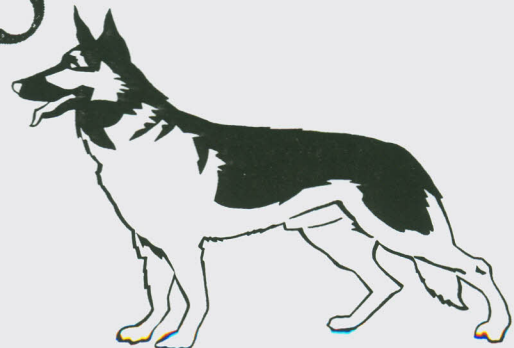
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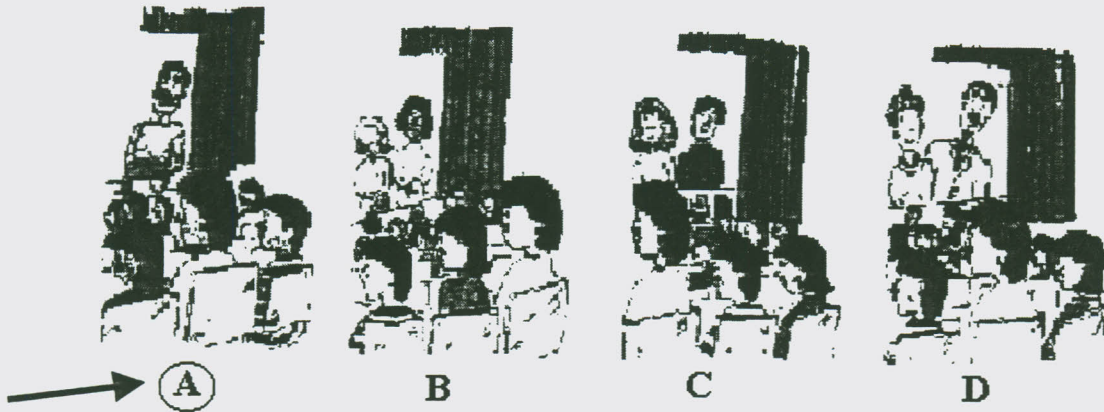


5

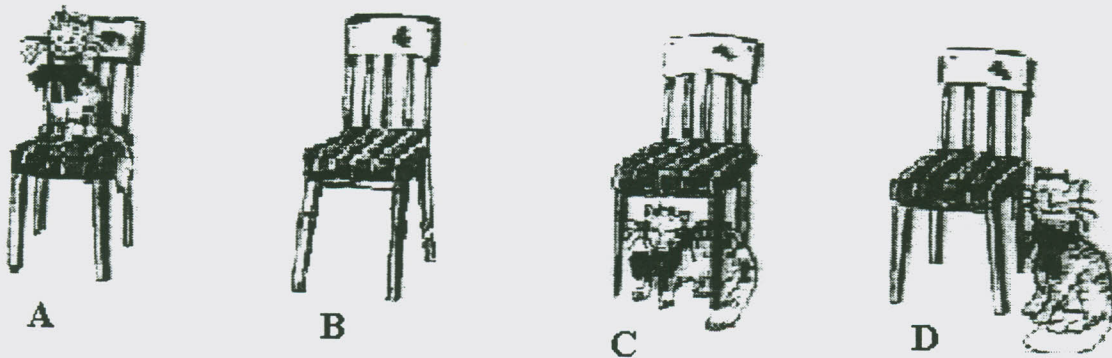


**Section II: Which picture does the sentence describe?  
The first one is done for you as an example.**

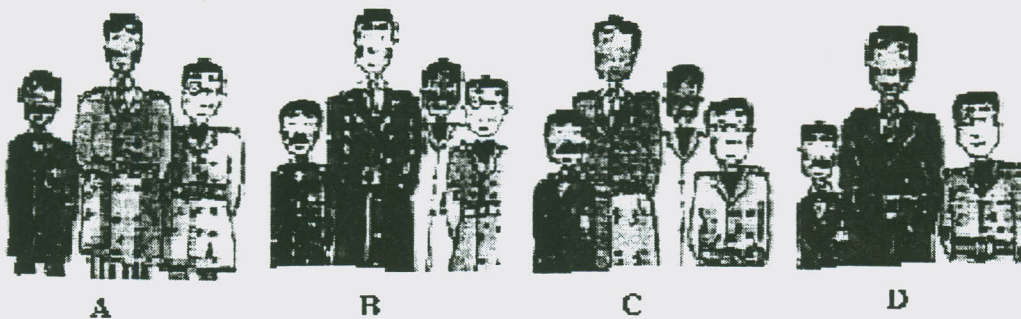
1. Hana is sitting on the left of her mother and Ayele is sitting on her right.



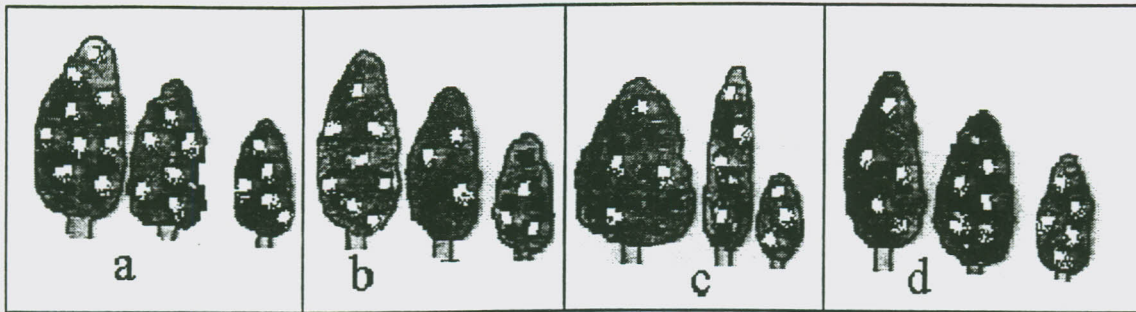
2. There is a cat with a ribbon around its neck under the chair.



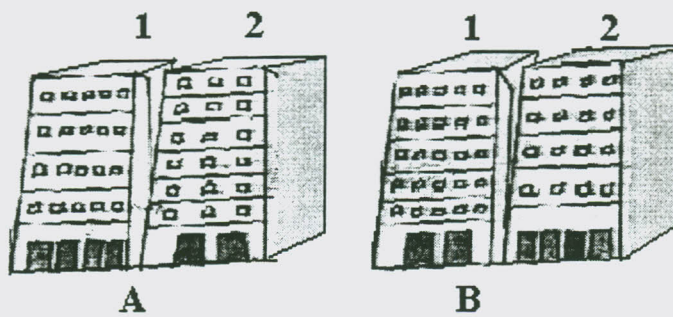
3. The man in the black coat is the tallest of the four.



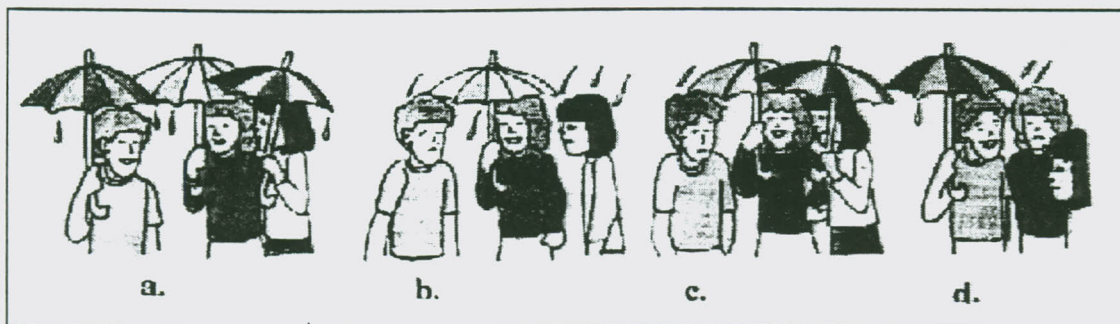
4. The tallest tree had nine flowers on it and the shortest tree had five flowers.



5. Block 1 has more windows but not as many doors as Block 2.



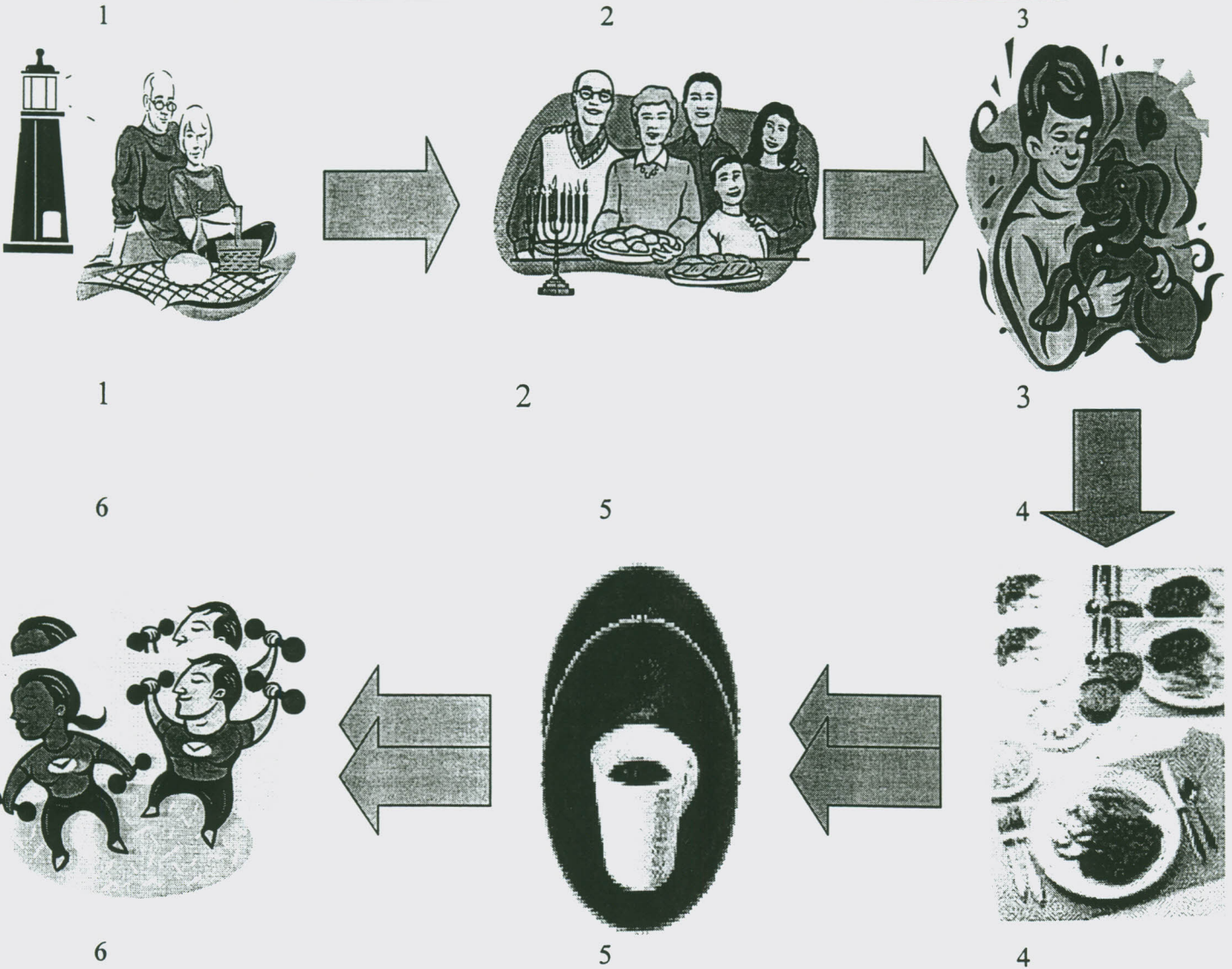
6. Shimelis does not have an umbrella but the two girls have umbrellas.



**Section III: Following the order of the pictures, rewrite the sentences given below.**

The first sentence is given for you as an example.

- \_\_\_\_\_ Ayele went out to play with his friend.  
 \_\_\_\_\_ My uncle and his wife have three children.  
 \_\_\_\_\_ Ayele ate his breakfast.  
 \_\_\_\_\_ Their smallest child is Ayele and Ayele has a little dog.  
 \_\_\_\_\_ Ayele drunk a cup of tea.  
 1 \_\_\_\_\_ My uncle and his wife are Living in Arat Killo.



## Part Four: Word Game

Find three words which are related to school. Two examples are done for you (one alphabet can be used many times).

T	B	Z	P	L	P
E	G	O	D	E	E
A	T	Y	O	N	N
C	A	Z	O	K	C
H	B	U	R	Q	I
E	L	W	V	S	L
R	E	J	X	T	M

## Appendix B: Scores

Code	Score	Code	Score	Code	Score
1.	4	61.	18	121.	31
2.	5	62.	18	122.	31
3.	7	63.	18	123.	31
4.	7	64.	18	124.	31
5.	8	65.	18	125.	31
6.	8	66.	18	126.	31
7.	9	67.	18	127.	31
8.	9	68.	19	128.	31
9.	9	69.	19	129.	31
10.	9	70.	19	130.	32
11.	9	71.	19	131.	32
12.	9	72.	19	132.	32
13.	9	73.	19	133.	32
14.	10	74.	19	134.	32
15.	10	75.	19	135.	33
16.	10	76.	20	136.	33
17.	11	77.	20	137.	33
18.	11	78.	20	138.	33
19.	11	79.	20	139.	33
20.	12	80.	20	140.	33
21.	12	81.	20	141.	33
22.	12	82.	21	142.	33
23.	12	83.	21	143.	33
24.	12	84.	21	144.	34
25.	12	85.	21	145.	34
26.	12	86.	23	146.	34
27.	12	87.	23	147.	34
28.	13	88.	23	148.	34
29.	13	89.	23	149.	34
30.	13	90.	23	150.	34
31.	13	91.	24	151.	35
32.	14	92.	24	152.	35
33.	14	93.	24	153.	35
34.	14	94.	24	154.	35
35.	14	95.	25	155.	36
36.	14	96.	25	156.	36
37.	14	97.	25	157.	36
38.	14	98.	25	158.	37
39.	15	99.	25	159.	37
40.	15	100.	25	160.	37
41.	15	101.	26	161.	37
42.	15	102.	26	162.	37
43.	15	103.	26	163.	37
44.	15	104.	26	164.	38
45.	15	105.	26	165.	38
46.	16	106.	26	166.	38
47.	16	107.	27	167.	38
48.	16	108.	27	168.	38
49.	17	109.	27	169.	38
50.	17	110.	29	170.	38
51.	17	111.	29	171.	38
52.	17	112.	29	172.	38
53.	17	113.	29	173.	39
54.	17	114.	29	174.	39
55.	17	115.	29	175.	40
56.	17	116.	29	176.	40
57.	17	117.	30	177.	41
58.	17	118.	30	178.	42
59.	17	119.	30	179.	43
60.	18	120.	30	180.	43

**Appendix C : Item Response Chart**

Part No	sec No	Item No	Student's Code																										Σ			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26				
one	I	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	7			
		2	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	9		
		3	0	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	1	0	0	1	0	0	10	
		4	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	12		
	II	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	8		
		2	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	4	
		3	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	6	
		4	0	0	0	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	7	
	III	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2		
		2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	4	
		3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	
	IV	1	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	8		
2		0	0	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	11		
3		0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	0	1	8		
4		0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	7			
V	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	2		
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Two	I	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	8			
		2	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	7		
		3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1

1: Correct

0: Wrong

Σ : The Number of Correct responses for the row



		Students's Code																										Σ		
No	No	No	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52		
one		1	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	11	
		2	1	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	0	11	
		3	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	18	
		4	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	7	
II		1	1	1	1	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	15
		2	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0	9	
		3	1	0	1	1	0	1	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	0	1	14	
		4	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	9	
III		1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
		2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	5	
		3	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	5	
iv		1	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	1	0	0	0	10	
		2	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	12
		3	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4	
		4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	7	
v		1	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	5	
		2	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	7	
		3	0	0	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	10	
TWO I		1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	18
		2	1	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	16
		3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
		4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	
		5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	

		Students's Code																									Σ		
ONE	I	5	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	9	
TWO	II	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	5	
		2	0	0	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	1	10	
		3	1	1	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	1	9	
THRE	I	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	9	
		2	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	1	1	0	0	0	1	1	0	1	10	
		3	0	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	15	
		4	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	12	
		5	0	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	8	
	II	1																											
		2	0	1	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	1	1	0	1	1	1	13	
		3	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	6	
		4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3	
		5	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	0	1	0	0	1	1	1	1	18	
		6	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	1	0	10	
	III	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	8	
		2	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	6	
		3	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	10	
		4	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	1	0	0	0	1	8	
		5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	0	0	0	0	7	
		6																											
FOUR		1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	5	
		2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
		3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	
Total			12	13	13	13	13	14	14	14	14	14	14	14	14	15	15	15	15	15	15	15	16	16	16	17	17	17	383

		Student's Code																										Σ		
Part No	sec No	Item No	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78		
one	I	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	0	17	
		2	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	0	14	
		3	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	21	
		4	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	16
	II	1	0	0	1	0	1	0	1	1	0	0	0	0	1	1	0	0	1	1	1	0	1	0	1	1	0	0	12	
		2	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	7
		3	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	1	1	0	10	
		4	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	8
	III	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	3
		2	0	1	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	15
		3	0	1	0	0	0	1	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	1	10	
	IV	1	0	1	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0	1	0	1	11
2		1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	14	
3		0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	7	
4		0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1	0	0	8	
v	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	3	
	2	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	0	7	
	3	1	0	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	17	
Two	I	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
		2	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
		3	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	0	0	0	0	5
		4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	3
		5	0	0	1	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0

		Student's Code																								Σ				
one	I	5	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	4			
two	II	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	7			
		2	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	8			
		3	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	7	
three	I	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	16	
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		5	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	20	
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		5	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	0	1	12
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	III	1	1	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	10
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		4	1	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	14
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		6																												
Four		1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4
		2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		3	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	4
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		Student's Code																								Σ					
Part No	Sec. No	Item No	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104			
one	I	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	23		
		2	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	18	
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		4	0	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	15	
	II	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	15	
		2	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	9	
		3	0	1	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	18	
		4	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	8	
	III	1	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	10	
		2	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	21	
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	IV	1	1	1	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	13	
2		1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	0	18		
3		0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	9		
4		0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	8		
V	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	7		
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Two	I	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	22	
		2	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	21
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		Student's Code																										Σ	
one	I	5	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	1	1	0	0	0	0	0	0	1	8	
Two	II	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	5	
		2	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	6	
		3	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	14	
Three	I	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	21	
		2	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
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	II	1																											
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	III	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	1	9
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		4	1		0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19
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		6																											
Four		1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	8
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Total			20	20	20	21	21	21	21	21	23	23	23	23	24	24	24	24	25	25	25	25	25	25	26	26	26	26	607

			Student's Code																														Σ
Part No	sec No	Item No	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130					
one	I	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25				
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	24			
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26			
		4	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	19			
	II	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	20			
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		4	1	0	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1	1	0	0	0	0	1	0	1	1	15			
	III	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	17			
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	IV	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	23			
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	V	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	3			
2		1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	11				
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Two	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26				
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		Student's Code																												M		
one	I	5	0	0	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	15		
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		3	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	12		
Three	I	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22		
		2	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22		
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	II	1																														
		2	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	13		
		3	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	13		
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	III	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	19		
		2	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	13		
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		6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
four		1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	7		
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		3	0	0	1	0	1	0	1	0	1	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	1	12		
TOTAL			26	26	27	27	27	28	29	29	29	29	29	29	30	30	30	30	31	31	31	31	31	31	31	31	31	31	32	766		

Part No	Sec No	Item No	Student's Code																								Σ				
			131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154		155	156		
One	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25		
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	II	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	20		
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		2	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23		
		3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24	
	IV	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25		
		2	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	
		3	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	1	12	
		4	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	0	0	15	
	V	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1	0	0	10		
		2	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	0	1	0	0	17		
		3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24		
TWO	I	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25		
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25	
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	25	
		4	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22
		5	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	20

		Student's Code																								S							
One	I	5	1	0	1	0	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	0	0	0	13							
Two	II	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	19							
		2	0	0	1	0	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	16							
		3	0	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	14						
Three	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26							
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26							
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26							
		4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26							
		5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26							
	II	1																															
		2	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	10				
		3	1	1	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	16				
		4	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	6				
		5	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	17				
		6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1				
	III	1	0	0	1	0	1	1	1	1	1																	7					
		2	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23				
		3	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	23				
		4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	25				
		5	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25				
		6																											16				
Four		1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	0	1	13				
		2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	7				
		3	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	17				
	TOTAL	32	32	32	32	33	33	33	33	33	33	33	33	34	34	34	34	34	34	34	34	34	34	34	34	34	35	35	35	35	36	36	876

Part No	Sec. No	Item No	Student's Code																				Σ			
			157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176		177	178	179
One	I	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	22
	II	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
		2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		4	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	18
	III	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	21
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		3	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22
	IV	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
2		1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	21	
3		0	0	0	0	1	1	1	0	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	14	
4		1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	1	0	1	15	
V	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	1	0	1	1	15	
	2	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	20	
	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
Two	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
		4	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
		5	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1

		Student's Code																								Σ
One	I	5	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	15	
Two	II	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	22	
		2	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	11	
		3	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	19	
Three	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
	II																									
		2	1	0	0	1	0	0	1	1	0	0	0	1	0	1	1	0	1	1	1	1	0	1	14	
		3	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	17	
		4	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	1	11	
		5	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	1	1	17	
		6	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	8	
	III	1																								
		2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	
		3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		4	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22	
		5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
		6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
Four		1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	21	
		2	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	15	
		3	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20	
<b>Total</b>			36	37	37	37	37	38	38	38	38	37	38	38	38	38	38	39	39	40	40	41	42	43	927	

## Appendix D: Item Analysis (For 120 students)

	A	B	C	D	D.I.	F.V.
<b>Part One: Section I</b>						
1	H = 58 L = 23 •	0 31	2 6		$\frac{58-23}{60} = \frac{35}{60} = 0.58$	$\frac{58+23}{120} = \frac{81}{120} = 0.68$
2	H = 0 L = 13	57 • 22	3 25		$\frac{57-22}{60} = \frac{35}{60} = 0.58$	$\frac{57+22}{120} = \frac{79}{120} = 0.66$
3	H = 0 L = 14	59 • 35	1 11		$\frac{59-35}{60} = \frac{24}{60} = 0.4$	$\frac{59+35}{120} = \frac{94}{120} = 0.78$
4	H = 10 L = 26	47 • 25	3 9		$\frac{47-25}{60} = \frac{22}{60} = 0.37$	$\frac{47+25}{120} = \frac{72}{120} = 0.6$
5	H = 36 L = 14 •	13 21	11 25		$\frac{36-14}{60} = \frac{22}{60} = 0.37$	$\frac{36+14}{120} = \frac{50}{120} = 0.42$
					x = 0.46	x = 0.63
<b>Part One: Section II</b>						
1	H = 8 L = 31	52 • 29			$\frac{52-29}{60} = \frac{23}{60} = 0.38$	$\frac{52+29}{120} = \frac{81}{120} = 0.68$
2	H = 19 L = 41	41 • 19			$\frac{41-19}{60} = \frac{22}{60} = 0.37$	$\frac{41+13}{120} = \frac{60}{120} = 0.5$
3	H = 60 L = 25 •	0 35			$\frac{60-25}{60} = \frac{35}{60} = 0.58$	$\frac{60+25}{120} = \frac{85}{120} = 0.71$
4	H = 38 L = 18 •	22 42			$\frac{38-18}{60} = \frac{20}{60} = 0.33$	$\frac{38+18}{120} = \frac{56}{120} = 0.55$
					x = 0.42	x = 0.58
<b>Part One: Section III</b>						
1	H = 11 L = 57	49 • 3			$\frac{49-3}{60} = \frac{46}{60} = 0.77$	$\frac{49+3}{120} = \frac{52}{120} = 0.43$
2	H = 4 L = 50	56 • 10			$\frac{56-10}{60} = \frac{46}{60} = 0.77$	$\frac{56+10}{120} = \frac{66}{120} = 0.55$
3	H = 6 L = 48	54 • 12			$\frac{54-12}{60} = \frac{42}{60} = 0.7$	$\frac{54+12}{120} = \frac{66}{120} = 0.55$
					x = 0.75	x = 0.51
<b>Part One: Section IV</b>						
1	H = 0 L = 11	1 25	59 • 24		$\frac{59-24}{60} = \frac{35}{60} = 0.58$	$\frac{59+14}{120} = \frac{83}{120} = 0.69$
2	H = 6 L = 5	1 22	53 • 23		$\frac{53-23}{60} = \frac{30}{60} = 0.5$	$\frac{53+23}{120} = \frac{76}{120} = 0.63$
3	H = 16 L = 29	26 • 17	18 14		$\frac{26-17}{60} = \frac{9}{60} = 0.15$	$\frac{26+17}{120} = \frac{43}{120} = 0.36$
4	H = 36 L = 14 •	15 31	9 15		$\frac{36-14}{60} = \frac{22}{60} = 0.37$	$\frac{36+14}{120} = \frac{50}{120} = 0.42$
					x = 0.40	x = 0.53
<b>Part One: Section V</b>						
1	H = 32 L = 56		• 28 4		$\frac{28-4}{60} = \frac{24}{60} = 0.4$	$\frac{28+4}{120} = \frac{32}{120} = 0.27$
2	H = 21 L = 24		39 • 26		$\frac{39-26}{60} = \frac{13}{60} = 0.22$	$\frac{39+26}{120} = \frac{65}{120} = 0.54$
3	H = 3 L = 45		57 • 15		$\frac{57-15}{60} = \frac{42}{60} = 0.7$	$\frac{57+15}{120} = \frac{72}{120} = 0.6$
					x = 0.44	x = 0.47

	A	B	C	D	D.I.	F.V.
<b>Part Two: Section I</b>						
1	H = 0 L = 27	60 • 33			$\frac{60-33}{60} = \frac{27}{60} = 0.45$	$\frac{60+33}{120} = \frac{93}{120} = 0.78$
2	H = 1 L = 32	59 • 28			$\frac{59-28}{60} = \frac{31}{60} = 0.52$	$\frac{59+28}{120} = \frac{87}{120} = 0.73$
3	H = 4 L = 59	56 • 1			$\frac{56-1}{60} = \frac{55}{60} = 0.92$	$\frac{56+1}{120} = \frac{57}{120} = 0.48$
4	H = 7 L = 57	53 • 3			$\frac{53-3}{60} = \frac{50}{60} = 0.83$	$\frac{53+3}{120} = \frac{56}{120} = 0.47$
5	H = 11 L = 57	49 3			$\frac{49-3}{60} = \frac{46}{60} = 0.77$	$\frac{49+3}{120} = \frac{52}{120} = 0.43$
					x = 0.7	x = 0.58
<b>Part Two: Section II</b>						
1	H = 43 L = 18 •	7 27	10 15		$\frac{43-18}{60} = \frac{25}{60} = 0.42$	$\frac{43+18}{120} = \frac{61}{120} = 0.51$
2	H = 8 L = 22	22 17	30 • 21		$\frac{30-21}{60} = \frac{9}{60} = 0.15$	$\frac{30+21}{120} = \frac{51}{120} = 0.43$
3	H = 4 L = 21	18 19	38 • 20		$\frac{38-20}{60} = \frac{18}{60} = 0.30$	$\frac{38+20}{120} = \frac{58}{120} = 0.48$
					x = 0.30	x = 0.47
<b>Part Three: Section I</b>						
1	H = 0 L = 46	60 • 14			$\frac{60-14}{60} = \frac{46}{60} = 0.77$	$\frac{60+14}{120} = \frac{74}{120} = 0.62$
2	H = 0 L = 38	60 • 22			$\frac{60-22}{60} = \frac{38}{60} = 0.63$	$\frac{60+22}{120} = \frac{74}{120} = 0.68$
3	H = 0 L = 31	60 • 29			$\frac{60-29}{60} = \frac{31}{60} = 0.52$	$\frac{60+29}{120} = \frac{89}{120} = 0.74$
4	H = 0 L = 33	60 • 27			$\frac{60-27}{60} = \frac{33}{60} = 0.55$	$\frac{60+27}{120} = \frac{87}{120} = 0.73$
5	H = 0 L = 33	60 • 27			$\frac{60-27}{60} = \frac{33}{60} = 0.55$	$\frac{60+27}{120} = \frac{87}{120} = 0.73$
					x = 0.60	x = 0.70
<b>Part Three: Section II</b>						
2	H = 7 L = 3	1 14	29 • 29	23 14	$\frac{29-29}{60} = 0$	$\frac{29+29}{120} = \frac{58}{120} = 0.48$
3	H = 3 L = 12	34 • 14	11 22	12 12	$\frac{34-14}{60} = \frac{20}{60} = 0.33$	$\frac{34+14}{120} = \frac{48}{120} = 0.4$
4	H = 28 L = 12 •	8 20	12 18	12 10	$\frac{28-12}{60} = \frac{16}{60} = 0.27$	$\frac{28+12}{120} = \frac{40}{120} = 0.33$
5	H = 13 L = 23	47 • 37			$\frac{47-37}{60} = \frac{10}{60} = 0.17$	$\frac{47+37}{120} = \frac{84}{120} = 0.7$
6	H = 1 L = 14	14 11	15 • 15	30 20	$\frac{15-15}{60} = 0$	$\frac{15+15}{120} = \frac{30}{120} = 0.25$
					x = 0.15	x = 0.43
<b>Part Three: Section III</b>						
2	H = 5 L = 47	55 • 13			$\frac{55-13}{60} = \frac{42}{60} = 0.7$	$\frac{55+13}{120} = \frac{68}{120} = 0.57$
3	H = 5 L = 42	55 • 18			$\frac{55-18}{60} = \frac{37}{60} = 0.62$	$\frac{55+18}{120} = \frac{73}{120} = 0.61$
4	H = 6 L = 42	54 • 18			$\frac{54-18}{60} = \frac{36}{60} = 0.6$	$\frac{54+18}{120} = \frac{72}{120} = 0.6$
5	H = 2 L = 50	58 • 10			$\frac{58-10}{60} = \frac{48}{60} = 0.8$	$\frac{58+10}{120} = \frac{68}{120} = 0.57$
6	H = 3 L = 47	57 • 13			$\frac{57-13}{60} = \frac{44}{60} = 0.73$	$\frac{57+13}{120} = \frac{70}{120} = 0.58$
					x = 0.69	x = 0.59
<b>Part Four: Section I</b>						
1	H = 22 L = 50	38 • 10			$\frac{38-10}{60} = \frac{28}{60} = 0.47$	$\frac{38+10}{120} = \frac{48}{120} = 0.4$
2	H = 36 L = 58	24 • 2			$\frac{24-2}{60} = \frac{22}{60} = 0.37$	$\frac{24+2}{120} = \frac{26}{120} = 0.22$
3	H = 14 L = 54	46 • 6			$\frac{46-6}{60} = \frac{40}{60} = 0.67$	$\frac{46+6}{120} = \frac{52}{120} = 0.43$
					x = 0.5	x = 0.35

## Item Analysis (For 180 students)

	A	B	C	D	D.I.	F.V.
1	H = 86 • L = 24	2 38	2 28		$\frac{86-24}{90} = \frac{62}{90} = 0.69$	$\frac{86+24}{180} = \frac{110}{180} = 0.61$
2	H = 2 L = 20	• 82 39	6 31		$\frac{82-39}{90} = \frac{43}{90} = 0.48$	$\frac{82+39}{180} = \frac{121}{180} = 0.67$
3	H = 0 L = 17	• 89 51	1 22		$\frac{89-51}{90} = \frac{38}{90} = 0.42$	$\frac{89+51}{180} = \frac{140}{180} = 0.78$
4	H = 18 L = 30	• 64 43	8 17		$\frac{64-43}{90} = \frac{21}{90} = 0.23$	$\frac{64+43}{180} = \frac{107}{180} = 0.59$
5	H = 57 L = 20 •	17 34	16 36		$\frac{57-20}{90} = \frac{37}{90} = 0.41$	$\frac{57+20}{180} = \frac{77}{180} = 0.43$
1	H = 19 L = 46	• 71 44			$\frac{71-44}{90} = \frac{27}{90} = 0.30$	$\frac{71+44}{180} = \frac{115}{180} = 0.64$
2	H = 37 L = 61	53 • 29			$\frac{53-29}{90} = \frac{24}{90} = 0.27$	$\frac{53+29}{180} = \frac{82}{180} = 0.46$
3	H = 87 • L = 41	3 49			$\frac{87-39}{90} = \frac{48}{90} = 0.53$	$\frac{87+39}{180} = \frac{126}{180} = 0.70$
4	H = 51 • L = 28	39 62			$\frac{51-28}{90} = \frac{23}{90} = 0.26$	$\frac{51+28}{180} = \frac{79}{180} = 0.44$
1	H = 30 L = 78	• 60 12			$\frac{60-12}{90} = \frac{48}{90} = 0.53$	$\frac{60+12}{180} = \frac{72}{180} = 0.40$
2	H = 10 L = 59	• 80 31			$\frac{80-31}{90} = \frac{49}{90} = 0.54$	$\frac{80+31}{180} = \frac{111}{180} = 0.62$
3	H = 15 L = 64	• 75 26			$\frac{75-26}{90} = \frac{49}{90} = 0.54$	$\frac{75+26}{180} = \frac{101}{180} = 0.56$
1	H = 4 L = 16	6 35	80 • 39		$\frac{80-39}{90} = \frac{49}{90} = 0.54$	$\frac{80+39}{180} = \frac{119}{180} = 0.66$
2	H = 10 L = 18	7 25	• 73 47		$\frac{73-47}{90} = \frac{26}{90} = 0.29$	$\frac{73+47}{180} = \frac{120}{180} = 0.67$
3	H = 27 L = 49	38 23	• 25 18		$\frac{25-18}{90} = \frac{7}{90} = 0.08$	$\frac{25+18}{180} = \frac{43}{180} = 0.24$
4	H = 50 • L = 14	23 45	17 31		$\frac{50-14}{90} = \frac{36}{90} = 0.4$	$\frac{50+14}{180} = \frac{64}{180} = 0.36$
1	H = 58 L = 80	32 • 10			$\frac{32-10}{90} = \frac{22}{90} = 0.24$	$\frac{32+10}{180} = \frac{42}{180} = 0.23$
2	H = 37 L = 70	53 • 20			$\frac{53-20}{90} = \frac{33}{90} = 0.47$	$\frac{53+20}{180} = \frac{73}{180} = 0.41$
3	H = 11 L = 54	79 • 36			$\frac{79-36}{90} = \frac{43}{90} = 0.37$	$\frac{79+36}{180} = \frac{115}{180} = 0.64$
1	H = 4 L = 31	86 • 59			$\frac{86-59}{90} = \frac{27}{90} = 0.30$	$\frac{86+59}{180} = \frac{145}{180} = 0.81$
2	H = 5 L = 35	85 • 55			$\frac{85-55}{90} = \frac{30}{90} = 0.33$	$\frac{85+55}{180} = \frac{140}{180} = 0.78$
3	H = 13 L = 80	77 • 10			$\frac{77-10}{90} = \frac{67}{90} = 0.74$	$\frac{77+10}{180} = \frac{87}{180} = 0.48$
4	H = 21 L = 82	• 69 8			$\frac{69-8}{90} = \frac{61}{90} = 0.68$	$\frac{69+8}{180} = \frac{77}{180} = 0.43$
5	H = 27 L = 82	• 63 8			$\frac{63-8}{90} = \frac{55}{90} = 0.61$	$\frac{63+8}{180} = \frac{71}{180} = 0.39$

	A	B	C	D	D.I.	F.V.
1	H = 50 • L = 25	17 43	23 22		$\frac{50-25}{90} = \frac{25}{90} = 0.28$	$\frac{50+25}{180} = \frac{75}{180} = 0.42$
2	H = 21 L = 35	31 28	• 38 27		$\frac{38-27}{90} = \frac{11}{90} = 0.12$	$\frac{38+27}{180} = \frac{65}{180} = 0.35$
3	H = 10 L = 30	31 27	• 49 33		$\frac{49-33}{90} = \frac{16}{90} = 0.18$	$\frac{49+33}{180} = \frac{82}{180} = 0.46$
1	H = 5 L = 59	• 85 31			$\frac{85-31}{90} = \frac{54}{90} = 0.60$	$\frac{85+31}{180} = \frac{116}{180} = 0.64$
2	H = 5 L = 46	• 85 44			$\frac{85-44}{90} = \frac{41}{90} = 0.46$	$\frac{85+44}{180} = \frac{142}{180} = 0.79$
3	H = 1 L = 37	• 89 53			$\frac{89-53}{90} = \frac{36}{90} = 0.40$	$\frac{89+53}{180} = \frac{130}{180} = 0.72$
4	H = 3 L = 47	• 87 43			$\frac{87-43}{90} = \frac{44}{90} = 0.49$	$\frac{87+43}{180} = \frac{130}{180} = 0.72$
5	H = 2 L = 34	• 88 56			$\frac{88-56}{90} = \frac{32}{90} = 0.36$	$\frac{88+56}{180} = \frac{144}{180} = 0.80$
2	H = 11 L = 10	12 17	• 42 40	25 23	$\frac{42-25}{90} = \frac{17}{90} = 0.19$	$\frac{25+23}{180} = \frac{48}{180} = 0.27$
3	H = 13 L = 13	• 48 26	17 33	12 18	$\frac{48-26}{90} = \frac{22}{90} = 0.24$	$\frac{48+26}{180} = \frac{74}{180} = 0.41$
4	H = 36 • L = 16	14 25	24 33	16 16	$\frac{36-16}{90} = \frac{20}{90} = 0.22$	$\frac{36+16}{180} = \frac{52}{180} = 0.29$
5	H = 22 L = 38	• 68 52			$\frac{68-52}{90} = \frac{16}{90} = 0.18$	$\frac{68+52}{180} = \frac{120}{180} = 0.67$
6	H = 1 L = 28	18 17	17 2	• 54 24	$\frac{54-24}{90} = \frac{30}{90} = 0.33$	$\frac{54+24}{180} = \frac{78}{180} = 0.43$
2	H = 18 L = 66	• 72 24			$\frac{72-24}{90} = \frac{48}{90} = 0.53$	$\frac{72+24}{180} = \frac{96}{180} = 0.53$
3	H = 20 L = 61	• 70 29			$\frac{70-29}{90} = \frac{41}{90} = 0.46$	$\frac{70+29}{180} = \frac{99}{180} = 0.55$
4	H = 20 L = 62	• 70 28			$\frac{70-28}{90} = \frac{42}{90} = 0.47$	$\frac{70+28}{180} = \frac{98}{180} = 0.54$
5	H = 12 L = 62	• 78 28			$\frac{78-28}{90} = \frac{50}{90} = 0.56$	$\frac{78+28}{180} = \frac{106}{180} = 0.59$
6	H = 13 L = 64	• 77 26			$\frac{77-26}{90} = \frac{51}{90} = 0.57$	$\frac{77+26}{180} = \frac{103}{180} = 0.57$
1	H = 36 L = 75	• 54 15			$\frac{54-15}{90} = \frac{39}{90} = 0.43$	$\frac{54+15}{180} = \frac{69}{180} = 0.38$
2	H = 52 L = 86	• 38 4			$\frac{52-4}{90} = \frac{48}{90} = 0.53$	$\frac{52+4}{180} = \frac{56}{180} = 0.31$
3	H = 23 L = 83	• 67 7			$\frac{67-7}{90} = \frac{60}{90} = 0.67$	$\frac{67+7}{180} = \frac{74}{180} = 0.41$

	A	B	C	D	D.I.	F.V.
1	H = 50 • L = 25	17 43	23 22		$\frac{50-25}{90} = \frac{25}{90} = 0.28$	$\frac{50+25}{180} = \frac{75}{180} = 0.42$
2	H = 21 L = 35	31 28	• 38 27		$\frac{38-27}{90} = \frac{11}{90} = 0.12$	$\frac{38+27}{180} = \frac{65}{180} = 0.35$
3	H = 10 L = 30	31 27	• 49 33		$\frac{49-33}{90} = \frac{16}{90} = 0.18$	$\frac{49+33}{180} = \frac{82}{180} = 0.46$
1	H = 5 L = 59	• 85 31			$\frac{85-31}{90} = \frac{54}{90} = 0.60$	$\frac{85+31}{180} = \frac{116}{180} = 0.64$
2	H = 5 L = 46	• 85 44			$\frac{85-44}{90} = \frac{41}{90} = 0.46$	$\frac{85+44}{180} = \frac{142}{180} = 0.79$
3	H = 1 L = 37	• 89 53			$\frac{89-53}{90} = \frac{36}{90} = 0.40$	$\frac{89+53}{180} = \frac{130}{180} = 0.72$
4	H = 3 L = 47	• 87 43			$\frac{87-43}{90} = \frac{44}{90} = 0.49$	$\frac{87+43}{180} = \frac{130}{180} = 0.72$
5	H = 2 L = 34	• 88 56			$\frac{88-56}{90} = \frac{32}{90} = 0.36$	$\frac{88+56}{180} = \frac{144}{180} = 0.80$
2	H = 11 L = 10	12 17	• 42 40	25 23	$\frac{42-25}{90} = \frac{17}{90} = 0.19$	$\frac{25+23}{180} = \frac{48}{180} = 0.27$
3	H = 13 L = 13	• 48 26	17 33	12 18	$\frac{48-26}{90} = \frac{22}{90} = 0.24$	$\frac{48+26}{180} = \frac{74}{180} = 0.41$
4	H = 36 • L = 16	14 25	24 33	16 16	$\frac{36-16}{90} = \frac{20}{90} = 0.22$	$\frac{36+16}{180} = \frac{52}{180} = 0.29$
5	H = 22 L = 38	• 68 52			$\frac{68-22}{90} = \frac{46}{90} = 0.51$	$\frac{68+22}{180} = \frac{90}{180} = 0.50$
6	H = 1 L = 28	18 17	17 2	• 54 24	$\frac{54-24}{90} = \frac{30}{90} = 0.33$	$\frac{54+24}{180} = \frac{78}{180} = 0.43$
2	H = 18 L = 66	• 72 24			$\frac{72-24}{90} = \frac{48}{90} = 0.53$	$\frac{72+24}{180} = \frac{96}{180} = 0.53$
3	H = 20 L = 61	• 70 29			$\frac{70-29}{90} = \frac{41}{90} = 0.46$	$\frac{70+29}{180} = \frac{99}{180} = 0.53$
4	H = 20 L = 62	• 70 28			$\frac{70-28}{90} = \frac{42}{90} = 0.47$	$\frac{70+28}{180} = \frac{98}{180} = 0.54$
5	H = 12 L = 62	• 78 28			$\frac{78-28}{90} = \frac{50}{90} = 0.56$	$\frac{78+28}{180} = \frac{106}{180} = 0.59$
6	H = 13 L = 64	• 77 26			$\frac{77-26}{90} = \frac{51}{90} = 0.57$	$\frac{77+26}{180} = \frac{103}{180} = 0.57$
1	H = 36 L = 75	• 54 15			$\frac{54-15}{90} = \frac{39}{90} = 0.43$	$\frac{54+15}{180} = \frac{69}{180} = 0.38$
2	H = 52 L = 86	• 38 4			$\frac{38-4}{90} = \frac{34}{90} = 0.38$	$\frac{38+4}{180} = \frac{42}{180} = 0.23$
3	H = 23 L = 83	• 67 7			$\frac{67-7}{90} = \frac{60}{90} = 0.67$	$\frac{67+7}{180} = \frac{74}{180} = 0.41$

## **Appendix E: Students' questionnaire**

(The English version)

### **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES**

#### **Department of Foreign Languages and Literature**

#### ***A Questionnaire to be filled by Fourth Grade Students***

This questionnaire is designed to provide me with information pertaining to background of students, some problems of learning reading, the solutions for these problems and to establish face and content validity.

There are no right or wrong answers to each question. What is required is only your opinion. So, please read the items carefully and give your opinions as these greatly determine the effectiveness of the research. Any information that you give for these items will be kept strictly confidential.

Thank you for your cooperation.

#### **Direction**

Most of the items have alternatives. Read the items and the alternatives given for each of them and indicate your opinions by putting a tick mark (✓) against your choices. For items that request your free response, please write your opinions on the space provided.

#### **I. Background Information:**

I.1. Student's Name: \_\_\_\_\_

I.2. Grade \_\_\_\_\_ Section \_\_\_\_\_

I.3. Roll Number \_\_\_\_\_

I.4. Sex: \_\_\_\_\_

I.5. Age: \_\_\_\_\_

I.6. Name of the School: \_\_\_\_\_

I.7. Have you attended any classes before you started your formal or regular classes. (church, Kuran, or Kindergarten)? Yes \_\_\_\_\_ No \_\_\_\_\_

**2. About your activities and things you prefer to do**

**2.1. Which of these things (activities) do you do at home? You can put a tick mark (✓) against more than one choice.**

- Watching TV \_\_\_\_\_
- Watching Films \_\_\_\_\_
- Reading Books \_\_\_\_\_
- Drawing Pictures \_\_\_\_\_
- Listening to mum or dad reading books \_\_\_\_\_
- If others; Please specify \_\_\_\_\_

**2.2. Which one of the following do you prefer doing most?**

- Reading words \_\_\_\_\_
- Reading sentences \_\_\_\_\_
- Reading paragraphs \_\_\_\_\_
- Reading stories \_\_\_\_\_
- If others; Please specify \_\_\_\_\_

**2.3. Which of the following area/s of your English lesson do you usually find the most difficult;**

- Spelling \_\_\_\_\_
- Grammar \_\_\_\_\_
- Vocabulary \_\_\_\_\_
- Reading \_\_\_\_\_

**2.4. How do you evaluate the reading passages and exercise that follow the passages?**

- |                     |                          |
|---------------------|--------------------------|
| - Easy _____        | - Fairly Difficult _____ |
| - Fairly Easy _____ | - Difficult _____        |

### 3. Regarding the quality of this test as a whole

**Direction:-** Indicate the extent of your agreement to each statement by putting a tick mark (✓) on one of the corresponding boxes under level of agreement.

	Level of Agreement				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Example:</b> Learning English is enjoyable.				✓	
3.1 The format or the layout of this test is good.					
3.2 The instructions in this test are clear.					
3.3. This test assesses or measures my reading ability.					
3.4. This test has caused me fear and anxiety.					
3.5. The time allotted for this test is fair.					
3.6. This test is (positively) different from other English language examination like your first semester examination.					
3.7. The length of this test is reasonable.					
3.8. The passages in this test are interesting.					
3.9. The passages in this test are simple for grade 4 students.					
3.10. If you have any particular comment (any thing good or bad about the test), please specify.					

#### 4. Regarding the quality of each section or component

**Direction:-** For each statement listed from 4.1 to 4.11 please rate the quality of each section or component by putting '✓' in one of the boxes corresponding each.

<b>Example:-</b>	<b>Very Bad</b>	<b>Bad</b>	<b>Neutral</b>	<b>Good</b>	<b>Very Good</b>
Learning English is				✓	
4.1. The reading passages p.1 & p.3					
4.2. Section I (items 1-5)					
4.3. Section II (items 1-4)					
4.4. Section III (items 1-3)					
4.4. section IV (items 1-4)					
4.5. Section V (items 1-3)					
4.6. Part Two section I (items 1-5)					
4.7. “ “ “ II (items 1-3)					
4.8. Part Three “ I (items 1-5)					
4.9. “ “ “ II (items 2-6)					
4.10. “ “ “ III (items 2-6)					
4.11. Part four “ I (items 1-3)					

**Appendix F: Students' questionnaire**  
(The Amharic version)

**አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት**

**የውጭ ቋንቋዎችና ስነ-ጽሁፍ ትምህርት ክፍል**

**በአራተኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ**

ይህ መጠይቅ የተዘጋጀው የተማሪዎችን የንባብ ትምህርት ችሎታ አጥንቶ ተማሪዎች የንባብ ትምህርትን ሲማሩ ለሚያጋጥሟቸው ችግሮች መፍትሄ ለመፈለግና ለዚህ ዋናት ይረዳ ዘንድ የተዘጋጀውን ፈተና ከቅርፅና ከይዘት አንፃር የተዘጋጀለትን ዓላማ ከግብ ማድረስ መቻል አለመቻሉን ለማረጋገጥ ነው።

ለእያንዳንዱ ዋና ትክክል ወይም ስህተት የሆነ መልስ የለም። ከእናንተ የሚጠበቀው አስተያየቶችህ ብቻ ነው። ስለዚህም እያንዳንዱን ዋና በጥንቃቄ በማንበብ አስተያየቶችህን ስጡ። የእናንተ አስተያየት የጥናቱን ብቃት የሚጨምር መሆኑን አትዘንጉ። የአስተያየቶችህ ምስጢራዊነት የተጠበቀ ነው።

**ለትብብራችሁ አመሰግናለሁ!**

**መመሪያ**

አብዛኛዎቹ ዋናዎቹ አማራጭ አላቸው። ዋናዎቹንና አማራጮቹን በማንበብ ከአማራጮቹ መካከል ለአንተ/ለአንቺ ምርጫ በሚስማማው አማራጭ ፊት ለፊት የራይት ምልክት (✓) አድርግ/አድርገ። አስተያየቶችህን በፅሁፍ በተጠየቃችሁበት ቦታም በፅሁፍ መልሳችሁን አስፍሩ።

**1. ዳራዊ መረጃ፡-**

1.1 ስም \_\_\_\_\_

1.2 ክፍል \_\_\_\_\_ የክፍል ቁጥር \_\_\_\_\_

1.3 ተራ ቁጥር \_\_\_\_\_

1.4 ስድስት \_\_\_\_\_

1.5 ዕድሜ \_\_\_\_\_

1.6 የትምህርት ቤት/ሽ/ ስም \_\_\_\_\_

1.7 ይህንን ትምህርት ከመጀመርህ/ሽ/ በፊት በመዋዕለ ህፃናት፣ በቄስ ወይም በቁርዓን ትምህርት ቤት ተምረሃል/ሻል።  
ተምራያለሁ \_\_\_\_\_ አልተማርኩም \_\_\_\_\_

2. ምን ዓይነት እንቅስቃሴ እንደምታዘወትርና/ሪና/ ምን ማድረግ እንደምትመርጥ/ጨ/ የሚጠይቁ ጥቃቂዎች፡-

2.1 በቤትህ/ሽ/ ውስጥ ከታች ከተዘረዘሩት እንቅስቃሴዎች የትኛውን ታከናውናለህ/ታከናውኛለሽ? ከአንድ በላይ ምርጫ ሊኖራችሁ ይችላል።

ቲቪ ማየት \_\_\_\_\_  
ፊልም ማየት \_\_\_\_\_  
መፅሀፍ ማንበብ \_\_\_\_\_ ስዕል መሳል \_\_\_\_\_  
እማማ ወይም አባባ ጮክ ብለው መፅሀፍ ሲያነቡ ማዳመጥ \_\_\_\_\_  
ሌሎች ካሉ እዚህ ግለፅ/ጨ \_\_\_\_\_  
\_\_\_\_\_

2.2 እዚህ ከተዘረዘሩት የትኞቹን የበለጠ ማከናወን ትመርጣለህ/ትመርጫለሽ?

ቃላትን ማንበብ \_\_\_\_\_  
ዓረፍተ ነገርን ማንበብ \_\_\_\_\_  
አንቀጾችን ማንበብ \_\_\_\_\_  
ታሪኮችን ማንበብ \_\_\_\_\_  
ሌሎች ካሉ እዚህ ግለፅ/ጨ \_\_\_\_\_

2.3 በማስከተል ከተዘረዘሩት የእንግሊዝኛ ትምህርቶች የትኛው ይከብድሃል/ሻል?

ፊደል (ስፔሊንግ) \_\_\_\_\_ ንባብ \_\_\_\_\_  
ሰዋሰው \_\_\_\_\_ ቃላት \_\_\_\_\_

2.4 በክፍል ውስጥ የሚቀርቡትን ምንባቦች ከምንባቦች ቀጥለው የሚገኙትን መልመጃዎች ስትገመግሟቸው

በጣም ቀላል ናቸው \_\_\_\_\_  
ቀላል ናቸው \_\_\_\_\_  
መካከለኛ ናቸው \_\_\_\_\_  
ከባድ ናቸው \_\_\_\_\_  
በጣም ከባድ ናቸው \_\_\_\_\_

3. የፈተናውን ዋራት አስመልክቶ፡-

መመሪያ፣ ከዚህ በታች ለተዘረዘሩት የአንተን/አንቺን አስተያየት አንዱ ላይ (✓) ምልክት በማድረግ ስምምነትህን/ሽን ግለፅ/ግለጩ።

	የስምምነት ደረጃዎች				
	በጣም አልሰማማም	አልሰማማም	ለመወሰን ያስቸግረኛል	አስማማለሁ	በጣም አስማማለሁ
ምሳሌ፣ እንግሊዝኛን መማር አስደሳች ነው				✓	
3.1 የፈተናው አፃፃፍ ዋሩ ነው።					
3.2 የፈተናው መመሪያዎች ግልፅ ናቸው።					
3.3 ይህ ፈተና የእኔን የንባብ ችሎታ ይመዝናል።					
3.4 ይህ ፈተና ከሌሎች የእንግሊዝኛ ፈተናዎች (በመልካም ጎኑ) የተለየ ነው። ለምሳሌ ከአንደኛ ሴሚስተር የእንግሊዝኛ ፈተና					
3.5 በዚህ ፈተና ውስጥ የተካተቱት ጥያቄዎች ብዛት ተመጥኖ የቀረበ ነው።					
3.6 ይህ ፈተና ፍርሃትና ጭንቀት አሳድሮብኛል።					
3.7 ይህንን ፈተና ለመስራት የተመደበው ጊዜ በቂ አይደለም።					
3.8 በዚህ ፈተና ውስጥ ያሉት ምንባቦች አስደሳች አይደሉም።					
3.9 በዚህ ፈተና ውስጥ ያሉ ምንባቦች ለአራተኛ ክፍል ተማሪዎች ቀላል ናቸው።					

3.10 ፈተናውን አስመልክቶ ተጨማሪ ጠንካራም ሆነ ደካማ ጎኖችን ከዚህ በታች በተሰጠው ቦታ ግለፅ/ግለጩ

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4. የፈተናውን የተለያዩ ክፍሎች ጥንካሬ አስመልክቶ፡-

መመሪያ፣ ከዚህ በታች ከ1-12 በተዘረዘሩት ዓረፍተ ነገሮች የፈተናውን የተለያዩ ክፍሎች ጥንካሬ (✓) ምልክት ከምርጫ/ሽ/ ፊት ለፊት በማስቀመጥ መዝን/መዝኔ።

	በጣም መጥፎ ናቸው.	መጥፎ ናቸው.	መጥፎም ጥሩም አይደሉም	ጥሩ ናቸው.	በጣም ጥሩ ናቸው.
4.1 በገፅ 1 እና በገፅ 3 ያሉት ምንባቦች					
4.2 ምዕራፍ 2 ክፍል 1 ከቁጥር 1 - 5					
4.3 ምዕራፍ 2 ክፍል 2 ከቁጥር 1 - 3					
4.4 ምዕራፍ 2 ክፍል 3 ከቁጥር 1 - 3					
4.5 ምዕራፍ 2 ክፍል 4 ከቁጥር 1 - 4					
4.6 ምዕራፍ 2 ክፍል 5 ከቁጥር 1 - 3					
4.7 ምዕራፍ 2 ክፍል 1 ከቁጥር 1 - 5					
4.8 ምዕራፍ 2 ክፍል 2 ከቁጥር 1 - 3					
4.9 ምዕራፍ 3 ክፍል 1 ከቁጥር 1 - 5					
4.10 ምዕራፍ 3 ክፍል 2 ከቁጥር 2 - 6					
4.11 ምዕራፍ 3 ክፍል 3 ከቁጥር 2 - 6					
4.12 ምዕራፍ 4 ክፍል 1 ከቁጥር 1 - 3					

**Appendix G: Teachers' questionnaire**  
(The English version)

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**Department of Foreign Languages and Literature**

***A Questionnaire to be filled by Teachers of Grade Four English***

This questionnaire is designed to elicit information pertaining to some problems of teaching reading, the solutions for these problems and to establish face and content validity.

There are no right or wrong answers to each question. What is required is only your opinion. So, please read the items carefully and give your opinions as these greatly determine the effectiveness of the research. Any information that you give for these items will be kept strictly confidential.

Thank you for your cooperation.

**Direction**

Most of the items have alternatives. Read the items and the alternatives given for each of them and indicate your opinions by putting a tick mark (✓) against your choices. For items that request your free response, please write your opinions on the space provided.

**I. Background Information:**

I.1. Name of the School: \_\_\_\_\_

I.2. Years of service: \_\_\_\_\_

I.3. Qualification: \_\_\_\_\_

I.4. Subject (s) you teach: \_\_\_\_\_

I.5. Sex: \_\_\_\_\_

**2. About teaching pupils how to read, its difficulty and the syllabus**

**2.1. Have you got access to the syllabus?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2.2. Do you have the Teacher's Guide?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2.3. Is teaching pupils how to read difficult or simple?**

- Very difficult \_\_\_\_\_
- Difficult \_\_\_\_\_
- Simple \_\_\_\_\_
- Very simple \_\_\_\_\_

**2.4. How do you see the reading activities of the text book?**

- They are very simple for the students \_\_\_\_\_
- They are simple for the students \_\_\_\_\_
- They are difficult for the students \_\_\_\_\_
- They are very difficult for the students \_\_\_\_\_

**2.5 Which one of the following readings do your students prefer?**

- Reading words \_\_\_\_\_ - Reading paragraphs \_\_\_\_\_
- Reading sentences \_\_\_\_\_ - If others: please specify \_\_\_\_\_

**3. About different reading activities, test preparation and administration**

**3.1 How often do you think your students can read and understand compound sentences?**

- Always \_\_\_\_\_ - Often \_\_\_\_\_
- Not very often \_\_\_\_\_ - Almost never \_\_\_\_\_

**3.2 How often do you think your students can read and understand 75 word paragraph on everyday topics.**

- Always \_\_\_\_\_ - Often \_\_\_\_\_
- Not very often \_\_\_\_\_ - Almost never \_\_\_\_\_

**3.3 How often do you administer tests?**

- Per week \_\_\_\_\_
- Per month \_\_\_\_\_
- Per two weeks \_\_\_\_\_
- Per two months \_\_\_\_\_

**3.4 While designing English tests, do you include reading skills?**

Yes \_\_\_\_\_ No \_\_\_\_\_ If others: please specify \_\_\_\_\_

**3.5 If yes, how much of the test is reading**

1/2 \_\_\_\_\_ 1/3 \_\_\_\_\_ 1/4 \_\_\_\_\_ 1/8 \_\_\_\_\_ If others: please specify \_\_\_\_\_

**3.6 While designing English tests, do you prepare them in line with the kind of activities you do in the class:**

Yes \_\_\_\_\_ No \_\_\_\_\_ If others: please specify \_\_\_\_\_

**4. Regarding the quality of the test as a whole**

**Direction:-** Indicate the extent of your agreement to each statement by putting a tick mark (✓) on one of the corresponding boxes under level of agreement.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.1 This test measures reading ability					
4.2 The instructions in this test are clear.					
4.3. The format or the lay out of this test is good and convenient.					
4.4. This test is (positively) different from other similar English language tests of Grade Four.					
4.5. The time allotted for this test is fair.					
4.6. The length of the test is reasonable.					
4.7. The markability of this test is satisfactory.					
4.8. The passages and the sources of information in this test are simple enough for Grade 4 students.					
4.9. In general, this test is suitable for Grade 4 students.					

**4.10 If you have any particular comment please specify:**

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**5. About the quality and content of each section or component of the test**

**Direction:-** For each statement listed from 5.1 to 5.9 please rate the quality of each section or component by putting '✓' in one of the boxes corresponding each.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.1. Part one, Section I (items 1-4), Section II (1-4) and Section III (items 1-3) test literal comprehension					
5.2. Part One, Section IV On P.2 (items 1-4) tests vocabulary					
5.3. Part One, Section V P.3 (items 1-3) tests spelling					
5.4. Part Two, Section I P.3 (items 1-5) tests the ability to transfer information from one form to another					
5.5. Part One, Section I P.I (item 5) and P.4, Part Two, Section II (items 1-3) test the ability to distinguish main idea (skimming)					
5.6. P.4, Part Three, Section I (items 1-5) tests comprehension at word level.					
5.7. P.5 and 6, Part Three, Section II (items 2-6) tests comprehension at sentence level					
5.8. P.7, Part Three, Section III, (items 2-6) tests to ability to sentences in the correct order based on the information given in the pictures.					
5.9. P.8, Part IV, Section I, (items 1-3) tests the ability to look for letters to form three words related to school (scanning)					

6. About some problems of teaching reading at that grade level and possible solutions to these problems.

**Direction:** The following items request your free response, please write your opinion on the space provided.

**6.1 What are some of the problems of teaching students how to read at that grade level?**

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**6.2 What do you think are some of the solutions for these problems?**

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Appendix H : Teachers' Questionnaire  
( The Amharic Version)

አዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት ቤት  
የውጭ ቋንቋዎችና ስነ-ጽሁፍ ትምህርት ክፍል  
በአራተኛ ክፍል የእንግሊዘኛ መምህራን የሚሞላ የጽሁፍ መጠይቅ

ይህ መጠይቅ የተዘጋጀው ንባብን በማስተማር ወቅት የሚያጋጥሙ ችግሮችን ለመለየትና ለችግሮቹ መፍትሄ ለመፈለግ በተጨማሪም ለዚህ ጥናት ይረዳ ዘንድ በናሙናነት የተዘጋጀውን ፈተና ከቅርጽና ከይዘት አንፃር ጽኑነቱን ለማረጋገጥ ነው።

ጥያቄዎቹ ቁርጥ ያለ መልስ የላቸውም። ከእርስዎ የሚጠበቀው በእያንዳንዱ ነጠብ ላይ ያለዎትን አስተያየት በመመሪያው መሠረት ምልክት ማድረግ ነው። የእርስዎ አስተያየት የምርምሩን ብቃት የሚያገለግሉበት መሆኑን አይዘንጉ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

መመሪያ

ከዚህ ቀጥሎ ከቀረቡት ጥያቄዎች ብዙዎቹ የተለያዩ አማራጮችን ይዘዋል። ጥያቄዎቹን በደንብ ያንብቧቸውና ከቀረቡት አማራጮች መካከልም እርሶ የሚስማሙበትን በፊት ለፊት ባለው ቦታ ላይ የራይት ምልክት በማድረግ ያመልክቱ በተጨማሪም አማራጭ ለሌላቸው ጥያቄዎች ለመልስ መስጫ በተተወው ቦታ ላይ አስተያየትዎን ያስፍሩ።

- 1 ዳራዊ መረጃ
  - 1.1 የትምህርት ቤቱ ስም \_\_\_\_\_
  - 1.2 የአገልግሎት ዘመን \_\_\_\_\_
  - 1.3 የትምህርት ደረጃ \_\_\_\_\_
  - 1.4 የሚያስተምሩት ትምህርት/ቶች/ \_\_\_\_\_
  - 1.5 ጾታ \_\_\_\_\_
  - 1.6 የሰለጠኑበት መስክ \_\_\_\_\_
  - 1.7 የወሰዱት ልዩ የስራ ላይ ስልጠና ካለ ይግለጹ \_\_\_\_\_
- 2 ንባብን ስለማስተማር ከማስተማሩ ሂደት ላይ ስለሚያጋጥሙ ችግሮችና ስለ መርሃ ትምህርት / syllabus/
  - 2.1 መርሃ ትምህርት/ syllabus/ በአቅራቢያዎ ይገኛል  
አዎ \_\_\_\_\_ የለም \_\_\_\_\_ /አይገኝም/
  - 2.2 የመምህሩ መምሪያ በእጅግ ይገኛል? \_\_\_\_\_ አዎ \_\_\_\_\_ የለም \_\_\_\_\_ አይገኝም \_\_\_\_\_
  - 2.3 የእንግሊዘኛ መከራዎች ሲያዘጋጁ የሚያወጡዎቸው ጥያቄዎች በክፍል ውስጥ ተማሪዎች ከሚሰሩዎቸው መልመጃዎች ተግባራት ጋር የሚመሳሰሉ ናቸው?  
አዎ \_\_\_\_\_ አይደሉም \_\_\_\_\_

- 2.4 ንባብን ለ1ኛው ዙር /በተለይም አራተኛ ክፍል/ ተማሪዎችን ማስተማር እንዴት ይመለከቱታል? ከባድ ነው \_\_\_\_\_ ቀላል ነው \_\_\_\_\_  
 ከባድ ይላል \_\_\_\_\_ ቀላል ይላል \_\_\_\_\_
- 2.5 በመጽሀፉ ውስጥ የተካተቱትን ምንባቦችና እነሱን ተከትለው የሚመጡ መልመጃዎች እንዴት ይገመገማቸዋል?  
 ለተማሪዎች ከባድ ናቸው \_\_\_\_\_ ለተማሪዎች ቀላል ይላሉ \_\_\_\_\_  
 ለተማሪዎቹ ከባድ ይላሉ \_\_\_\_\_ ለተማሪዎች ቀላል ናቸው \_\_\_\_\_
- 2.6 የእንግሊዘኛ ሙከራዎችን ሲያዘጋጁ የንባብ ክሂልን ያካትታሉ?  
 አዎ \_\_\_\_\_ አላካተቱትም \_\_\_\_\_ ሌሎች ካሉ እዚህ ይግለጹቸው \_\_\_\_\_

2.7. መልስዎ «አዎ» ከሆነ በሚያዘጋጁት ፊተና ውስጥ የንባብ ክሂል ምን ያህሉን ክፍል ይሸፍናል?  
 1/2ኛ \_\_\_\_\_ 1/3ኛ \_\_\_\_\_ 1/4ኛ \_\_\_\_\_ 1/8ኛ \_\_\_\_\_

2.8 የእንግሊዘኛ ሙከራዎችን በምን ያህል ጊዜ ይሰጣሉ?  
 በሳምንት \_\_\_\_\_ በሁለት ሳምንት \_\_\_\_\_ በወር \_\_\_\_\_ በሁለት ወር \_\_\_\_\_  
 ሌሎች ካሉ እዚህ ይግለጹቸው \_\_\_\_\_

3 ለጥናቱ ተብሎ በናሙናነት የተዘጋጀውን ፊተና አስመልክቶ ከዚህ በታች ለተዘረዘሩት ነጥቦች የእርስዎን አስተያየት አንዱ ላይ የራይት ምልክት  በማድረግ ስምምነትዎን ይግለጹ::

የስምምነት ደረጃዎች

	በጣም አልሰማምም	አልሰማምም	ለመወሰን ያስቸግረኛል	እስማማለሁ	በጣም እስማማለሁ
3.1 ይህ ፊተና የተማሪዎችን የንባብ ችሎታ ይመዝናል					
3.2 የፊተናው አፃፃፍ ጥሩ ነው					
3.3 በዚህ ፊተና ውስጥ የተካተቱ ጥያቄዎች ብዛት ተመጥኖ የቀረበ አይደለም					
3.4 በዚህ ፊተና ውስጥ የተካተቱ ጥያቄዎች ለእርማት በጣም አስቸጋሪ ናቸው					
3.5 ለፊተናው የተሰጠው ጊዜ በቂ አይደለም					
3.6 ይህ ፊተና ከሌሎች የእንግሊዘኛ ፊተናዎች/ በመልካም ገነ/ የተለየ ነው ለምሳሌ የተካተቱት ምንባቦችና ምስሎች					
3.7 የፊተናው መመሪያዎች ግልጽ ናቸው					
3.8 በዚህ ፊተና ውስጥ ያሉ ምንባቦች አስደሳች አይደሉም					
3.9 በዚህ ፊተና ውስጥ ያሉ ምንባቦች ለአራተኛ ክፍል ተማሪዎች በጣም ቀላል ናቸው					

3.10 ፊተናውን አስመልክቶ ተጨማሪ ጠንካራም ሆነ ደካማ ጎኖችን ከዚህ በታች በተሰጠው ቦታ ይግለጹ \_\_\_\_\_

4. የፈተናውን የተለያዩ ክፍሎች ከቅርጽና ከይዘት አንፃር ጽኑነትን በተመለከተ መመሪያ ከዚህ በታች ከ1-12 የተዘረዘሩትን አረፍተ ነገሮችን በማንበብ የፈተናውን የተለያዩ ክፍሎች ከቅርጽና ከይዘት አንፃር ጽኑነትን በተመለከተ  ምልክት ከምርጫዎ ፊት ለፊት በማስቀመጥ ይመዝኑ።

	በጣም አልሰማምም	አልሰማምም	ለመወሰን ያስቸግረኛል	እሰማለሁ	በጣም እሰማለሁ
4-1 ምእራፍ 1 ክፍል 1 ጥያቄ ቁጥር/1-4/ ክፍል 2 ጥያቄ ቁጥር 1-4 እና ክፍል 3 ጥያቄ ቁጥር 1-3 የቃል በቃል ግንዛቤን /literal - comprehension/ ይፈትናል					
4-2 ምእራፍ 1 ክፍል 1 ጥያቄ ቁጥር 1-4 የቃላት ችሎታን / Vocabulary/ ይፈትናል					
4-3 ምእራፍ 1 ክፍል 1 ጥያቄ ቁጥር 1-3/ Spelling/ የአፃፃፍ ስርዓትን ይፈትናል					
4-4 ምእራፍ 1 ክፍል 1 ጥያቄ ቁጥር 1-5 /Information transfer/ የመረጃ ማስተላለፍ ችታን ይፈትናል					
4-5 ምእራፍ 1 ክፍል 1 ጥያቄ ቁጥር 5 እና ምእራፍ 2 ክፍል 2 ጥያቄ ቁጥር 1-3 የገረፍ ገረፍ አነባበብን /Skimming/ ችሎታን ይፈትናል።					
4-6 ምእራፍ 3 ክፍል 1 ጥያቄ ቁጥር 1-5 ቃላትን አንብቦ የመረዳትን ችሎታን /comprehension at word level/ ይፈትናል					
4-7 ምእራፍ 3 ክፍል 2 ጥያቄ ቁጥር 2-6 አረፍተ ነገርን አንብቦ የመረዳትን ችሎታን /comprehension at sentence level/ ይፈትናል					
4-8 ምእራፍ 3 ክፍል 3 ጥያቄ ቁጥር 2-6 ቅደም ተከተል የማስያዝ ችሎታን reordering/ይፈትናል					
4-9 ምእራፍ 4 ክፍል 1 ጥያቄ ቁጥር 1-3 የአሰሳ /ንግብ ችሎታን Scanning ይፈትናል።					

5. ንባብን በማስተማር የሚያጋጥሙ ችግሮችንና መፍትሄዎችን በተመለከተ

መመሪያ ከዚህ በታች የተዘረዘሩትን ጥያቄዎች የእርሶን ነፃ አመለካከት ይጠይቃሉ። ጥያቄዎቹን ያንቡና አስተያየትዎን ይስጡ።

5.1 ለአራተኛ ክፍል ተማሪዎች ንባብን ሲያስተምሩ የሚያጋጥሙ ያጋጠሙዎት ዋና ዋና ችግሮች ምን ምን ናቸው?

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5.2 ለነዚህ ችግሮች መፍትሄዎች ምን ምን ናቸው ይላሉ

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## DECLARATION

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

**Name :**

Zenebe Beyene

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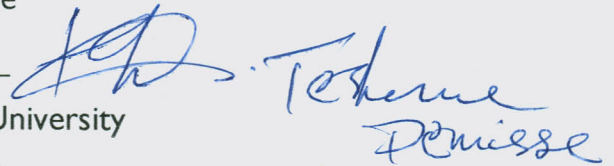


**Place :**

Addis Ababa University

**Date of Submission :**

19<sup>th</sup> May, 2000

  
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Demisse