

**AN INVESTIGATION OF PREPARATORY STUDENTS'  
READING COMPREHENSION ABILITIES  
WITH REFERENCE TO YEKATIT 12  
PREPARATORY SCHOOL**

**GRADUATE STUDIES  
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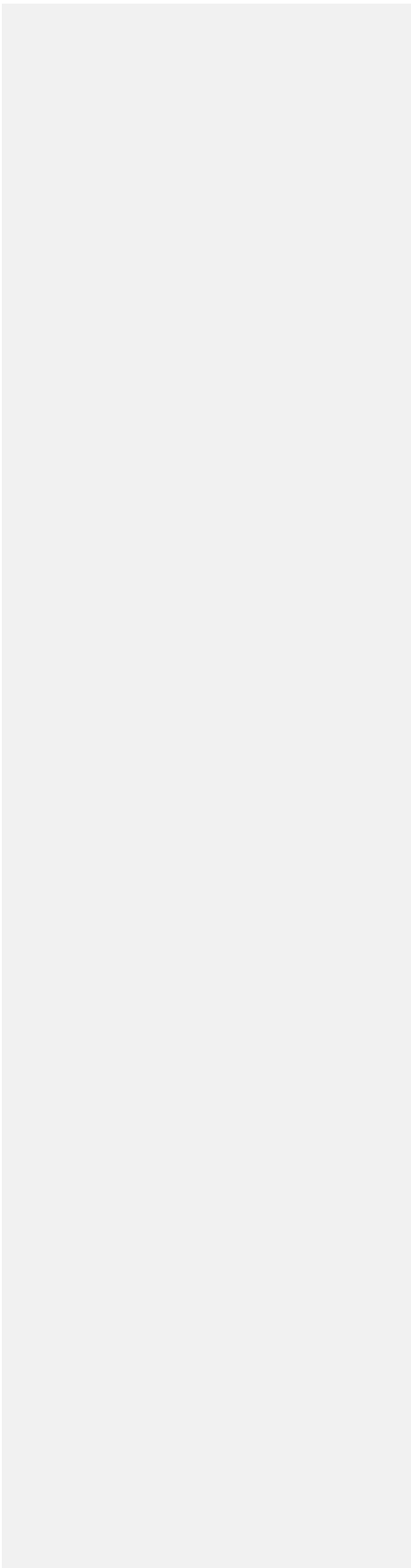
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## **ABSTRACT**

The main purpose of this study is to investigate the reading comprehension abilities of preparatory students (grade 11). The sample population of the study was 193 students in four randomly selected sections from Yekatit 12 Preparatory School.

To achieve the purpose of the study, two reading tests were prepared and administered. These tests have passages and scanning, skimming, referring, and word-attacking skills items which are derived from the passages. The second instrument of data – reading class observation checklist – was used to observe the reading lessons. Moreover, a questionnaire was designed and administered to all grade 11 English teachers.

The findings of each reading sub skills show that from 193 sample size in the scanning skill 45%, in the skimming 17%, in the referencing 20% and in the word-attacking skill 17% of the preparatory students achieved 70% and above in the average of the two reading tests. When we observe their overall reading comprehension abilities, from 193 samples only 26 (13%) of them achieved 70% and above, i.e. who fulfills the reading experts' criterion (Nuttall 1982: 37).

In addition to this, the findings of both the reading class observation and teacher questionnaire show that the students' reading comprehension abilities are below adequate. Moreover, by triangulating the above three tools, I arrived at the conclusion that Yekatit 12 Preparatory students' reading comprehension abilities are very low.

On the basis of the findings, recommendations were made such as consideration of interest and level of students in the selection of the passages during textbook preparation; organizations such as *kebele*, zone and region in creation of students' and/or youths' reading habits by setting up libraries. Moreover, the need of special training for primary schools teachers to be English teachers and upgrade themselves; starting learning reading skills as a

course from grade 10 or 11 since reading is basic for learning; the role of mass media (TV, radio, etc.) regarding books and reading matters, etc. were recommended.

# **CHAPTER ONE**

## **BACKGROUND OF THE STUDY**

### **1.1 Introduction**

Learning is a circular process. Regarding this, Aebersold and Field (1997:2) explain that learning is a circular rather than a linear process that repeatedly engages new information until it becomes internalized. This process can be envisioned as a learning spiral that represents the recursive developmental nature of learning. It includes seven steps: 1<sup>st</sup> awareness, 2<sup>nd</sup> analysis, 3<sup>rd</sup> understanding, 4<sup>th</sup> accessibility, 5<sup>th</sup> analysis, 6<sup>th</sup> understanding, and 7<sup>th</sup> synthesis. As to these scholars, we have used the image of the learning spiral because it includes the elements of growth, synthesis, incremental development, and an internal knowledge base.

Reading is one way of the learning process. It is perhaps one of the best means of acquiring adequate knowledge. Because of this, reading is the core of the syllabus. Bright and McGregor (1970: 52) support this idea by presenting the following reasons why reading is the core of the syllabus:

1. Books provide most pupils with the situations in which learning takes place.
2. Only by reading can pupils acquire the speed and the skills they will need for practical purposes when they leave school.
3. Further education depends on quantity and quality of reading.
4. General knowledge depends on reading.
5. It is in literature that the students are more likely to find words used memorably with force and point, etc.

In reading, the main objective is comprehension. Regarding this, the epigraph from Showlter (1985), "... comprehension from within.", cited in Aebersold and Field (1997: 1), highlights that true understanding begins within, the reader. Experiences and knowledge are the primary sources of information. Clarke and Silberstein (1977), cited in Aebersold and Field (1997:6), also assure, "More information is contributed by the reader than by the print on the page."

Hence, scholars in the field believe that to be an effective reader in a foreign language, a reader must employ his/her background knowledge and interact effectively with what the writer says.

## **1.2 Statement of the Problem**

Language and thought are closely interlinked. Since reading is one of the basic language skills, it is the mind's most complex achievements. When readers read texts, they ask, predict, comprehend and interpret the content by employing their experience.

Rivers (1981:259) says that reading is the most important activity in any language class, not only as a source of information and pleasure activity, but also as a means of consolidating and extending one's knowledge of the language.

Therefore, based on this author's view, it could be generalized that reading skills is the base to develop the other language skills, i.e. writing, speaking, and listening skills.

Though English as a foreign language is learnt in many countries in the world, foreign language learners do not have exposure of conversing with native speakers. So, they should read different literatures such as periodicals, journals, newspapers, etc. which are written in English. This

enables them to have exposure to the language as it is used. Hence, investigating (studying) reading comprehension is crucial to check our students' performance in reading skills.

Whatever the purpose of the reading is (for survival such as 'stop!' sign for a motorist, learning, and pleasure (Wallace 1992:6)), the main task is comprehension because trying to read without comprehension is not reading. Hence, to comprehend the text, the learner should read actively. Active reading means reading with an awareness of a purpose for reading. In other words, it means reading to understand and relate the information to other ideas or themes.

Though the purpose determines how to read, the learner should try to read a text with speed as much as possible. This is because comprehension without speed and/or speed without comprehension is not acceptable. In other words, speed and comprehension are inseparable. Nuttall (1982:33) assures that reading speed and comprehension are closely linked. So, comprehension with speed is essential for learners' academic achievement because reading is the core of the syllabus.

It is clear that reading comprehension in a foreign language is not an easy task. Especially, employing the foreign language as a medium of instruction, like the Ethiopian context, intensifies the problem of reading comprehension in the foreign language.

The focus of this study is on the preparatory I students, because these students are preparing for colleges and/or universities. Hence, their reading comprehension abilities should be investigated.

Based on these facts, this study tries to investigate preparatory I or grade 11 students' reading comprehension abilities with reference to Yekatit 12

Preparatory School. To this end, the following research questions were answered at the end of the study.

1. *What is the performance of grade 11 students in scanning, skimming, and referencing sub skills of reading?*
2. *Do learners contextually comprehend new words when they read?*
3. *What are the reading comprehension abilities of grade 11 students?*

For this study, I employ Barnett's (1989), cited in Aebbersold and Field (1997:18), interactive theory, i.e. using both top-down theory – comprehending a text from whole to part – and bottom-up approach – comprehending a text from part to whole – alternatively or at the same time. I adopted this model because when people read texts, they use both bottom-up and top-down approaches either alternatively or at the same time while reading a text. According to interactive theory, the process depends on the type of the text, as well as on the readers' background knowledge, language proficiency level, motivation, strategy, and culturally shaped beliefs about reading.

### **1.3 Objectives of the Study**

The general objective of this study is to investigate Yekatit 12 Preparatory School students' reading comprehension abilities. It tries to find out how well they perform in reading skills.

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

The findings of this study will help students on how to employ reading activities and different reading strategies, which serve their academic career and their whole life.

The result of this study will also help English teachers to use appropriate reading procedures during teaching reading skills, specially reading

comprehension. Moreover, the findings may help those who prepare English textbooks, and curriculum designers to enable them to revise their work.

Finally, the study may be useful for other researchers who are interested to conduct further research in the area of students' reading comprehension abilities.

### **1.5 Scope**

This study is confined to the analysis of preparatory students' reading comprehension abilities of only Yekatit 12 Preparatory School, particularly grade 11 students (Preparatory I), i.e. 193 students. The study is also delimited to only some reading sub skills. These are scanning, skimming, referencing, and word-attack sub skills of reading skills. In other words, this study does not include other reading sub skills such as implied meaning, reading speed, etc.

### **1.6 Limitations**

During this study, I faced two problems. The first problem was that I planned to have 20%, i.e. 236 preparatory I students from randomly selected sections. However, some students were absent when the two tests were administered; and some students took only one test in which their results were discarded.

The second problem was that I also planned to observe four reading lessons in the selected sections. But I observed only two sections that the classes were ended early because of the National Census.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews literature related to this study. The chapter tries to illustrate briefly different theories and research findings that have relationship to reading skills.

#### **2.1 What Is Reading?**

Different scholars define reading in different ways. The following are some of the definitions given by scholars.

Nunan (1989: 33) defines reading as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clause, and sentence) in order to arrive at meaning. In this process, readers try to look at and understand the ideas of the graphic script in the absence of the writer.

Wallace (1992: 4) also states that reading involves an understanding of what is read; decoding (the ability to relate written symbols to sound, for in some religious contexts text may be learned and recited by rote); and interpreting (reacting to a written text as a piece of communication).

According to Goodman (1982), cited in Kral (1994: 180), reading is a psycholinguistic guessing game that involves an interaction between thought and language. Reading processes are cycles of sampling, predicting, testing, and confirming.

Reading, as Aebersold and Field (1997: 15), is what happens when people look at a text and assign meaning to the written symbols in that text. It is the interaction between the text and the reader that constitute actual reading.

As to Davies (1995:1), reading is a mental or cognitive process which involves a reader in trying 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.

Nuttall (1983), in Aebersold and Field (1997:5), also states that reading is like an infectious disease: it is caught not taught. (And you can't catch it from someone who hasn't got it ...).

From all the above and other definitions given by different scholars in the field, it might be summarized that reading is a process of recognition, interpretation, and perception of written material. The process of reading deals with language form, while the product of reading (comprehension) is concerned with language content.

## **2.2 Purpose of Reading**

The main purpose of reading is to get the message from the writer. In connection to this, Nuttall (1982: 3), Ur (1996:147), and Harmer (1998:68) say that we read because we want to get something from the writing: facts, ideas, enjoyment, even feelings of family community (from a letter).

However, in the reading process, a reader might not comprehend the message that the writer wants to transmit. Regarding this, Nuttall (1996: 4) states that we cannot be sure whether the reader has received the message intended. However, the process is clear enough for us to say that reading means getting out of the text as nearly as possible the message the writer put into it.

During reading, the aim of the reader is to get the information. Nuttall (1982: 4) says that reading is not just a linguistic exercise, but is involved with the getting of meaning out of a text for some purpose.

The purpose of reading determines the way a reader reads. Regarding this, Hedge (2000: 196) explains, "... One text may be read in a variety of styles, and that a reader will have different purposes at each stage of the reading process and will apply the appropriate strategies." Moreover, Aebersold and Field (1997: 15) explain that the purpose determines how people read a text. Do they read the text slowly or quickly? Do they read to understand or simply to get the general idea, or specific information?

Here, as to Hedge's (2000: 196) and Aebersold and Field's (1997: 15) explanations, it can be concluded that the reason we read and the way we read a text are determined by the purpose of reading.

The purpose of reading does not only govern how we read, but it also stimulates the reader's interest. In relation to this, Knutson (1998 online source) explains that a reader's interest depends on the purpose of reading.

Reading purpose can also be either for information or entertainment. Regarding this, Wallace (1992: 6-7) mentions some of the reading purposes as follows:

1. Reading for survival such as 'stop!' sign for a motorist.
2. Reading for learning that serves the wider role of text extending our general knowledge of the world.
3. Reading for pleasure.

The purpose of academic reading is comprehension of a text. Ruddell (1999: 37) states that the most common academic goal of reading is comprehension — the construction of meaning that in some way corresponds to the author's intended meaning. In school, reading has three additional goals: learning, i.e. to extend their knowledge in subject areas as well; increasing reading skills, i.e. at each grade level, students

are expected to become better readers and to read increasingly difficult texts; application, i.e. throughout the middle and secondary grades, students are expected to apply knowledge constructed from reading text.

Generally, people read texts in English either for their careers, for study purposes or simply for information or pleasure.

### **2.3 Factors that Influence Reading in Foreign Language**

Grabe (1991), cited in Aebbersold and Field (1997: 23), states that most L1 readers know several thousand words before they begin to read, and they have some ability to handle the basic grammar of their own language. However, foreign language readers do not have these advantages.

Some researchers develop overarching categories to describe factors that influence reading in foreign language. Scarcella and Oxford (1992), in Aebbersold and Field (1997: 23), discuss four areas: grammatical competence (knowledge of grammar), sociolinguistic competence (ability to use language appropriately in various social contexts), discourse competence (knowledge of acceptable patterns in written and spoken language), and strategic competence (ability to use a variety of language strategies to communicate successfully).

Here, we can observe that these four factors which influence reading in the foreign language mentioned by scholars are also factors that influence the other three language skills—listening, speaking, and writing skills.

According to Wells (2007 online source), internal and external factors which affect one's reading are *physical*: vision, hearing, health, etc; *mental*: intelligence, conceptualization, language, etc; *emotional*: self concept, subject matter and teacher effect; *socioeconomic*: low socioeconomic status, family mobility and family stability; *educational*:

inadequate teaching of reading, poor teacher strategy, indiscriminate use of reading materials; *lack of motivation*: on the part of the student and the teacher.

On the other hand, Aebbersol and Field (1997: 34) compiled from current authorities (Alderson 1984; Grabe 1986, 1991; Scarcella and Oxford 1992) a list of factors that influence reading in an L2/FL:

1. Cognitive development and style orientation: the age and level of cognitive development of L2/FL learners at the time they begin language study shapes their ability to grasp concepts, their willingness to use a variety of strategies, and their basic ways of approaching the text.
2. Reading performance and competence in the L1: those with higher levels of proficiency in the foreign language are more able to transfer reading skills from their L1 to foreign language; thus enhancing their L2 reading proficiency.
3. Meta cognitive knowledge: learners who are able to describe and discuss the features and rules of their own language appear to be more proficient at improving their foreign language reading processes.
4. L2/FL proficiency: the students' proficiency in the L2/FL is perhaps the greatest factor in L2 reading. Without certain threshold levels of L2 proficiency, reading does not improve.
5. Degree of difference between the L1 and the L2/FL: it is generally true that the greater the difference between the native language and the target language (in writing systems, rhetorical conventions, and purposes for reading), the more difficult is to acquire the target language and to become a proficient reader in it.
6. Cultural orientation: is the most far-reaching and influential factor. The students' attitude toward the text and purpose for reading, the type of reading skills and strategies they use in the L2, their beliefs about reading process, their knowledge of text types in their L1

(formal schema), and their accumulated background knowledge (content schema) in the L2 are all major influences in their L2/FL reading.

## **2.4 Reading Strategies**

Different purposes of reading determine strategies in approaching a text. In relation to this, Grant (1993), in Hedge (2000: 196), explains that a text may be read in a variety of styles, and that readers will have different purposes at each stage of the reading process and will apply the appropriate strategies.

Pugh (1978) and Lunzer and Gardner (1979), cited in Hedge (2000: 195), describe the following styles of reading: *receptive reading*, for example, when a reader wants to enjoy a short story; *reflective reading* which involves episodes of reading the text and then pausing to reflect and backtrack; *skim reading* which is used to get a global impression of the content of a text; *scanning* which involves searching rapidly through a text to find a specific point of information; *intensive reading* which involves looking carefully at a text.

According to Davies (1995:10), in coping with demand of difficult texts, readers engage in different kinds of reading: skimming, scanning, skipping and slow, careful study reading. Davies continuously mentions that readers use a variety of different strategies: regression and rereading; reading aloud; use of context to infer the meaning of unknown words; the formulation of questions; a preliminary review and analysis of the reading task; use of background information; underlying and color coding; monitoring one's reading pace; and checking and revising initial interpretations.

Generally, according to Hedge and Davies, the above styles of reading are determined by different purposes of reading.

Grant (1993) in Hedge (2000: 196-7), also designed SCROL, which the acronym represents the initials of the procedures, to help students with the different stages of approaching a text. These are:

1. Survey the headings: in the assigned text selection, read each heading and its subheadings. For each heading and subheadings, try to answer the following questions: ‘What do I already know about this topic? What information might the writer present?’
2. Content: after reading all of the headings and subheadings in the selection, ask yourself ‘How do the headings relate to one another?’
3. Read the text: now go back to the first heading segment and begin reading the text. Remember that heading may provide clues to important information in the text. As you read each segment, look for words and phrases that express important information about the heading. Before moving to the next heading segment, make sure that you understand the major ideas and supporting details.
4. Outline: using indentations to reflect structure, outline the major ideas and supporting details in the heading segment. Write the heading and then try to outline each heading segment without looking back to the text.
5. Look back: look back to the text and check the accuracy of the major ideas and details you wrote. Correct any inaccurate information in your outline.

Hence, the SCROL procedures (the five stages of reading styles) are useful to comprehend a text during reading.

Mikhailov (2005 online source) also shows reading strategies as follows:

- *Be aware of the overall structure of the text:* the introduction tells readers what to expect; the body presents a number of ideas which support or are directly related to the introduction; these ideas are

then supported by explanations and/or evidence; the conclusion reminds readers of what to expect.

- *Be efficient reader:* have a purpose for reading; seek answers to questions; do not waste time. Try reading a conclusion first, look for summaries and abstracts.
- *Take risks:* before you read make predictions; being correct is not always important: understanding the message is what counts.
- *Take control:* when some ideas are difficult to understand, do not be alarmed; decide what you must read; adjust the attention you give to the words you are reading; read quickly.

As to McDonough (1995: 44), the successful readers use the following strategies: read in a broad phrases, skip inessential words, guess from the context the meaning of unknown words, have a good self-concept as a reader, identify the grammatical category of words, examine illustrations, read the title and make inferences from it, continue if unsuccessful at decoding a word (phrase), use their knowledge of the world, recognize cognates, etc.

Nuttall (1996: 172), on the other hand, summarizes the skills and reading strategies in the following ways: strategies involving flexibility of technique such as variations in reading rate, skimming, scanning, study reading; strategies of utilizing information that is not part of the linear text such as reference apparatus, graphic conventions, figures; word-attack skills such as tackling unfamiliar lexical items by using morphology, inference from context, a dictionary; text-attack skills such as interpreting the text as a whole, using all the clues available for both top-down and bottom-up strategies, including cohesion and rhetorical structure.

As to Nigussie's (2006) findings, irrespective of their reading abilities, both poor and good readers use various strategies in their academic

readings; both readers did not give proper attention to many of the cognitive strategies; and students' abilities of integrative using different reading strategies were very low. Based on his findings, he recommended the need of designing a strategy-based training for language students and they should be exposed to different reading strategies.

Generally, reading strategies are determined by the reader's purpose, unique characteristics of the reader, and the nature of the text. Therefore, a successful reader employs the above mentioned reading strategies.

## **2.5 Reading Activities**

To facilitate the reading activities, class organization is essential. So, Nuttall (1996: 162) shows the following modes of class organization.

1. The individual mode: In this, each student works on his/her own for much of the time. Since the reading process is in essence private, this mode is particularly suitable for reading lessons. Every reader must understand the text for himself; hence, it is often recommended that reading instruction should be made as individual as possible.
2. The teacher-centered class: At the opposite extreme is the familiar teacher-centered class. In this mode, the class works with one text; the way it is tackled is controlled largely by the teacher, who decides the sequence of work, sets tasks, checks learning and tries to ensure that every student participates.
3. Group work: In this mode of organization, much of the guidance comes from fellow students. The effort to understand the text is made jointly that is, individual efforts are pooled and discussed in the hope of arriving together at the best interpretation.

Here, we can generalize that modes of class organization are prerequisite for reading activities that is organized by the reading teacher in the classroom.

Once the mode of class organization is determined, the students are supposed to perform different reading activities. In connection to this, Williams (1984), cited in Hedge (2000: 209), states that it is now standard practice in the design of reading tasks to use a three-phase procedure involving pre-, while-, and post-reading stages. The intention is to ensure that reading is 'taught' in the sense of helping readers develop increasing ability to tackle texts.

Obviously, reading comprehension is an invisible process as it occurs in the mind of the reader. To check whether or not a learner understands what he/she reads is by preparing reading activities in different phases (pre-, while-, and, post-reading) and by discussing each phase. Therefore, these three reading stages will be treated next.

#### *2.5.1 Pre-reading Activities*

In pre-reading stage, students will be motivated and they bring their background knowledge in the reading of the given topic. Regarding this stage, Baker and Westrup (2000: 63) state that before-reading activities should be short and focused, i.e. five minutes is usually long enough.

As to these scholars, pre-reading activities include:

- Brainstorming: the teacher asks his students what words or ideas they can suggest that relate to the text that they will read, or to a picture from the text or to the topic.
- Discussion: the teacher suggests that students discuss a picture from the text or the topic in pairs or small groups.

- Questioning: students look at a picture from the story or at the title or first sentence from the text, and think of questions they would like to answer about the story.
- Pre-teaching difficult key-words: sometimes a teacher may feel it is a good idea to teach students some of the difficult and important key-words from the story.

Similarly, Hedge (2000: 210) states that during the pre-reading phase, learners can be encouraged to do a number of things: become oriented to the context of the text, (for example, for what purpose was it originally produced?); tune in to the content of the text; establish a reason for reading; express an attitude about the topic; review their own experiences in relation to the topic; activate existing cultural knowledge; and become familiar with some of the language in the text.

Clark (1993) in Hedge (2000: 214), presents some pre-reading questions for tackling academic texts. Before reading the text, ask yourself the following questions:

- Why am I reading this? What is my purpose?
- What do I know about the author, the publisher, the circumstances of publication and the type of text? How do these affect my attitude towards and expectations of what I am about to read? Why?
- What are my own views of the event(s) or topic before I start reading this particular text?
- What other texts (written and spoken) on this or similar topics am I familiar with? What are my views about them?

Schematic knowledge in reading, especially in pre-reading phase is very important. In connection to this point, Knutson (1998, online source) assures that one of the major responses to increasing insights about the

role of schematic knowledge in reading has been the focus in current reading methodology on a pre-reading stage, and in materials design on tasks to activate different types of prior knowledge.

Generally, the pre-reading phase is the stage in which the students predict what would be the text about based on the topic, the pictures, etc.; establish a reason for reading; and create motivation for reading the text.

### *2.5.2 While-reading Activities*

More recently, since the adoption of the idea of reading as an interactive process, while-reading activities have been used: these generally aim to encourage learners to be active as they read (Hedge 2000 : 210).

The students should read individually or silently as we do in real-life. In relation to this, Baker and Westrup (2000: 64) state that students need practice in the real-life activity of silent reading. If they do not use silent reading, the teacher can help them become better readers by giving a time limit. This encourages students to read more quickly and not to stop at unknown words.

However, Zerihun Awano (2005) conducted a research in this area and confirmed in his finding that teacher's reading aloud relative to silent reading facilitates students' comprehension at primary level. Based on his finding, he recommends teachers to employ reading aloud at primary level.

According to Baker and Westrup's (2000: 64-66) explanation, while - reading activities include: reading for the main idea, finding key words and topic sentences, true or false sentences, sequencing jumbled sentences or paragraphs, mid-text predicting, reading for specific

information, comprehension questions, gap-filling exercises, pronoun checks, and guessing unknown words.

A reader should not passively absorb like a sponge. Regarding this, Nuttall (1996: 10, 11) states that the reader is actively involved and often has to work to get the meaning out.

However, as to Hedge (2000: 192), foreign language readers may have difficulties in processing texts which contain unfamiliar aspects of the English language such as cohesive devices: as reference items (for example, 'they', 'these matters', 'the latter'); relative pronouns (for example, 'which', 'that').

Therefore, to avoid these problems, discussion is important. During reading lesson, discussion in pairs or in small groups makes a text more comprehensible. Baker and Westrup (2000: 68) explain that students can have discussions in pairs and groups on the characters and their reactions to situations in the story, or interpreting the language like figurative speech in literature texts.

Reading comprehension requires motivation, practicing, and concentration. Regarding improving comprehension, Martin (1991, online source) shows the following suggestions. These include develop a broad background; know the structure of paragraphs; identify the type of reasoning; anticipate and predict; create motivation and interest; pay attention to supporting cues; highlight, summarize and review; build a good vocabulary; use a systematic reading technique like SQ3R, etc.

Reading speed facilitates comprehension and both have direct relationship. In connection to this, Nuttall (1982: 33, 35) states that there is no doubt that reading speed and comprehension are closely linked. A very slow reader is likely to read with poor understanding,

because his/her memory is taxed: the beginning of a paragraph – or even a sentence – may have been forgotten by the time he has struggled to the end of it. As to Nuttall, secondary school pupils in countries where English is a foreign language may read at 120-150 words per minute (w.p.m.) before training, and university students in similar areas may read at about 200 w.p.m.

Hedge (2000: 212) also states that good readers read fast and accurately which means that they read in groups of words rather than plodding through a text word by word. Moreover, Nuttall (1996: 44) states that understanding is not the only criterion for efficient reading; another is the time taken to read. These two criteria often conflict: who has read more efficiently – someone who has understood more, or someone who has read faster? The demands of speed and understanding have to be balanced according to the purpose.

When a student reads, it is better to read quickly and repeatedly than reading slowly and once. In connection to this idea, Aebersold and Field (1997: 225) say that two or three quick, purposeful readings will be more efficient and productive than one slow, detailed reading.

Hence, both comprehension and speed are essential and they are inseparable. As to Nuttall's (1996; 58) point of view, one with a score of 70 per cent and a speed of 200 w.p.m. is a better reader than one with a score of 100 per cent and a speed of 140 w.p.m. Further, Nuttall (1982:37) says that the adequate score of reading comprehension is 70%.

During reading, a reader has to predict what comes next to increase his/her comprehension ability. Regarding to prediction, Harmer (1998:70), and Nuttall (1996: 80, 118) explain that trying to predict what comes next is a good way of seeing whether you have a clear top-down view of the text. The writers also state that prediction is possible because

writers organize their ideas, readers tend to think in similar way, and certain kinds of text (e.g. fairy tales, recipes) have predictable structures with which experienced readers become familiar.

### 2.5.3 *Post-reading Activities*

As with listening, in real-life, we usually do something when we have read something. According to Baker and Westrup's (2000: 67) explanation, some of the activities for students to do after reading a text are the following:

- Retell the story in small groups or as a class. Students act out the story, using their own words.
- Rewrite the story in their own words, preferably in pairs or in groups to encourage discussion.
- Discuss the story in pairs or small groups, giving their opinions of what they have read, or suggesting different endings.

Hedge (2000: 211) also states that a wide range of activities focusing either on the content of the text can be undertaken, for example, debate, role-play, reading of contrasting texts, or focusing on its language (i.e., bottom-up processing).

Generally, to tackle a text, it can be summarized by raising the following questions:

- *Before-reading*: Why am I going to read this? What do I want to get from it?
- *While-reading*: Do I need to stop and look up the meaning of this word, or can I get the gist without it?
- *After-reading*: Have I got what I wanted? If not, where in the text is it hidden? Can I get at it by looking up any words? If so, which? (Nuttall 1996: 64).

## **2.6 Models of Reading**

According to Boothe, et al, (1999, online source), reading requires comprehending the meaning of a print. Readers must develop certain skills that will help them comprehend what they read and use this as based on knowledge that reading makes sense, readers prior knowledge, information presented in the text, and the use of context to assist recognition of words and meaning.

Reading comprehension not only includes linguistic recognition and cognitive understanding (semantic comprehension at both surface and deep structure levels), but also tends to be affected by the reader's reactions to the content, which affect the reader's evaluation and appreciation, which become a part of the reader's reading comprehension. If there is no such evaluation and appreciation, comprehension will be incomplete (Sheng 2000:13).

The reading process is complex and may not fully understand. However, Barnett (1989), cited in Aebersold and Field (1997: 18), provides three models of reading: bottom-up, top-down and interactive models that include both L1 and foreign language issues.

**2.6.1. Bottom-up theory** argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process (Aebersold and Field, 1997: 18; Ur 1996:141).

Moreover, in bottom-up processing, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. This can happen if our world knowledge is

inadequate or if the writer's point of view is very difficult (Nuttall 1996: 17; Hedge 2000: 189-90).

**2.6.2. Top-down theory** argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears (Aebersold and Field, 1997: 18). Moreover, Hedge (2000: 189-90; Taye (1999) assure that top-down processing is the application of prior knowledge to working on the meaning of a text.

On the other hand, Nuttall (1996: 16) compares the top-down approach to an eagle's eye view of the landscape. From a great height, the eagle can see a wide area spread out below; it understands the nature of the whole terrain ... better than an observer on the ground.

**2.6.3. The interactive theory**, which most researchers currently endorse, argues that both bottom-up and top-down processes are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading (Wallace 1992: 145; Aebersold and Field 1997: 18, 98, Carrell; Devine, and Eskey 1998:56; Gessesse 1999).

Hedge (2000: 188) also states that in recent years the term 'interactive' (Carrell, Devine, and Eskey 1988; Eskey 1988; Grabe 1993) has been used to describe the foreign language reading process. Interactive describes a dynamic relationship with a text as the reader 'struggles' to

make sense of it. In trying to create meaning from the text, you were undoubtedly involved in an active process, a process which Goodman (1967) called a 'psycholinguistic guessing game'. From this perspective, reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author (Widdowson 1979a).

Generally, the bottom-up model of reading emphasizes the written or printed text and this model says reading is driven by a process and proceeds from part to whole whereas the top-down model of reading emphasizes what the reader brings to the text and it says reading is driven by meaning and proceeds from whole to part. Interactive reading model combines both top-down and bottom-up reading models alternatively or at the same time.

From the above three theories of reading models, I am adherent of the interactive model of reading. The reason is that when any reader reads, he/she employs both models, i.e. first the top-down model of reading then automatically the bottom-up model of reading if comprehension fails.

## **2.7 Word-attack Skills**

During reading, many unknown words can block a reader's comprehension. In explaining this, Davies (1945), Singer (1964), Heber (1978), Nagy (1988), Ruddell (1994) state that vocabulary knowledge has long been accepted as a critical component of text comprehension and learning in all subject areas (Ruddell 1999: 91). Moreover, Swaffar, et al (1991:43) say that vocabulary remains one of the greatest stumbling blocks to fluent reading.

Since vocabulary development is necessary for all language skills, a need to expand it is a decisive factor. Regarding vocabulary, Jordan (1997: 149) states, "Vocabulary development is of concern to all the four

language skills.” However, students have vocabulary problems. As to Jordan’s (1981) statement, specific difficulties of vocabulary referred to are: failure to use a word correctly; own lack of vocabulary; and confusion between similar sounding/looking words.

According to Wallace (1982), cited in Jordan (1997: 150), for a student to ‘know’ a word, it may mean the ability to: recognize it in its spoken or written form; recall it at will; relate it to an appropriate object or concept use; use it in the appropriate grammatical form; in speech, pronounce it in a recognizable way; in writing, spell it correctly; use it with the words it correctly goes with, i.e. in the correct collocation; use it at all appropriate level of formality; and be aware of its connotations and associations.

Here, it can be summarized, and Wallace also confirms, the knowledge of vocabulary is useful in all the four language skills and the grammatical area.

Learning a word is a complex matter involving many types of knowledge. Nation (1990), cited in Aebersold and Field (1997: 139-140), identifies the following categories of knowledge about a word: *form* (noun, verb, adjective, adverb); *position* (the words that frequently appear before or after it); *function* (how and what type of situations and texts the word would most likely occur; *meaning* (various meanings and nuances of a word as well as its synonyms).

The nature of some words has a potential of making a text difficult to comprehend. In connection to this, Nuttall (1996: 66-68) shows some kinds of lexical items that frequently present difficulty to a foreign language reader. These are: idioms (do not mean what at first glance they seem to mean); words with several meanings; sub-technical vocabulary; superordinates (words of more general meaning viewed in relation to

other words or more specific meaning, for instance, superordiante: building and its hyponyms are house, school, factory, cinema, hotel); transfer of meaning (metaphor and similar kinds of transferred meaning, for instance, ‘galloping inflation’ suggests comparison between inflation and a horse; irony (the mismatch between the apparent meaning and the writer’s underlying intention); synonyms and antonyms.

Swaffar, et al (1991:44) state two styles of learning seem to be the subject of debate: learning lists of lexical items (dictionary definitions) and indirect learning of vocabulary through a reading context.

As much as possible, new words should be put through a reading context which is helpful to comprehension. Aebersold and Field (1997: 140-41) argue that context provides a framework of meaning within which readers comprehend and remember words.

One of the most useful and overarching strategies for dealing with unknown words encountered while reading is to determine whether or not its meaning is virtually important to a reader’s purpose for reading the text. If a reader is reading to get a general idea of a text, then he/she can probably skip over a fair number of unknown words as long as those words are not key words. Another strategy is to examine the grammatical function of the word. If it is an adjective or an adverb, a reader can probably get by without it (Aebersold and Field 1997: 142; Nuttall 1996: 69).

Baker and Westrup (2000: 66) also show some techniques to try and work out the meaning of a word as follows:

- Guess an appropriate meaning of the word from the context.
- Think about the possible meaning of the word from its roots, by removing the prefixes and suffixes.
- Does it look like a word in your first language? But be careful, as even if it does, it may mean something completely different.

Moderate L1 readers can recognize about fifty thousand words; yet foreign language syllabuses present only a few hundred words a year. Even granted different interpretation of 'a word', 'knowing a word' and so on, the difference is enormous. To cope with a learning problem, most students turn to the dictionary, and as a result they become dictionary dependent. Though in some circumstances using the dictionary is advisable, readers do not use it when they are reading. Nuttall (1996: 62) and Aebbersold and Field (1997: 227) suggest that teachers can free students from dependence on a dictionary by advising them to use extensive reading and learn words in context, and by providing a programme of organized vocabulary development: showing students how the vocabulary of the language is structured, how words relate to one another, and how to make proper use of a dictionary.

If there are many unknown words in a reading text, reading comprehension will be difficult. In connection to this, Aebbersold and Field (1997: 141) explain that while reading in the foreign language, the quantity of unknown words in a text will vary depending on how closely the language level of the text is matched to the students' level of language proficiency. The closer the match between the levels, the fewer unknown words they will encounter; the greater the disparity between levels, the greater the quantity of unknown words. As a result, comprehension will be very limited.

How many vocabularies are 'adequate' for reading skills is a slippery concept. Swaffar (1991:44) explains that L1 and foreign language studies agree a vocabulary about five thousand words is needed for comprehension. However, Nuttall (1996: 63) suggests that this is beyond the reach of most students; we might settle for about two thousand words as an acceptable threshold for foreign language.

Ur (1996: 147); Aebersold and Field (1997: 142); Nuttall (1996: 64); Kral (1994: 183) state that when an unknown word appears several times and seems to be key to the general idea, then that word needs to be dealt with. Nouns and verbs are usually important enough to the basic meaning that readers cannot get a general idea without knowing what they mean. In these cases, there are three vocabulary tackling strategies that can be helpful:

1. using the context surrounding the word to guess its general meaning
2. analyzing the parts of the word to guess its probable meaning and
3. using a dictionary to look up its exact meaning.

Generally, Nuttall (1996: 69) presents ways of word-attack skills. As to Nuttall, some ways are reducing the scale of the problem by ignoring inessential words in the first place. Next, the student must acquire strategies for dealing with the lexical items that really block comprehension. These are the interpretation of structural clues (both syntactical and morphological); inference from context; and the use of the dictionary.

## **Summary**

In chapter two, we learnt that reading is a mental process, decoding written symbols, interaction between the text and the reader, and trying to follow and respond to a message from a writer. In other words, reading is a process of recognition, interpretation, and perception of a written material.

The purpose of reading determines why we read and how we read a text. However, a reader reads either for information (knowledge) or entertainment.

According to scholars like Alderson (1984), Grabe (1991), etc. factors that influence reading in foreign language are cognitive development and style orientation, reading performance and competence in the L<sub>1</sub>, meta cognitive knowledge. Moreover, foreign language proficiency degree of difference between the L<sub>1</sub> and the foreign language, and cultural orientation are factors that influence reading in the foreign language.

As to McDonough (1995), Nuttall (1996), etc. reading strategies are skimming, scanning, intensive reading, word-attack skill, text-attack skill, awareness of text structure, taking risks (predicting), regression and rereading, etc. These reading strategies are determined by the reader's purpose, characteristics of the reader, and the nature of the text.

In order to comprehend a text, a reader employs different models of reading – bottom-up theory, i.e. comprehending a text from specific to general (letters, words, phrases, etc); top-down theory, i.e. comprehending from general to specific; and interactive theory, i.e. employing both theories either alternatively or at the same time.

Some techniques dealing with unknown words are guessing from the context, skipping inessential words, analyzing the grammatical function of the word (noun, verb, etc.), and using a dictionary.

In short, in this chapter, an attempt has been made to review the local and international literatures related to reading skills. Generally, the review emphasizes that reading is deriving meaning from the word combinations in the text by using different reading strategies.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

### **Design**

This study has used the descriptive method. I employed this method because it is through this method that the data regarding the topic under study are easily gathered and analyzed.

#### **3.1 Subjects of the Study**

It is impossible to take the whole population if they are many for a research purpose by a single researcher. Hence, sampling is necessary to avoid a large amount of data that would be too difficult to manipulate. So, Yekatit Preparatory School was selected for this study. The sampling method I employed to select this school was purposive sampling. The reason for purposive sampling is that Yekatit 12 Preparatory School is one of the five top governmental preparatory schools in Addis Ababa. The other reasons are that this Preparatory School is the nearest for the main campus (Sidist Killo Campus) and accessible to me to gather the data for the study.

I believe that since all government preparatory schools have plasma transmission, an equal number of periods for English and other subjects and more or less equally qualified English teachers and these schools also use the same textbooks, the sample (Yekatit 12 Preparatory School) could represent the rest of the preparatory schools in Addis Ababa. So, the subjects for the study were selected from the above mentioned school. The subjects were 193 grade 11 students that cover 16% of the total population, i.e. 1180 students. From the whole 20 sections of

preparatory I students, to avoid bias (by saying that these sections have better readers than others or these English teachers are better than those), I took four sections randomly.

### **3.2 Instruments of Data Collection**

In this study, three instruments of data collection are used. These are reading class observation, two reading tests, and a teacher questionnaire. The procedures followed in each instrument will be explained as follows.

The checklist of the reading class observation was designed by me. This checklist was designed in such a way that it enables me to observe the reading lesson in which the three reading stages are included—pre-reading stage, while-reading stage, and post-reading stage. Each reading stage has its own tasks, i.e. three tasks in the pre-, five tasks in the while- and two tasks in the post-reading stages. Totally, the checklist has ten tasks to be observed and checked (Appendix F). When a classroom English teacher teaches reading skills, I observed and checked against the prepared checklist how the reading lesson process takes place.

The second instrument of data collection is two reading tests that were administered for the same samples (193 students) twice. These tests were used as a central tool for selecting the needed data from the subjects. Both tests were designed based on the syllabus (preparatory textbooks exercises) and the national English examinations (grade 10 and grade 12) particularly reading comprehension items. In these tests, multiple choice, reference questions, short answer, and vocabulary questions that were derived from the two passages were prepared and administered to randomly selected samples. The passages were adapted from authentic materials — Ethiopian Herald and *Selamta* — in which

recent methodology recommends that the better way to teach a foreign language is by employing such authentic materials (Appendix A and Appendix B, respectively).

The results of the two tests, which were administered on different days for the same samples in the four grade 11 sections, were added to each other and their average was used for analysis. This was done because it was assumed that only one test might not be reliable and two tests can also regulate the simplicity and the difficulty level of them. All the items of both tests were believed to allow me investigate students' reading comprehension abilities that meet the purpose of this study. So, both tests which consist of 40 items, i.e. 20 items for each test, were carefully prepared in such a way that they include: passages; and scanning, skimming, referencing, and word-attack sub skills items which are derived from each passage.

Though I prepared the two reading tests cautiously based on the sub skills of reading, I showed both tests for language experts to check their suitability. Finally, I showed them to a member of staff of the Department of Foreign Languages and Literature who has done research on the area and he confirmed that the tests are able to measure the students' reading comprehension abilities.

To investigate the actual belief of English teachers about their students' reading comprehension abilities, a questionnaire was prepared and administered not only for those who teach in the four selected sections, but for all preparatory I English teachers of Yekatit 12 Preparatory School (Appendix G). The questionnaire includes closed-ended and open-ended items that could gather information about students' comprehension abilities both in reading class, and in the mid and final English examinations, particularly the reading sections. The teacher questionnaire was designed with 14 questions which include students'

reading motivation, prediction abilities, scanning, skimming, word-attack skills, reading strategies, students' overall comprehension abilities, reading examination results, etc. The data collected from the teacher questionnaire could also show me the overall students' reading comprehension level. Hence, it is useful to supplement the other tools.

The collected data from the three instruments of data (the reading class observation, the two tests, and the questionnaire) were summarized using tabulations. Then, to arrive at conclusions, the data were analyzed through descriptive and statistical analysis.

At the end of the study, the results of the three instruments of data collection (the reading class observation, the two reading tests, and the questionnaire) were triangulated to each other to check the validity of the collected data.

### **3.3 Data Analysis**

The data collected through reading class observation, tests, and questionnaire were tabulated, analyzed, and discussed through description and by applying statistical methods involving percentages, average of the two tests, t Test, mean, range, variance, and standard deviation.

Finally, based on the findings of the study, I have made some recommendations.

# **CHAPTER FOUR**

## **RESULTS AND DISCUSSION**

### **Introduction**

The main objective of this study is to investigate preparatory students' reading comprehension abilities with reference to Yekatit 12 Preparatory School grade 11 students. In order to achieve the above mentioned objective, I conducted two reading tests (Appendix A and Appendix B) that include scanning, skimming, reference questions, and word-attack sub skills.

I also prepared my own reading class observation checklist to observe the way reading is taught during reading classes (Appendix F). Moreover, a questionnaire was administered to all grade 11 English teachers to get information about the students' overall reading comprehension abilities (Appendix G).

The results of the study are presented in the following order.

1. First, the results of the two tests of reading sub skills are presented and discussed separately and then the students' reading comprehension abilities as a whole are presented and analyzed.
2. The descriptive statistics of students' reading comprehension abilities are presented and analyzed.
3. The reading class observations results are presented and analyzed.
4. Finally, the teacher questionnaire results are presented and analyzed.

### **The Results of the Reading Tests**

As to Genesee and Upshur (1996: 4), tests can be of great help in collecting information in foreign language learning. So, the purpose of the tests was to assess the reading comprehension abilities of

preparatory students. To assess their comprehension, I prepared two reading tests which consist of 40 items. The first test (Appendix A) has a passage and 20 items that are derived from it. This test has eight skimming items (Direction 1: item nos. 1-4 and Direction 3: item nos. 1-4); five reference items (Direction 2: item nos. 1-5); and seven word-attack items (Direction 4: item nos.1-7).

The second reading test (Appendix B) also has a passage and 20 items that are derived from their passage. It has six scanning items (Direction 1: item nos. 1-3 and Direction 2: item nos. 1-3); six skimming items (Direction 1: item no. 4 and Direction 2: item nos. 4-8); four reference items (Direction 3: item nos. 1-4); and four word-attack skill (Direction 4: item nos. 1-4). Now, the findings on each of the reading sub skills are presented and discussed as follows.

### **Grade 11 Students' Scanning Ability**

One of the sub skills of reading is scanning. It is a rapid reading skill to get specific information such as a date, a name, etc. Aebersold and Field (1997: 76) state that scanning is looking quickly through a text for a specific piece of information. So, I designed some scanning questions with the intension of assessing students' abilities of scanning (Appendix B: Direction 1; item nos. 1-3 and Direction 2; item nos. 1-3).

*Table 1: Students' Marks in Number and Per cent for Scanning Test*

Type of the Sub skill	Sample		Achievements					
			Below 50%		50-69%		70-100%	
	No.	%	No.	%	No.	%	No.	%
Scanning	193	100	35	18	71	37	87	45

Table 1 shows that, from 193 sample size, 87 (45%) students achieved 70% and above; 71 (37%) students achieved 50-69%, and 35 (18%) students achieved below 50% in scanning items.

According to Nuttall's (1982: 37) statement, 70% score of reading comprehension is adequate. So, based on this, the finding shows that 87 (45%) students have adequate ability in scanning skill. Though most of the students' scanning skill is low, i.e. 55% of the preparatory students have below 70% comprehension, nearly half of the students are in a better position in scanning skill than the other reading sub skills.

This finding implies that scanning seems to be the easiest reading sub skill for the students compared to the rest of the sub skills that will be seen later on. This could be because of the fact that scanning involves searching of specific piece of information such as a date, a name, etc. in the reading text.

### **Grade 11 Students' Skimming Ability**

Preparatory students at Yekatit 12 Preparatory School were given two tests with 14 skimming items in which they were asked to comprehend the gist. Skimming is one of the most important sub skills in reading because the aim of any reading is to get the main idea. According to Nuttall (1982: 37), skimming is glancing rapidly through a text to determine its gist. In the following table the students' ability in skimming is analyzed.

*Table 2: Students' Skimming Ability*

Type of the Sub skill	Sample		Achievements					
			Below 50%		50-69%		70-100%	
	No.	%	No.	%	No.	%	No.	%
Skimming	193	100	89	46	72	37	32	17

Table 2 shows how grade 11 students perform in the skimming skill. As it can be seen from the above Table, from 193 total sample size, only 32 (17%) preparatory students achieved 70% and above; 72 (37%) students achieved 50-69%; and 89 (46%) students achieved below 50% in skimming tests items (Appendix A: Direction 1; item nos. 1-4 and Direction 3; item nos. 1-4; and Appendix B: Direction 1; item no.4 and Direction 2; item nos. 4-8).

In reading, 100% comprehension is not expected because of linguistic competence, the nature of the text itself, prior knowledge of the reader and other factors. Hence, Nuttall (1982: 37) explains that 70% comprehension is adequate in foreign language texts.

So, based on the reading experts' criterion, only 17% preparatory students are good at skimming skill. In other words, from the total 193 sample size, 83% of the students are below adequate in reading comprehension.

If we leave a while the reading experts' criterion and consider our context of 'pass mark', i.e. 'above 50%', 46% of the students achieved below 50% scores in skimming tests. This shows that students are poor at skimming skill, and it can imply that many preparatory students may also be poor at other subjects too because reading comprehension is the key for learning.

### Grade 11 Students' Referencing Ability

Referencing is a reading sub skill that refers to earlier words, phrases or sentences. They include *pronouns* such as they, them, their; *words* such as many; *phrases* such as this way, of these, etc. The reference questions are very important to check whether or not students comprehended what they have read. How well the students performed in this sub skill is presented in the following table.

*Table 3: Students' Reference Ability*

Type of the Sub skill	Sample		Achievements					
			Below 50%		50-69%		70-100%	
	No.	%	No.	%	No.	%	No.	%
Reference Skill	193	100	125	65	30	15	38	20

Table 3 reveals that 125 (65%) students achieved below 50%; 30 (15%) students achieved 50-69%; and only 38 (20%) preparatory students achieved 70% and above in the two given reference tests (Appendix A: Direction 2; item nos. 1-5, and Appendix B: Direction 3; item nos. 1-4).

The reference questions describe whether or not a reader comprehends what he/she is reading. Among the preparatory students involved in the study, only 38 (20%) students are good at this sub skill and the majority, i.e. 80% of the students is weak at this sub skill. Even if we consider our context, i.e. '50% as pass mark', from 193 sample size, 125 (65%) students scored below 50% in reference questions. Since this sub skill demands comprehension abilities and has direct relationship with comprehension, it implies that the majority of the preparatory students are poor at reading comprehension.

### **Grade 11 Students' Word-attack Skill**

It is obvious that when a reader has enough vocabulary, he/she could comprehend easily what is being read. When a reader is rich in vocabularies, word-attack skill may also be easy.

*Table 4: Grade 11 Students' Word-attack Skill*

Type of the Sub skill	Sample		Achievements					
			Below 50%		50-69%		70-100%	
	No.	%	No.	%	No.	%	No.	%
Word-attack Skill	193	100	122	63	38	20	33	17

As can be observed from the Table, from the total sample (193), only 33 (17%) students achieved 70% and above, i.e. who met the reading experts' criterion. However, 38 (20%) students achieved 50-69%; and 122 (63%) students achieved below 50% in the word-attack items.

Table 4 shows that from 193 sample preparatory students 160 (83%) students have achieved below 70% in word-attack skill. This implies that these students do not have reading habit because one can be rich in vocabulary if he/she reads a lot. This finding also implies that most of the preparatory students are not good at inference skill, i.e. guessing the meaning of unfamiliar word by using contextual clues. Regarding this, Nuttall (1996: 72) says that students who can infer meaning from a context have a powerful aid to comprehension and will ultimately read more quickly.

If the students are not good at word-attack and inference skills, these also imply that many students might not be good at other subjects in which they study in English. In connection to vocabulary, Aebersold and

Field (1997: 138) confirm that knowing vocabulary is important for getting meaning from a text.

Generally, the findings show that in the above mentioned reading sub skills (scanning, skimming, referencing, and word attack) most of Yekatit 12 Preparatory students achieved below the criterion of 70% set by Nuttall (1982: 37).

An attempt was made to present and analyze the findings of the performance of preparatory students' reading sub skills. Next, the above mentioned reading sub skills, which were presented separately, will be presented and analyzed altogether.

### **Grade 11 Students' Overall Reading Comprehension Abilities**

After analyzing each reading sub skills separately, it is essential to present and analyze students' overall reading comprehension abilities.

*Table 5: Grade 11 Students' Reading Comprehension Abilities*

Type of Skill	Sample		Achievements					
			Below 50%		50-69%		70-100%	
	No.	%	No.	%	No.	%	No.	%
Reading Skills	193	100	112	58	55	29	26	13

Table 5 shows from the total sample size (193) only 26 (13%) preparatory students achieved 70% and above. Students who achieved 50-69% are also only 55 (29%). Even if we consider this students' performance in our context, i.e. 'failed mark below 50%', from 193 sample size, 112 (58%) students are below 50% in the average of the two reading tests.

According to the reading experts including Nuttall (1982: 37), when a reader reads a text, 70% comprehension is adequate. However, the findings of this study show that from 193 sample size 87% of the preparatory students' reading comprehension abilities are below adequate. This means the preparatory students' comprehension abilities are at a low level, i.e. only 13% of them achieved the required score (70%).

***Descriptive Statistical Data of Students' Reading Comprehension Abilities***

To illustrate the reading comprehension abilities of Yekatit 12 Preparatory School students, two reading tests were administered. Then, the results of the two tests were computed, presented and analyzed in their Mean ((M)), t Test (t), Range (R), Variance (S<sup>2</sup>), and Standard Deviation (S).

*Table 6: Statistical Data of Grade 11 Students' Reading Comprehension Abilities*

Skill Achievement	Sample	Mean ((x)) Test 1	Mean ((x)) Test 2	t Test (t)	Mean ((x)) Average	Range			Variance (S <sup>2</sup> )	Standard Deviation (S)
						Max.	Min.	Max.-Min		
Reading Achievement	193	45.78	46.62	0.53	46.32	90	8	82	346.7	18.62

Table 6 reveals that 193 preparatory students' reading comprehension abilities mean ((x)) of Test 1 is 45.78 and the (x) of Test 2 is 46.62; the t Test is 0.53; and the (x) of average reading comprehension abilities is 46.32. When the average of students' reading comprehension abilities is

computed, the range (R) is 82; the variance ( $S^2$ ) is 346.7; and the standard deviation (S) is 18.62 (Appendix E).

The above Table shows that the ( $\bar{x}$ ) value of Test 1 is 45.78 and the ( $\bar{x}$ ) value of Test 2 is 46.62. The calculated t Test (t) value for these two tests is 0.53. The critical value of t Test at 0.05 levels of significance (0.53) is less than the critical value (2.365). So, I can conclude that there is no significant difference or enough evidence to say that there is a difference between the two tests (Test 1 and Test 2) at 5% level of significance.

Hence, since there is no significant difference between Test 1 and Test 2, it implies that both tests measured preparatory students' reading comprehension abilities without variation or consistently and it, in turn, implies also that the collected data are correct.

As Table 6 shows the mean, i.e. the average of the sample score, of the preparatory students' reading comprehension is 46.32. This mean shows that preparatory students' reading comprehension ability is very low based on the reading experts' criterion (Nuttall 1982: 37), i.e. the mean of the average test should have been 70 and above. However, according to the finding (Table 5), only 13% of the preparatory students met the reading experts' criterion.

The mean implies that many preparatory students might not understand well other subjects too because in our context except L1, English is the medium of instruction.

Table 6 shows that the range (R) is 82. Range is the maximum value minus the minimum value ( $90 - 8 = 82$ ), i.e. the score of code no. 078 minus the score of code no. 101 (Appendix D).

Here, the range is very wide because the maximum achiever exceeds more than 11 times from the minimum achiever. The minimum achiever

does not achieve his/her result by chance because there are also other students who achieved, for instance, 9%, 10%, 13%, 15%, etc. in the average of the two tests (student's code: 140, 120, 019, 086, etc., respectively (Appendix D)).

On the other hand, the maximum achiever also did not achieve his/her result by chance because there are other students who achieved, for instance, 88%, 85%, 84%, 83%, etc. in the average of the two reading tests (student's code: 079, 176, 001, 012, etc., respectively (Appendix D)).

The variance ( $S^2$ ), i.e. the average of the squares of the distance of each value from the mean, of the preparatory students' reading comprehension is 346.7 (Table 6). As it is shown, the variance ( $S^2$ ) of students' comprehension abilities is very high, i.e. 346.7.

The standard deviation (S), i.e. is the square root of the variance, of grade 11 students' reading comprehension is 18.62. This standard deviation describes that there is a big (much variation) among the students in reading abilities because it must not be far from zero. However, the findings show that there are 18.62 average deviations from the mean. Hence, it implies that students' reading comprehension abilities vary greatly from the mean (Appendix E).

In short, the two reading tests (Test 1 and Test 2) were evaluated whether or not there is a significant difference between them by t Test. However, by computing the mean of the two tests by means of t Test, it was proved that there is no significant difference between them; and it implies that the average of the two tests measured students' reading comprehension abilities consistently and adequately. Moreover, the mean (46.32) describes that their comprehension abilities are very far from the requirement of the experts in the field, i.e. 70.

Generally, the results of the two reading tests (scanning, skimming, referencing, and word-attack sub skills individually, and the average result as a whole) show that preparatory students' reading comprehension abilities are below adequate. Moreover, the average result of the two tests' statistical data computation (mean, range, variance, and standard deviation) also proved the validity of the above findings.

### **Reading Class Observation**

Though tests are useful in collecting information, additional means such as class observation is very useful. Genesee and Upshur (1996: 4) say that additional ways of collecting information such as observation of routine lessons are needed. Hence, the purpose of the reading class observation was to see how students read (either loud or silent), their comprehension abilities during questioning and answering processes and generally how a reading class is conducted.

To achieve this purpose, I prepared my own reading class observation checklist based on the three reading phases — pre-reading, while-reading, and post-reading phases (Appendix F).

It was observed that, at the time of observation, grade 11 students did not employ the Plasma TV instruction because the current transmission is the old English Textbook. Because of this, English teachers of grade 11 decided to teach the new textbook which is not transmitted on Plasma TV these days.

It was also observed that more than 65% of the students (32 students from 50) did not bring their English textbooks. However, the teacher arranged students' sitting arrangement and told them to share available textbooks. Then, the teacher, by introducing the title, i.e. 'Sense of Responsibility'

(Book 2, Unit 9), ordered the students to read the passage. So, the students began reading the passage silently.

After ten minutes, the teacher asked students some scanning and skimming questions and very few (only three or four) students tried to give answers. At this time I noted the main events and checked on the prepared observation checklist based on the three reading stages. The teacher again ordered the students to finish their reading and he asked some more questions. Though many of the answers were not correct, very limited number of students attempted the questions.

*Table 7: Reading Class Observation*

Questions asked by the teacher and responses given by the students:

<i>No.</i>	<i>Reading Stages</i>	<i>No. of Questions</i>	<i>Correct Answers</i>	<i>Incorrect Answers</i>
	<i>Pre-reading stage</i>			
1	Topic-related questions	-	-	-
2	Pre-teaching key words	-	-	-
3	Prediction questions	1	1	
	<i>While-reading Stage</i>			
1	Scanning questions	8	4	4
2	Skimming questions	11	3	8
3	Mid-text prediction	-	-	-
4	Word-attack skill	5	2	3
5	Reference questions	-	-	-
	<i>Post-reading stage</i>			
1	Retelling the message of the passage	-	-	-
2	Opinion (reflective) questions	-	-	-
	<b>Total questions</b>	<b>25</b>	<b>10</b>	<b>15</b>

Table 7 shows that during the pre-reading stage, the teacher asked only one prediction question and it was answered by half. In the while-reading stage, eight scanning questions were asked and four of them were answered; 11 skimming questions were asked and three of them were answered correctly; and five word-attack skill questions were asked and two of them were answered correctly.

However, in both observed sections, the teacher did not ask topic-related questions and did not also pre-teach key words in the pre-reading stage. The teacher did not also ask mid-text prediction and reference questions in the while-reading stage. Moreover, the teacher did not treat the post-reading stage in both observed sections.

The reading teacher allotted almost all the time for the while-reading stage, but ignored both pre- and post-reading stages. However, the pre-reading stage is very useful to motivate and elicit the students' prior knowledge relating to the passage and to predict what the passage would be about based on the topic. The post-reading stage is also very useful because it makes clear and it consolidates what the students have already read by retelling the messages of the writer and by raising their reflections or opinions about the passage.

Hence, the findings of the reading class observation checklist show that, in both observed sections, from the total of 25 questions posed by their teacher, students gave only 10 (40%) correct answers. So, this implies that the performance of the preparatory students in reading is very low.

### **Teacher Questionnaire**

The third instrument of data collection for this study is teacher questionnaire. Its purpose is to gather overall information about students' reading comprehension abilities from their English teachers.

The teacher questionnaire is designed with 14 questions. It includes students' motivation towards reading English texts, prediction, scanning, skimming, word-attack skill, reading strategies, students' overall comprehension abilities, reading test results (mid and final), etc. (Appendix G).

The questionnaire was administrated for all five English teachers of grade 11. All of them reported that they have more than 26 years of experience in teaching English.

*Table 8: Teacher Questionnaire about Students' Reading Comprehension Abilities*

<i>Reading Sub skills</i>	<i>Very high</i>	<i>High</i>	<i>Average</i>	<i>Low</i>	<i>Sample (Respondents)</i>
Pre-reading prediction	-	-	5	-	5
Scanning	-	-	5	-	5
Mid-text prediction	-	-	2	3	5
Skimming	-	-	5	-	5
Word-attacking	-	-	2	3	5
Employment of reading strategies	-	-	2	3	5
Overall reading comprehension	-	-	3	2	5
Comprehension test results (mid and final)			3	2	5
<b>Total</b>	-	-	<b>27</b>	<b>13</b>	

Table 8 shows that all five English teachers involved in this study responded that students are average in pre-reading prediction, scanning, and skimming sub skills. Moreover, two English teachers responded that students are average in mid-text prediction and three teachers responded that students are low in mid-text prediction; and two teachers replied that students are average while three teachers reported that the students are low in word-attack skill.

From the five preparatory I teachers, two of them responded that the preparatory students' reading strategies employment is average and three of them responded that their reading strategies employment is low. As to these English teachers, when they say 'average', it means about 50% and 'low' means 'below 50%', but not according to the criterion of the reading experts. In item no. 14, two teachers suggested that students should learn reading strategies repeatedly. So, these responses of the questionnaire and the findings of tests imply that students are not good at reading strategies such as in skimming, scanning, etc.

As Table 8 shows, three English teachers responded that students are average and two teachers responded that students are low in the overall reading comprehension. Further, three English teachers responded that students' mid- and final-reading tests results are average and two teachers also replied that students' results are low. Moreover, four English teachers responded that preparatory students' class participation in a reading class is low (Appendix G).

From the five English teachers, three of them responded that students' reading motivation is neutral and the rest two teachers (each of them) responded that their motivation is positive and negative. Here, only one teacher says that most of grade 11 students' motivation towards English text is positive. However, except one teacher all English teachers reported that students' reading motivation towards their English text is either negative or neutral. When teachers say neutral, they mean students' motivation towards their English text is neither positive nor negative. It is strange that why these students, at their stage (being preparatory students), are neutral, i.e. careless! As preparatory students, they should have either positive or negative stance.

In the teacher questionnaire, the final item (no. 14) was added to the English teacher questionnaire and asks about ways to improve students' reading comprehension abilities. They gave the following suggestions.

- English teachers should teach reading strategies to their students.
- All English teachers should give many exercises to their students.
- All subject examinations should be designed by including longer sentences or short paragraph items.
- Teachers should encourage their students to read more.

Therefore, the responses of item no. 14 like other items in the questionnaire, implies that preparatory students are not good at reading comprehension.

Generally, Table 8 describes teachers' rating of preparatory students' reading abilities in each reading sub skills and others related to reading skills as either 'average' or 'low'. As to them 'average' is meant 'about 50%' and 'low' is meant 'below 50%'. However, as to reading experts, adequate reading comprehension is 70%. Hence, one can conclude that the teacher questionnaire confirms that students' comprehension level is below adequate.

### **Triangulation of the Three Tools**

In order to investigate the reading comprehension abilities of the preparatory students, I employed three instruments of data – reading tests, reading class observation checklist, and questionnaire. Then, to check the validity of them, the findings of each instrument were triangulated.

According to the two reading tests' findings (Table 5 and Table 6), from 193 preparatory students only 26 (13%) achieved 70% and above but the rest, i.e. 167 (87%) of the students achieved below 70%. In other words,

87% of the preparatory students' reading comprehension is below adequate.

The finding of the reading class observation checklist (Table 7) reveals that from the 25 questions only 10 (40%) were responded correctly by the students in both observed sections. The results of the observation coincide with the results of the questionnaire and the results of the two tests.

The last instrument employed for this study was a teacher questionnaire. Its finding (Table 8) reveals that all grade 11 English teachers responded that their students are either 'average' or 'low' in both predictions (pre-reading and mid-text predictions), scanning, skimming, and word-attack sub skills. Three English teachers responded that the overall reading comprehension of the preparatory students is 'average' and the rest two teachers responded that the students' overall reading comprehension is 'low'. However, as it is stated earlier, the 'average' and 'low' classifications are not the reading experts'.

When we triangulate the three instruments employed in this study, i.e. the average of the two tests show that 87% of the preparatory students' reading comprehension is below adequate; the reading class observation also indicates that students' reading comprehension was about 40%; and finally the teacher questionnaire confirms that preparatory students are either 'average' (around 50% comprehension ability) or 'low' (below 50% comprehension ability) in our context.

Generally, the findings of the three instruments of data – the test, the checklist and the questionnaire – prove that the preparatory students' reading comprehension abilities are very low because, according to Nuttall (1982: 37), reading comprehension is adequate if it is 70% achievement.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

Chapter five presents three subsections. The first subsection summarizes the whole research work briefly. In the second, the conclusions drawn are presented and finally, recommendations are forwarded.

#### **5.1 Summary**

The main purpose of this study was to investigate preparatory students' reading comprehension abilities and to answer the following basic research questions.

- 1. What is the performance of grade 11 students in the scanning, skimming, and referencing sub skills of reading?*
- 2. Do learners contextually comprehend new words when they read?*
- 3. What are the reading comprehension abilities of grade 11 students?*

The site of this study was Yekatit 12 Preparatory School and the samples involved in the study were four grade 11 randomly selected sections, which consist of 193 students. For the study, the instruments of data collection employed were two reading skills tests, reading class observation checklist, and teacher questionnaire.

The first data gathering instrument is the average of the two reading tests. Each of the tests has passages and the tests cover scanning, skimming, reference questions, and word-attack sub skills. Each test has 20 (totally 40) items derived from the passages.

The second tool, i.e. reading class observation checklist, was prepared by me. The checklist has three sections – pre-reading stage, while-reading stage, and post-reading stage that were observed and checked when actual reading classes were conducted.

The third tool is a teacher questionnaire that consisted of 14 items. Many of these items ask English teachers about their students' abilities in reading sub skills, students' reading motivation, mid and final reading test results, and overall reading comprehension abilities of preparatory students.

## **5.2 Conclusions**

Based on the three instruments of data – the score of the two reading tests, the reading class observation, and the teacher questionnaire, the following conclusions are drawn.

The average result of the two reading tests shows the students' performance in reading sub skills as follows.

- Scanning skill: the finding reveals that from 193 students 87 (45%) students achieved 70% and above.
- Skimming skill: based on Nuttall's (1982: 37) criterion (70% comprehension being adequate), from the total 193 sample students, 161 (83%) preparatory students are not good at skimming skill. In other words, only 32 (17%) students achieved 70% and above.
- Reference skill: the finding shows that from the sample only 38 (20%) students achieved 70% and above.
- Word-attack skill: knowledge of enough vocabulary and being good at word-attack skill are very useful for comprehension. However, as the finding reveals, only 33 (17%) students are good at this sub skill. Hence, the preparatory students are not good at word-attack skill.

Therefore, as the findings show, preparatory students' performance in scanning, skimming, referencing, and word-attack sub skills are very low.

When we observe the preparatory students' overall reading comprehension abilities, from the total sample size (193), it is only 26 (13%) students who comprehended adequately the passages of the two tests. In other words, 167 (87%) students did not meet the reading comprehension criterion of the reading experts, i.e. 70% achievement in reading comprehension test. Nuttall (1982: 37) and other reading experts believe that 70% comprehension is enough. Based on this criterion, the preparatory students' reading comprehension abilities are very low.

If we observe the result of reading-class observation checklist, the findings show that from the total 25 asked questions by their reading teachers, preparatory students responded only 10 (40%) correct answers. These findings coincide with the findings of the tests.

The findings of the third instrument (teacher questionnaire) reveals that all students' reading abilities in each reading sub skills such as prediction, scanning, skimming, referencing, word-attack, etc. are either 'average' or 'low'. As to these English teachers' view, 'average' and 'low' mean 'about 50%' and 'below 50%', respectively, i.e. they did not consider the reading experts' criterion (70%).

All English teachers also responded that preparatory students' reading strategies are either 'average' or 'low', i.e. around 50% or below 50%, respectively. Hence, one can conclude that students do not employ reading strategies properly.

Generally, by triangulating the above three tools, (tests, reading class observation, and teacher questionnaire), I arrived at the conclusions that

the preparatory students are not good at skimming, and referencing reading sub skills; and they are also poor at word-attack sub skill. Moreover, the findings of the three instruments of data confirm that the overall reading comprehension abilities of most preparatory students are at a low level.

### **5.3 Recommendations**

From the findings of the study, the following recommendations were made:

- As the teacher questionnaire shows, from five English teachers of grade 11, three of them responded that most of the students' reading motivation towards their English text is neutral and one teacher responded that most of the students' reading motivation is negative. In other words, four English teachers responded that the reading motivation of students towards the English text is not positive. Therefore, during the preparation of English textbooks, particularly in the selection of reading passages, especial attention must be given to consider the interest and level of students' reading ability.
- As some English teachers reported in the questionnaire, students do not have background knowledge. So, a teacher especially a primary school teacher should be trained to be an English teacher specifically. Then, he/she should update himself/herself in workshops, in service training, etc.
- Since reading skill is the basis for learning, it is better to allot time and begin teaching it as a course separately at earlier grades, i.e. at grade 10 or grade 11.
- Teachers and guardians should be exemplary for their students and for their sons/daughters, respectively, in reading and recommend them for extensive reading.

- In order to develop reading habit of the students and/or youths as a whole, the *kebele*, zone, and region administrations should open libraries in many places.
- English teachers should support their students in developing reading strategies.
- It is better that the mass media such as different radio programmes and TV transmissions give enough time and play active roles in relating to books, magazines, or reading matters that can encourage the students or the youths to read more.

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## Appendix A: Test 1

Student's Code .....

Time allowed 30 minutes

Dear students, the purpose of this test is for research purpose, i.e. to measure your reading comprehension abilities.

**Test 1: Read the following passage and answer the questions according to each instruction.**

### **For the Children's Sake**

- (1) Like in many African countries, in Ethiopia, child rights are not fully upheld. Perhaps this is because most people feel that children have no rights; or adults are not obligated to defending child rights; perhaps others feel it is the responsibility of only government, child rights institutions or international organizations to defend the rights of the child; or perhaps people are not informed about international instruments that outlined the rights to be respected for every child in the world.
- (2) Whatever the case may be, every one of us should contribute one way or the other in strengthening the campaign on child rights. The UN wants for every country, government and adult to help in making sure that the United Nations Convention on the Rights of the Child (UNCRC) is respected to the fullest. This convention was ratified by so many countries including Ethiopia.
- (3) The UNCRC convention which consists of 54 articles emphasizes four important rights of the child: 'Survival and Development of the Child, Best Interest of the Child, Non-discrimination, and Child Participation.
- (4) The first convention says that it is the duty of each state and adult to make sure that all resources are deployed to support the survival and development

- of all children. This means that every child has the right to life, and every country and adult must make sure that each child has the right to life, and every country and adult must make sure that each child has better living conditions and healthcare. They must provide opportunities like schools, skills training, hospitals, playgrounds, child protection units, and good or positive cultural knowledge.
- (5) Secondly, the UNCRC says that all actions and decisions that affect children should be taken in the children's interest. This means that every state, government and adult should always make decisions that will help children to have better education, proper nutrition, preventive healthcare, and better living standard.
- (6) Thirdly, the UNCRC explains that states and every adult must provide equal opportunities to all children regardless of **their** origin, birth, gender, religion race or any other status. All of the children in the world are equal no matter what their different conditions are like: parental backgrounds, age, sex, colors, living conditions, languages, cultural practice, etc.
- (7) Finally, the UNCRC emphasizes that children must have the opportunity and freedom to express their views on issues that affect them. People should help children to participate in finding solutions to community problems that affect them. They should make sure that children's *voices* are heard. **They** must arrange meetings between children and local/national leaders for them to express their views. Children must have the right to get information, meet and discuss issues of their interest and take part in activities.
- (8) The tasks of preparing children to take over from us in the next decades rest on the head of each and every parent. The responsibility of protecting and defending 'child rights' is ours. Every adult should answer to this universal call. When the right of a child is abused, it is your business; get involved in finding solutions that will end such an abuse. **This way**, we all can help to promote the rights of the child.

- (9) Child abuse in Ethiopia, like in most countries around the globe is illegal. Why, and how? These are common questions most people ask frequently. The answer is also too simple. Child abuse is illegal in Ethiopia because the United Nations Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child made **it** illegal; and Ethiopia being a member of these international bodies also signed the above instruments.
- (10) Similarly, Article 36 of the Ethiopian Constitution also gives distinct rights to the child. The article says that every child has the right to life, to a name and nationality, to know and to be cared for. The Article further emphasizes that a child should not be exploited, made to do work that is harmful to his/her education, health and well being. The other child right in this famous Article 36 is that it makes corporal punishment unlawful. It also forbids unconditionally, inhumane or bad treatments of children at all levels.
- (11) Whatever an individual or an institution does, the doer must consider the best interests of the child. Some of these are better living standards, proper nutrition, preventive health care, and better education. **These** are some of the needs that we all should work hard to make them affordable to our children, the leaders of tomorrow. If we fail to do so today, history will *judge* us for darkening the tomorrow of our children, our country, our continent and our global village, the one world.
- (12) In short, the Government of the Federal Democratic Republic of Ethiopia and international organizations (United Nations and the African Union) have done their parts of the work by enacting these laws on the rights of the child. The duty is now ours, to live and work in accordance with these laws.

*Adapted from Ethiopian Herald, Vol. LXII No. 236, 13 June 2006 by J. Foley Pusa*

**Direction 1: According to the passage, choose and circle the best answer.**

1. Which one of the following statements is true?
  - A. Ethiopia is fully respecting the child right.
  - B. Because of many factors, child rights are not fully respected in Ethiopia.
  - C. It is the parents' duty to bring up their children the way they like.
  - D. Ethiopia is not a member of the United Nations Convention on the Right of the Child.
2. According to the passage, which one of the following is/are responsible for child rights?
  - A. Parents
  - B. Government
  - C. International Organizations
  - D. All
3. 'If one beats a child, this is an example of unlawful act'. In which paragraph is this idea more explained?
  - A. paragraph 1
  - B. paragraph 3
  - C. paragraph 10
  - D. paragraph 12
4. The final remark that the writer makes is
  - A. Advising each of us to respect the laws regarding child rights.
  - B. Criticizing the government regarding child rights.
  - C. Admitting that we are fully exercising child rights.
  - D. Informing us that the government is no more responsible for the child rights.

**Direction 2: The following words and phrases are used in the passage.**

**Indicate what they refer to in the passage.**

1. In paragraph 6, the word 'their' refers to \_\_\_\_\_.
2. 'They should make sure that children voices are heard' (paragraph 7). Who are they? \_\_\_\_\_.
3. The phrase 'This way', in paragraph 8, refers to \_\_\_\_\_.
4. In paragraph 9 "... made 'it' illegal"; 'it' refers to \_\_\_\_\_.
5. The word 'These', in paragraph 11 refers to \_\_\_\_\_.

**Direction 3: Answer the following questions according to the passage.**

1. What are the four important rights of the child which are included in the UNCRC articles? \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_
2. Why is child abuse illegal in Ethiopia?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why are child rights not fully respected in Ethiopia?  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you understand by the statement, 'If we fail to do so today, history will judge us' (paragraph 11)?  
\_\_\_\_\_  
\_\_\_\_\_

**Direction 4: The following words are taken from the passage. Use these words in their appropriate positions to make the following paragraph complete.**

provided	responsibility	rights
fullest	defend	deserve
protection	unlawful	judge

Our forefathers used to think that children can grow by their own. They did not consider them in (1) \_\_\_\_\_ terms with adults because they never thought that children have their own (2) \_\_\_\_\_ just as adults. So, they never (3) \_\_\_\_\_ them with the right kind of food, clothing and protection. As a result, children used to live in a worse condition.

Now, this attitude has been changed. Children should get the necessary (4) \_\_\_\_\_ as a human being. Today, there are many organizations fighting against any (5) \_\_\_\_\_ act against children. It is also our (6) \_\_\_\_\_ to be by their side to realize child rights. Unless we do this, time will (7) \_\_\_\_\_ us for our immorality.

## Appendix B: Test 2

Student's Code.....

Time allowed 30 minutes

Dear students, the purpose of this test is for research purpose, i.e. to measure your reading comprehension abilities.

**Test 2: Read the following passage and answer the questions according to each instruction.**

### **Tourism in Ethiopia: Special Tour in Ethiopia**

- i. On this unforgettable tour, you will experience the fascinating history and culture of Ethiopia. Over ten days, you will be traveling through this beautiful country, seeing amazing scenery, historical places, mountains, wildlife and meeting **its** friendly people ...
- ii. Day 1- Addis Ababa – on this day you will arrive in Addis Ababa. Addis Ababa is a lively, **bustling** city, full of life. In Amharic its name means 'New Flower'. You will be staying at the luxury Sheraton Addis Ababa Hotel. The Hotel is located near the Capital's main attractions, including the National Palace and the Mercato, a massive sprawling market-one of the largest in Africa. We will visit these attractions plus much more when we take a tour of the city in the afternoon.
- iii. Day 2 and Day 3 – Awash National Park – we will spend part of the day driving to the Awash National Park, bird-watching and admiring scenery along the way. We shall reach the park by late afternoon-just in time to watch a beautiful sunset. We will be staying in the park campsite for two nights-all camping equipment will be provided. By staying in the park at night, we will see both **nocturnal** wildlife and that of the daytime. The park is around 350 square miles of spectacular scenery, which includes the Awash River, hills and the volcano, Mount Fantalle. We will see many

animals including, beisa oryx, gazelle, warthog, and spotted hyena and may be even lion or leopard. The birdlife is fantastic; we should see 150 different species.

- iv. Day 4 - Bahar Dar - The Blue Nile Falls and Lake Tana – we will be leaving Addis very early in the morning and fly to Bahar Dar, one of Ethiopia’s most beautiful towns. We will be staying at the Tana Hotel. In the afternoon we will drive to the **awesome** Blue Nile Falls, which is known locally as *Tiss Issat* Falls (smoking fire). It is one of the most spectacular waterfalls in Africa. Later we will take a boat cruise on Lake Tana, the largest lake in Ethiopia. There are 33 islands on the Lake and 23 of **them** have ancient churches and **monasteries**.
  
- v. Day 5 – Gondar – we will be taking an early morning flight to Gondar, Ethiopia’s first capital. We will visit historical palaces, the library of Fasil’s son and the baths of Fasilidas. After this we will visit the church of Debre Behran Sellassie, famous for its beautiful ceiling and paintings. We will also see many of the old castles built throughout history by Ethiopian Emperors. We will be finishing the day by eating delicious Ethiopian food at the Goha Hotel.
  
- vi. Day 6 - The Simien Mountains National Park - on this day we will enjoy a trip to the National Park of the Simien Mountains. We will be surrounded by spectacular scenery and awesome mountain peaks **many** are higher than 4000m, the highest is Ras Dejen at 4543m. We walk around and admire breathtaking views, birds and wildlife such as Walia Ibex and Gelada baboons.
  
- vii. Day 7 - Lalibela and Rock-Hewn Churches - today we will fly to the historical town of Lalibela. Lalibela is extremely beautiful. In the horizon you will see the peak of mount Abune Yousef. In the afternoon we will visit the **incredible** ancient rock-hewn churches built over 800 years ago. There are

11 **of these** beautiful churches which are defined by UNESCO as the 8<sup>th</sup> wonders of the world.

- viii. Day 8 - The Omo Valley via Turmi - we will be flying via Addis Ababa to Turmi. We will stop at lunch time for some tasty traditional Ethiopian food. Then we will continue along the Omo river into the Omo valley, where we will see amazing scenery, birds and monkeys.
- ix. Day 9 - Mago National Park and the Mursi People - we will travel to the Mago National Park to watch wild zebra and buffalo. We will continue to the Mursi highlands and visit the Mursi people, well known for the lappets worn by the women and fierce stick-fighting by the men.
- x. Day 10 - Return to Addis Ababa and Farewell - we will spend the day driving back to Addis Ababa, admiring beautiful Rift Valley lakes along the way. Then you will be taking an evening flight and saying goodbye to Ethiopia after an unforgettable tour!!

Adapted from *Selamata* 2006, Vol. 23, No. 3 and *Selamta* 2001, Vol. 18, No. 3

**Direction 1: According to the passage, choose and circle the best answer.**

1. According to the passage, what was the first capital city of Ethiopia?  
A. Addis Ababa B. Axum C. Gondar D. Lalibela E. B and C
2. How many different species of birds are there in Awash National Park?  
A. 350 B. Unknown C. 150 D. 200 E. None
3. According to the passage, one of Ethiopia's most beautiful towns is  
A. Addis Ababa B. Gondar C. Lalibela D. Bahir Dar E. A and B
4. Which of the following is false?  
A. The library of Fasil's son is not a historical place.  
B. Debre Berhan Selassie is famous for its ceiling and paintings.  
C. Goha Hotel is found in Gondar.  
D. There are many castles built by Emperors in Gondar.  
E. All the above are correct.

**Direction 2: Give short answers in the space provided.**

1. What is the most spectacular waterfall in Africa?  
\_\_\_\_\_
2. Which place is defined as the 8<sup>th</sup> wonders of the world by UNESCO in Ethiopia?  
\_\_\_\_\_
3. Where are Walia Ibex and Gelada baboons found?  
\_\_\_\_\_
4. What makes Bahir Dar and its surrounding an interesting tourist attraction area?  
\_\_\_\_\_
5. What is the main idea of paragraph 7?  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the main idea of paragraph 8?  
\_\_\_\_\_
7. What is the main idea of paragraph 5?  
\_\_\_\_\_  
\_\_\_\_\_

8. What can a tourist visit in ten days tour in Ethiopia?

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**Direction 3: The following words and phrases are used in the passage.**

**Indicate what they refer to in the passage.**

1. ... meeting its friendly people ... (paragraph 1) 'its' refers to\_\_\_\_\_.
2. There are 11 of these beautiful ... (paragraph 7) 'of these' refers to\_\_\_\_\_.
3. In paragraph 4, the word 'them' refers to \_\_\_\_\_.
4. In paragraph 6, the word 'many' refers to \_\_\_\_\_.

**Direction 4: Give the meaning of the following words according to the passage.**

1. ... Addis Ababa is a lively, bustling city ... (paragraph 2) bustling means  
A. sluggish B. attractive C. new D. busy E. B and C
2. ... ancient churches and monasteries. (paragraph 4) monasteries means  
A. hotels B. houses of monks C. caves D. obelisks E. B and D
3. ... both nocturnal wildlife and that of the daytime; (paragraph 3) nocturnal means  
A. of the night B. cruel C. interesting D. huge E. A and D
4. ... to awesome Blue Nile Falls, ... (paragraph 4) awesome means  
A. remote B. colorful C. expressive D. dread E. None of the above.

## **Appendix C: Answer Keys**

### ***Test 1: Answer Key***

#### *Section I.*

1. B
2. D
3. C
4. A

#### *Section II.*

1. the children's
2. people
3. involving to find solutions for the child abuse
4. child abuse
5. the best interests of the child

#### *Section III.*

1. Survival and development of the child, Best interest of the child, Non-discrimination, and Child Participation.
2. Because the UN convention, the African character made it illegal; and Ethiopia being a member of these bodies also signed the above instruments.
3. Most people feel that children have no rights; or adults are not obligated to defending child rights; or some feel it is the responsibility of only government, child rights institutions or people are not informed.
4. If we do not help in practice in campaign on child abuse, we will be responsible for our future unfair world.

#### *Section IV.*

1. fullest
2. rights
3. provided
4. protection
5. unlawful
6. responsibility
7. judge

## Appendix C: (cont.)

### Test 2: Answer Key

#### Section I.

1. C
2. C
3. D
4. A

#### Section II.

1. Blue Nile Falls (*Tiss Issat*)
2. Lalibela and rock-hewn churches
3. In the Simien Mountains National Park
4. *Tiss Issat* Falls, Lake Tana, islands, ancient churches on the Lake
5. In Lalibela, there is incredible ancient rock-hewn churches built over 800 years ago. From these 11 are defined by UNESCO as wonders of the world.
6. In the Omo Valley, there are amazing scenery, birds and monkeys.
7. Gondar was the first capital of Ethiopia. Here there are many castles built throughout history by Ethiopian Emperors.
8. Seeing amazing scenery, historical places, mountains, wildlife, and meeting its friendly people, etc.

#### Section III.

1. Ethiopia's
2. ancient rock-hewn churches
3. islands
4. mountain

#### Section IV.

1. D
2. B
3. A
4. C

## Appendix D: Grade 11 Students Reading Comprehension Result

Student's Code	Scanning			Skimming				Reference Questions				Word-attack Skills				1 <sup>st</sup> Test (100%)
	1 <sup>st</sup> Test	2 <sup>nd</sup> Test (30)	100%	1 <sup>st</sup> Test (40)	2 <sup>nd</sup> Test (30)	Sum (70)	100%	1 <sup>st</sup> Test (25)	2 <sup>nd</sup> Test (20)	Sum (45)	100%	1 <sup>st</sup> Test (35)	2 <sup>nd</sup> Test (20)	Sum (55)	100%	
001	-	30	100	30	20	50	71	22.5	20	43	96	35	10	45	82	80
002	-	18	60	12.5	9	22	31	2.5	2	5	11	5	3	8	15	20
003	-	22.5	75	27.5	12.5	40	57	17.5	10	28	62	30	10	40	73	75
004	-	30	100	27.5	22.5	50	71	20	12.5	33	73	35	0	35	64	82.5
005	-	15	50	27.5	22.5	50	71	22.5	17.5	40	89	30	5	35	64	80
006	-	25	83	30	20	50	71	17.5	10	28	62	15	10	25	45	62.5
007	-	18	60	20	15	35	50	2.5	2	5	11	15	9	24	44	38
008	-	10	33	25	7.5	33	47	7.5	0	8	18	5	5	10	18	37.5
009	-	27.5	92	20	22.5	43	61	22.5	0	23	51	25	0	25	45	67.5
010	-	18	60	15	11	26	37	0	0	0	0	10	8	18	33	25
011	-	22.5	75	20	27.5	48	69	17.5	15	33	73	15	5	20	36	52.5
012	-	30	100	30	22.5	53	76	22.5	15	38	84	30	15	45	82	82.5
013	-	30	100	32.5	20	53	76	17.5	12.5	30	67	30	0	30	55	80
014	-	18	60	15	11	26	37	2.5	2	5	11	20	11	31	56	37.5
015	-	27.5	92	20	22.5	43	61	2.5	2.5	5	11	25	0	25	45	47.5
016	-	25	83	22.5	12.5	35	50	0	0	0	0	0	0	0	0	22.5
017	-	17.5	58	10	12.5	23	33	5	7.5	13	29	5	0	5	9	20
018	-	27.5	92	25	12.5	38	54	7.5	7.5	15	33	15	0	15	27	47.5
019	-	18	60	15	11	26	37	0	0	0	0	0	0	0	0	15

020	-	12.5	42	30	15	45	64	10	5	15	33	20	15	35	64	60
021	-	12.5	42	22.5	15	38	54	5	0	5	11	20	15	35	64	47.5
022	-	20	67	20	15	35	50	10	0	10	22	20	10	30	55	50
023	-	27.5	92	20	12.5	33	47	10	0	10	22	35	0	35	64	65
024	-	27.5	92	30	20	50	71	22.5	10	33	73	35	5	40	73	87.5
Student's Code	Scanning			Skimming				Reference Questions				Word-attack Skills				1st Test (100%)
	1st Test	2nd Test (30)	100%	1st Test (40)	2nd Test (30)	Sum (70)	100%	1st Test (25)	2nd Test (20)	Sum (45)	100%	1st Test (35)	2nd Test (20)	Sum (55)	100%	
025	-	22.5	75	20	12.5	33	47	12.5	20	33	73	30	10	40	73	62.5
026	-	5	17	27.5	5	33	47	17.5	2.5	20	44	15	10	25	45	60
027	-	22.5	75	20	20	40	57	0	17.5	18	40	5	10	15	27	25
028	-	27.5	92	32.5	22.5	55	79	20	0	20	44	0	0	0	0	52.5
029	-	25	83	25	17.5	43	61	20	0	20	44	20	0	20	36	65
030	-	10	33	25	19	44	63	17.5	14	32	71	30	20	50	91	72.5
031	-	7.5	25	27.5	5	33	47	22.5	0	23	51	25	0	25	45	75
032	-	21	70	25	19	44	63	20	16	36	80	25	14	39	71	70
033	-	30	100	27.5	17.5	45	64	22.5	17.5	40	89	35	5	40	73	85
034	-	10	33	32.5	10	43	61	22.5	15	38	84	35	5	40	73	90
035	-	20	67	30	12.5	43	61	22.5	10	33	73	35	10	45	82	87.5
036	-	25	83	25	15	40	57	0	0	0	0	0	0	0	0	25
037	-	30	100	10	10	20	29	17.5	12.5	30	67	20	15	35	64	47.5
038	-	27.5	92	22.5	10	33	47	15	17.5	33	73	35	5	40	73	72.5
039	-	30	100	25	10	35	50	15	17.5	33	73	25	10	35	64	65
040	-	10	33	17.5	15	33	47	2.5	2	5	11	5	3	8	15	25

041	-	17.5	58	17.5	17.5	35	50	12.5	15	28	62	0	10	10	18	30
042	-	25	83	30	25	55	79	7.5	15	23	51	25	10	35	64	62.5
043	-	0	0	27.5	5	33	47	22.5	0	23	51	30	5	35	64	80
044	-	18	60	22.5	17	40	57	10	8	18	40	25	14	39	71	57.5
045	-	18	60	32.5	24	57	81	7.5	6	14	31	35	20	55	100	75
046	-	22.5	75	20	12.5	33	47	0	10	10	22	30	10	40	73	50
047	-	25	83	22.5	5	28	40	2.5	0	3	7	35	10	45	82	60
048	-	27.5	92	27.5	20	48	69	17.5	20	38	84	35	10	45	82	80
049	-	18	60	20	15	35	50	5	4	9	20	0	0	0	0	25
Student' s Code	Scanning			Skimming				Reference Questions				Word-attack Skills				
	1 <sup>st</sup> Test	2 <sup>nd</sup> Test (30)	100%	1 <sup>st</sup> Test (40)	2 <sup>nd</sup> Test (30)	Sum (70)	100 %	1 <sup>st</sup> Test (25)	2 <sup>nd</sup> Test (20)	Sum (45)	100%	1 <sup>st</sup> Test (35)	2 <sup>nd</sup> Test (20)	Su m (55)	100 %	1 <sup>st</sup> Test (100 %)
050	-	27.5	92	10	10	23	33	12.5	10	33	73	5	10	15	27	27.5
051	-	22.5	75	5	7.5	13	19	7.5	0	8	18	5	0	5	9	17.5
052	-	10	33	12.5	12.5	25	36	2.5	2.5	5	11	5	10	15	27	20
053	-	12.5	42	25	15	40	57	17.5	15	33	73	0	5	5	9	42.5
054	-	10	33	10	7.5	18	26	0	0	0	0	9	5	14	25	19
055	-	30	100	33	25	58	83	3	2.5	6	13	0	0	0	0	36
056	-	15	50	17	12.5	30	43	22	12.5	35	78	9	5	14	25	48
057	-	25	83	10	7.5	18	26	25	20	45	100	9	5	14	25	44
058	-	27.5	92	22.5	17.5	40	57	20	12.5	33	73	20	5	25	45	62.5
059	-	25	83	17.5	7.5	25	36	17.5	10	27	60	10	5	15	27	45

060	-	20	67	17.5	12.5	30	43	5	10	15	33	0	5	5	9	23
061	-	10	33	20	15	35	50	20	10	30	67	10	0	10	18	50
062	-	15	50	10	12.5	23	33	7.5	10	18	40	5	5	10	18	22.5
063	-	30	100	22.5	7.5	30	43	22.5	5	28	62	10	5	15	27	55
064	-	27.5	92	22.5	20	43	61	10	17.5	28	62	30	5	35	64	62.5
065	-	25	83	20	7.5	28	40	7.5	5	13	29	15	5	20	36	42.5
066	-	17.5	58	20	12.5	33	47	7.5	12.5	20	44	25	15	40	73	52.5
067	-	17.5	58	30	5	35	50	12.5	20	33	73	15	15	30	55	57.5
068	-	10	33	10	15	25	36	10	0	10	22	20	0	20	36	40
069	-	17.5	58	12.5	10	23	33	0	5	5	11	0	15	15	27	12.5
070	-	30	100	27.5	22.5	50	71	15	5	20	44	20	0	20	36	62.5
071	-	17.5	58	17.5	17.5	35	50	0	2.5	3	7	20	5	25	45	37.5
072	-	27.5	92	27.5	22.5	50	71	0	0	0	0	20	0	20	36	47.5
073	-	27.5	92	30	17.5	48	69	10	15	25	56	35	0	35	64	75
074	-	30	100	25	27.5	53	76	22.5	15	38	84	20	10	30	55	57.5
Student's Code	Scanning			Skimming				Reference Questions				Word-attack Skills				
	1st Test	2nd Test (30)	100%	1st Test (40)	2nd Test (30)	Sum (70)	100%	1st Test (25)	2nd Test (20)	Sum (45)	100%	1st Test (35)	2nd Test (20)	Sum (55)	100%	1st Test (100%)
075	-	22.5	75	27.5	7.5	35	50	17.5	7.5	25	56	30	0	30	55	75
076	-	20	67	7.5	2.5	10	14	5	0	5	11	0	5	5	9	12.5
077	-	30	100	22.5	17.5	40	57	17.5	12.5	30	67	20	5	25	45	60
078	-	30	100	32.5	25	58	83	22.5	15	38	84	35	20	55	100	90
079	-	30	100	37.5	22.5	60	86	22.5	17.5	40	89	35	10	45	82	95

080	-	18	60	30	23	53	76	22.5	18	41	91	30	17	47	85	82.5
081	-	18	60	10	8	18	26	0	0	0	0	0	0	0	0	10
082	-	15	50	12.5	7.5	20	29	0	5	5	11	0	10	10	18	12.5
083	-	17.5	58	20	7.5	28	40	0	12.5	13	29	0	15	15	27	20
084	-	25	83	32.5	17.5	50	71	12.5	12.5	25	56	25	5	30	55	70
085	-	27.5	92	20	17.5	38	54	2.5	10	13	29	10	15	25	45	32.5
086	-	5	17	15	10	25	36	0	0	0	0	0	0	0	0	15
087	-	7.5	25	17.5	12.5	30	43	5	0	5	11	5	5	10	18	27.5
088	-	22.5	75	30	22.5	53	76	7.5	0	8	18	15	0	15	27	52.5
089	-	20	67	27.5	17.5	45	64	7.5	0	8	18	15	10	25	45	50
090	-	22.5	75	30	15	45	64	7.5	12.5	20	44	15	0	15	27	52.5
091	-	27.5	92	30	25	55	79	12.5	10	23	51	25	15	40	73	67.5
092	-	30	100	27.5	27.5	55	79	12.5	15	28	62	20	10	30	55	60
093	-	17.5	58	10	5	15	21	10	0	10	22	10	5	15	27	30
094	-	2.5	8	20	10	30	43	0	0	0	0	10	10	20	36	30
095	-	20	67	20	7.5	28	40	7.5	0	8	18	15	5	20	36	42.5
096	-	15	50	20	12.5	33	47	15	5	20	44	10	5	15	27	45
097	-	30	100	32.5	20	53	76	15	15	30	67	20	5	25	45	67.5
098	-	20	67	22.5	10	33	47	0	0	0	0	5	0	5	9	27.5
099	-	10	33	5	2.5	8	11	0	0	0	0	5	10	15	27	10
Student's	Scanning			Skimming				Reference Questions				Word-attack Skills				

Code	1st Test	2nd Test (30)	100%	1st Test (40)	2nd Test (30)	Sum (70)	100 %	1st Test (25)	2nd Test (20)	Sum (45)	100%	1st Test (35)	2nd Test (20)	Sum (55)	100 %	1st Test (100 %)
100	-	22.5	75	25	22.5	48	69	2.5	2.5	5	11	15	15	30	55	42.5
101	-	5	17	10	0	10	14	0	0	0	0	0	0	0	0	10
102	-	10	33	10	7.5	18	26	0	0	0	0	0	10	10	18	10
103	-	30	100	17.5	20	38	54	0	5	5	11	20	5	25	45	37.5
104	-	20	67	27	20	47	67	0	0	0	0	0	0	0	0	27
105	-	20	67	22.5	22.5	45	64	12.5	10	23	51	5	0	5	9	40
106	-	30	100	20	15	35	50	20	12.5	33	73	0	5	5	9	40
107	-	7.5	25	10	12.5	23	33	10	0	10	22	0	0	0	0	20
108	-	22.5	75	22.5	12.5	35	50	10	0	10	22	5	0	5	9	37.5
109	-	12.5	42	20	7.5	28	40	5	0	5	11	0	10	10	18	25
110	-	15	50	17.5	0	18	26	5	0	5	11	0	5	5	9	22.5
111	-	18	60	15	11	26	37	0	0	0	0	0	0	0	0	15
112	-	22.5	75	27.5	7.5	35	50	12.5	7.5	20	44	0	0	0	0	40
113	-	2.5	8	15	5	20	29	5	0	5	11	0	5	5	9	20
114	-	18	60	22.5	17	40	57	5	4	9	20	10	18	28	51	37.5
115	-	27.5	92	15	12.5	28	40	0	20	20	44	10	10	20	36	25
116	-	22.5	75	20	22.5	43	61	5	12.5	18	40	15	10	25	45	40
117	-	27.5	92	15	12.5	28	40	0	20	20	44	0	10	10	18	15
118	-	25	83	22.5	15	38	54	0	0	0	0	5	5	10	18	27.5
119	-	18	60	15	11	26	37	0	0	0	0	25	14	39	71	40
120	-	0	0	10	0	10	14	0	0	0	0	5	5	10	18	15
121	-	27.5	92	15	5	20	29	0	0	0	0	5	5	10	18	20
122	-	18	60	10	8	18	26	2.5	2	5	11	0	0	0	0	12.5

123	-	20	67	15	17.5	33	47	5	0	5	11	15	5	20	36	35	
124	-	18	60	15	11	26	37	0	0	0	0	0	0	0	0	15	
Student' s Code	Scanning			Skimming				Reference Questions				Word-attack Skills					
	1 <sup>st</sup> Test	2 <sup>nd</sup> Test (30)	100%	1 <sup>st</sup> Test (40)	2 <sup>nd</sup> Test (30)	Sum (70)	100 %	1 <sup>st</sup> Test (25)	2 <sup>nd</sup> Test (20)	Sum (45)	100%	1 <sup>st</sup> Test (35)	2 <sup>nd</sup> Test (20)	Su m (55)	100 %	1 <sup>st</sup> Test (100 %)	
125	-	20	67	22.5	5	28	40	0	5	5	11	5	10	15	27	27.5	
126	-	27.5	92	27.5	10	38	54	17.5	5	23	51	15	5	20	36	60	
127	-	18	60	10	8	18	26	0	0	0	0	5	3	8	15	15	
128	-	30	100	30	17.5	48	69	17.5	20	38	84	35	10	45	82	82.5	
129	-	18	60	20	15	35	50	20	16	36	80	15	10	25	45	55	
130	-	18	60	20	15	35	50	7.5	6	14	31	0	0	0	0	27.5	
131	-	22.5	75	30	15	45	64	5	17.5	23	51	25	10	35	64	60	
132	-	25	83	27.5	20	48	69	20	12.5	33	73	35	15	50	91	82.5	
133	-	20	67	25	17.5	43	61	12.5	0	13	29	15	0	15	27	52.5	
134	-	20	67	22.5	15	38	54	7.5	7.5	15	33	0	5	5	9	30	
135	-	25	83	10	7.5	18	26	5	0	5	11	15	0	15	27	30	
136	-	18	60	10	8	18	26	0	0	0	0	10	6	16	29	20	
137	-	20	67	15	2.5	18	26	0	10	10	22	0	5	5	9	15	
138	-	30	100	32.5	20	53	76	7.5	12.5	20	44	30	5	35	64	70	
139	-	30	100	27.5	20	48	69	12.5	15	28	62	35	10	45	82	75	
140	-	2.5	8	5	0	5	7	0	0	0	0	10	0	10	18	15	
141	-	30	100	15	22.5	38	54	7.5	5	13	29	25	10	35	64	47.5	

142	-	10	33	17.5	10	28	40	7.5	0	8	18	20	10	30	55	45	
143	-	18	60	27.5	21	49	70	15	12	27	60	15	9	24	44	57.5	
144	-	18	60	22.5	17	40	57	12.5	10	23	51	30	17	47	85	65	
145	-	22.5	75	12.5	5	18	26	7.5	0	8	18	20	10	30	55	40	
146	-	18	60	27.5	21	49	70	17.5	14	32	71	15	9	24	44	60	
147	-	20	67	17.5	5	23	33	0	0	0	0	5	5	10	18	22.5	
148	-	27.5	92	20	17.5	38	54	10	0	10	22	15	0	15	27	45	
149	-	2.5	8	12.5	12.5	25	36	0	0	0	0	15	0	15	27	27.5	
Student' s Code	Scanning			Skimming				Reference Questions				Word-attack Skills					
	1 <sup>st</sup> Test	2 <sup>nd</sup> Test (30)	100%	1 <sup>st</sup> Test (40)	2 <sup>nd</sup> Test (30)	Sum (70)	100 %	1 <sup>st</sup> Test (25)	2 <sup>nd</sup> Test (20)	Sum (45)	100%	1 <sup>st</sup> Test (35)	2 <sup>nd</sup> Test (20)	Su m (55)	100 %	1 <sup>st</sup> Test (100 %)	2 <sup>nd</sup> Test (70)
150	-	17.5	58	22.5	17.5	40	57	10	2.5	13	29	15	5	20	36	47.5	
151	-	30	100	20	22.5	43	61	0	0	0	0	0	0	0	0	20	
152	-	20	67	25	12.5	38	54	15	10	25	56	35	5	40	73	75	
153	-	22.5	75	30	12.5	43	61	2.5	10	13	29	35	0	35	64	67.5	
154	-	10	33	22.5	7.5	30	43	0	12.5	13	29	10	0	10	18	32.5	
155	-	15	50	32.5	7.5	40	57	5	10	15	33	25	5	30	55	62.5	
156	-	7.5	25	15	10	25	36	10	5	15	33	30	5	35	64	55	
157	-	27.5	92	10	17.5	28	40	0	0	0	0	2.5	5	8	15	12.5	
158	-	10	33	17.5	10	28	40	2.5	10	13	29	30	10	40	73	50	
159	-	20	67	25	0	25	36	0	0	0	0	0	5	5	9	25	
160	-	7.5	25	20	10	30	43	2.5	0	3	7	15	0	15	27	37.5	



180	-	18	60	5	4	9	13	0	0	0	0	0	0	0	0	5
181	-	27.5	92	30	22.5	53	76	9	7.5	17	38	9	5	14	25	48
182	-	20	67	17	12.5	30	43	0	0	0	0	0	0	0	0	17
183	-	20	67	13	10	23	33	9	7.5	17	38	13	7.5	21	38	35
184	-	15	50	10	7.5	18	26	0	0	0	0	18	10	28	51	28
185	-	25	83	13	10	23	33	0	0	0	0	9	5	14	25	22
186	-	20	67	17	12.5	30	43	0	0	0	0	0	0	0	0	17
187	-	22.5	75	17	12.5	30	43	6	5	11	24	0	0	0	0	23
188	-	20	67	17	12.5	30	43	9	7.5	17	38	13	7.5	21	38	39
189	-	20	67	30	22.5	53	76	6	5	11	24	9	5	14	25	45
190	-	20	67	7	5	12	17	0	0	0	0	0	0	0	0	7
191	-	27.5	92	20	15	35	50	25	20	45	100	18	10	28	51	63
192	-	30	100	17	12.5	30	43	19	15	34	76	18	10	28	51	54
193	-	22.5	75	30	22.5	53	76	25	20	45	100	12	10	22	40	67

## Appendix E: Formulae Used for the Statistical Data of Students' Reading Comprehension Abilities

**Mean ((X)),** i.e. the average of the sample score

$$\begin{aligned}(\bar{X}) &= \frac{\sum_{i=1}^n x_i}{n} = \frac{x_1 + x_2 + \dots + x_n}{n} \\ &= \frac{84 + 26 + 65 \dots + 71}{193} = \underline{\underline{46.32}}\end{aligned}$$

**Variance (S<sup>2</sup>),** i.e. the average of the squares of the distance of each value from the mean

$$S^2 = \frac{\sum_{i=1}^n (x_i - (\bar{x}))^2}{n} = \frac{(84 - 46.32)^2}{193} + \frac{(26 - 46.32)^2}{193} \dots + \frac{(71 - 46.32)^2}{193} = \underline{\underline{346.7}}$$

**Standard Deviation (S),** i.e. the square root of the variance

$$\begin{aligned}S &= \sqrt{S^2} = \sqrt{\frac{\sum_{i=1}^n (x_i - (\bar{x}))^2}{n}} \\ S &= \sqrt{\frac{(84 - 46.32)^2}{193} + \frac{(26 - 46.32)^2}{193}, \text{etc}} \\ S &= \underline{\underline{18.62}}\end{aligned}$$

## Appendix F: Reading Class Observation Checklist

This checklist is checked by me during reading class observation.

Questions asked by the reading teacher and responses given by the students?

<b>Reading Stages</b>	<b>No. of Questions</b>	<b>Correct Answers</b>	<b>Incorrect Answers</b>
<i>I Pre-reading Stage</i>			
1. Topic related questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pre-teaching the key words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prediction questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>II While-reading stage</i>			
1. Scanning questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Skimming questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mid-text prediction questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Word-attack skill questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reference questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>III Post-reading stage</i>			
1. Retelling the message of the writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Opinion about the message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix G: Questionnaire to English Teachers

Dear English teacher, the purpose of this questionnaire is to investigate grade 11 students' reading comprehension abilities. The study can be reliable if and only if you give genuine responses. So, filling it honestly is very important to the validity of the result.

**Note:** In this questionnaire 'most of the students' means 75% and above of the whole students in the classroom.

**Thank you in advance!**

Please, indicate your years of experience as English teacher.

\_\_\_ 0-5    \_\_\_ 6-10    \_\_\_ 11-15    \_\_\_ 16-25    \_\_\_ 26+

1. What is the motivation towards reading English text of most of your students?

Positive             Neutral             Negative

2. How do you rate the prediction ability of most of your students in the pre-reading stage?

Very high     High             Average             Low

3. What is the skimming ability of most of your students?

Very high     High             Average             Low

4. What is the scanning ability of most of your students?

Very high     High             Average             Low

5. What is the mid-text prediction ability of most of your students?

Very high     High             Average             Low

6. What is the reading speed of most of your students?

Very high more than 200 w.p.m)  High (200 w.p.m.)

Average (up to 150 w.p.m.)             Low (less than 100 w.p.m.)

7. What is the participation level of most of your students in post-reading activities?

Very high       High       Average       Low

8. What is the questioning ability of most of your students in the reading class?

Very high       High       Average       Low

9. What are the responding abilities of most of your students?

Very high       High       Average       Low

10. What are the contextual guessing abilities of most of your students?

Very high       High       Average       Low

11. What is the level of using the reading strategies (skimming, scanning, skipping unknown words, etc.) of most of your students?

Very high       High       Average       Low

12. What is the overall reading comprehension ability of most of your students?

Very high       High       Average       Low

13. What is the mid test and/or final exam results of most of your students in the reading comprehension items?

Very high       High       Average       Low

14. What do you suggest ways to improve students' reading comprehension abilities?

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