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THE ATTITUDES OF SECONDARY SCHOOL TEACHERS  
IN THE KINGDOM OF SAUDI ARABIA TOWARD TEACHING READING  
IN THE CONTENT AREAS AND TOWARD READING

A Dissertation Presented to  
The Faculty of the College of Education of  
Ohio University

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy

by  
Saleh A. Alnassar

August 2000

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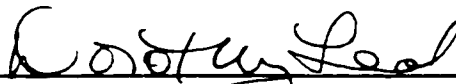
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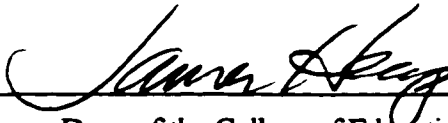
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This dissertation has been approved  
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## **Dedication**

**To everyone who learns to read, or reads to learn,  
I dedicate this humble work.**

**Saleh Alnassar**

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## CHAPTER I

### Introduction

Secondary school teachers' attitudes concerning teaching reading skills and strategies in the content areas and concerning reading in general are central in the effort to improve reading competency at the secondary level. A positive attitude toward reading and teaching reading helps teachers to develop the ability to incorporate reading skills and strategies in content areas, which in turn is reflected in students' language development and achievement in those content areas.

Recently, reading skills and strategies in secondary education have gained more importance. The definition of "reading" outlined by the International Reading Association (1988) implies that reading is a process that continues to be important through high school. Thus, reading instruction should continue as students enter middle and high school, "...because reading is not a skill that is learned once and for all. As students encounter more complex texts, they need to learn more advanced reading skills to be able to construct meaning from the text" (Linski, Wham, & Johns, 1998, p. 4).

Secondary school teachers are responsible for teaching reading skills and strategies. Gillespie and Rasinski (1989) stated that "most professionals in the area of secondary reading education agree that reading and study skills instruction falls within the domain of all content area teachers" (p. 45). Consequently, secondary school teachers should have a full understanding of the importance of reading and carry the responsibility for integrating the necessary reading skills and strategies with their subject matters. To achieve this goal, "secondary teachers should be prepared to help students develop skills,

techniques, and attitudes essential to reading and comprehending the materials they encounter in and beyond the classroom” (Smith & Feathers, 1983, p. 348).

Discovering secondary teachers’ attitudes toward teaching reading skills and strategies in the content areas and their attitudes toward reading seems important to help educators in developing secondary reading programs and to strengthen the teaching of reading whenever needed in secondary school content areas. Since the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas and toward reading in general have not yet been researched, the proposed study gains more importance.

### Background of the Problem

#### Teaching Reading in the Content Areas

Teaching students how to read text materials effectively and independently is an important educational goal. However, according to Wood (1992), the concept of reading instruction has been associated with teaching at the elementary level for years. Students in the elementary level are taught how to read, but, as they progress in their study, the purpose of teaching reading changes. Barton (1997) pointed out the following:

In current practice, reading skills are generally taught at the elementary level.

Once students reach the middle level, they are expected to make the leap from learning to read via the familiar topics and story format of basal readers to reading to obtain information from content areas texts that present new information organized in entirely different ways. Instruction shifts from teaching students the process of reading to focusing on the content of the text. (p. 22)

Wood (1992) acknowledged that the need to merge the principles of sound reading instruction with subject area teaching has been recognized at the secondary level as well. Indeed, there are three aspects of reading at the secondary level that heavily suggest a need for incorporating skills and strategies into content area teachers' instruction: (1) a change in instructional emphasis from learning to read to reading to learn, (2) a change in the nature of instructional texts as students advance through the grades, and (3) a recent change in curricular emphasis that corresponds to our growing use of technology (Bean & Readence, 1989, p. 16).

In addition, Palmer (1978) gave four reasons in his rationale for secondary school content reading instruction: 1) print is still the principal source of learning, retrieving, and recording information in high school; 2) the textbook is still the beginning and ending of most learning, and most texts are difficult for many students; 3) reading facilitates the learning of knowledge; and 4) reading is uniquely controllable by the learner to permit flexible assimilation of ideas, time to process information, time to reread, and time to reflect on what has been read. Studies, strongly suggest that integrating reading and study skills instruction with content leads to a great mastery of both (Bullock, Lain, & Slinger, 1990), decreases students' chances of dropping out of school (Carbo, 1994), and contributes to students' success (E. A. Wilson, 1995).

#### Resistance to Teaching Reading in the Content Areas

Secondary school teachers are the best equipped to teach reading skills and strategies, since they know their students' strengths and weaknesses, and they are knowledgeable of the nature of their content areas. However, some obstacles may work

against full implementation of this ideal. One potential obstacle is the difficulties that content area teachers may face when teaching reading and study skills without adequate training in reading instruction. However, some studies have reported that a significant number of states and teacher training institutions do not require reading education courses for secondary education majors. A second potential obstacle is that of content area teachers' attitudes toward teaching reading, which have not been fully explicated (Gillespie & Rasinski, 1989).

Although teaching reading in the content areas has gained more importance in recent years, some secondary school teachers believe that teaching reading is the responsibility of elementary teachers, and many of those teachers do not realize that high school students could benefit from direct help in reading (Karline, 1969). O'Connor (1986) pointed out that "it was assumed that once students acquired the basic reading skills, the development and reinforcement of these skills would follow with usage and that the reading skills taught in the elementary schools should be adequate for successful reading in the secondary content areas" (p. 3). However, content area teachers' beliefs about teaching reading may lead to some resistance to incorporating reading instruction into the content areas. Stewart and O'Brien (1989) acknowledged that researchers have found some factors behind this resistance:

Teachers have reported feelings of inadequacy or lack of confidence concerning their effectiveness at incorporating reading instruction into their content lessons. Furthermore, some content area teachers have doubted whether or not reading

instruction should rightfully fall within their domain. Finally, there have been those who feel that there is no need for content reading programs. (p. 397)

### Teachers' Attitudes Toward Reading

Secondary school teachers play an important role in influencing reading growth in students. Sargent (1969) pointed out the following:

The content area teacher is the one who (1) is most capable in teaching the new vocabulary in his subject; (2) is the most knowledgeable in setting purpose for reading in that subject area; (3) is most able in developing and motivating student interest; (4) is most able in identifying important concepts to be arrived at in the subject area; (5) is the most conversant with multi resources, their use and value in developing background experiences; (6) is familiar enough with the text to know how to best read and study it. (p. 22)

Of all of the characteristics mentioned above, teachers' attitudes toward reading is the key for secondary school attainment in teaching reading skills and strategies in the content areas. O'Connor (1986) claims that "Success in teaching content area reading with subject matter is contingent upon the positive attitudes secondary teachers have regarding the integration of reading skills, knowledge of the subject area and the support these teachers have from their administrators" (p. 8).

According to Howard (1993), teachers also may be considered the most important factor in forming students' reading attitudes. Alexander (1988) pointed out that with little doubt, the teacher is often the most significant force in improving positive attitudes of students. Unless secondary school teachers hold positive attitudes toward reading,

they will not be able to transfer positive attitudes toward reading to their students.

Morison, Jacobs, and Swinyard (1999) asserted that “the most influential teacher behavior to influence their students’ literacy development is personal reading” (p. 81).

Andrews-Beck and Rycik (1992) also stated the following: “Just as teachers who write are best able to act as guides for less experienced writers, teachers who see themselves as readers—who are aware of the requirements and strategies of the reader’s role-- are best able to guide young readers” (p. 121).

Teachers’ attitudes toward reading are important. However, Burnett (1966) mentioned “most secondary teachers have had little, if any, training in the teaching of reading. Therefore, they are not prepared in either attitude or knowledge to assume responsibility for teaching how to read the content of their various curriculums in addition to teaching the content itself” (p. 322).

#### Teaching Reading in the Kingdom of Saudi Arabia

In the Kingdom of Saudi Arabia (KSA), reading is an essential tool for learning and teaching the Arabic language. Indeed, Arabic plays an essential role in the field of education due to the fact that it is the language of religion, the language of the Holy Qur’an, and the official language of the country. Although there is a focus on teaching reading and writing at the primary level, reading, grammar, literature, poetry, and rhetoric are also taught in the intermediate and secondary schools. Othman (1997) declared that “at these levels the students’ awareness becomes clear, their thinking matured, their inclinations stabilized, and their readiness accomplished” (p. 106).

Reading represents the junction point in a related chain that connects other subject matters of the Arabic language, among which the most important are considered to be “Dictation, Calligraphy, and Grammar” in teaching children properly during their first years of education (Othman, 1997). At the intermediate levels, reading becomes a tool for ensuring the perfection of Arabic, extending knowledge about the language itself, and fulfilling its primary functions of helping individuals acquire knowledge about content areas. In secondary school, reading is employed as a tool for learning other skills, acquiring general knowledge, becoming acquainted with some of the arts and knowledge produced by human thought, and satisfying educational desires. Reading is taught to Saudi Arabian secondary school students under the name of *Al-Mutala'ah* (Reading) (Othman, 1997).

Teaching reading at the intermediate and secondary schools levels in the KSA is considered only one part of teaching the Arabic language in general. Therefore, a reading teacher is one who teaches other subjects of Arabic as well, such as grammar, literature, poetry, and rhetoric. The teachers of other subjects, such as mathematics, sciences, religious and social studies, are not concerned with teaching students reading skills. Also, in their plans for academic preparations they do not touch upon any experience or knowledge about reading and its skills and strategies, or how to make use of these skills to reinforce the students' abilities to comprehend written texts.

Othman (1997) is one of the educators who stresses the point that every teacher is a teacher of the Arabic language, which includes reading, but the focused tend to be more on Arabic grammar than reading skills and strategies. Othman stated the following:



Every teacher who teaches at the intermediate and secondary levels in the Arabic world is a teacher of the Arabic Language in the first degree; that is, he cares for the perfection of the Arabic Language whether in his style, speech or writing. He will also avoid linguistic and grammatical errors and train his students to do so in order to attain correct information and perfect education about whatever subject their teachers deliver. This is because the Arabic language is the means for learning all subjects and if this means is not correct, safe, and strong, the results that students obtain will be poor, indicating defects and imperfections in certain aspects. (p. 104)

From the researcher's point of view, although reading in Saudi schools is taught as a subject matter in elementary and secondary schools, it has not been given enough attention, and content area teachers do not incorporate reading skills while teaching content. The professional education requirements in the Kingdom of Saudi Arabia for prospective secondary school teachers, other than Arabic language teachers, do not include any courses in the psychology of reading or methods of teaching reading skills in the content areas. Neither is inservice training in the teaching of reading in the content areas required for secondary school. As a result, secondary school teachers lack professional competence in the teaching of reading skills in the content areas. In addition, research studies on teaching Arabic language in the Kingdom of Saudi Arabia are limited, and there are no references in the scientific literature about teachers' attitudes toward teaching reading in the content areas or toward reading in general.

This study addresses a lacuna in the teaching of reading to intermediate and secondary school students in the Kingdom of Saudi Arabia. It focuses on content area teachers' attitudes toward making use of reading skills and strategies to reinforce students' abilities to comprehend content area texts and materials. It focuses also on secondary school teachers' attitudes toward reading, which are an important factor in teachers' willingness to teach reading skills and strategies, and in the formation of students' attitudes toward reading.

#### Statement of the Problem

Several studies have attempted to assess teachers' attitudes toward teaching reading in the content areas to determine whether teachers are willing to incorporate teaching reading skills in their content area instruction. However, these studies have all been completed in the United States (Flangan, 1975; Lloyed, 1985; O'Connor, 1986; O'Rourke, 1980; Thornton 1989; Usova, 1973, 1979). Secondary school teachers' attitudes toward teaching reading in the content areas in the Kingdom of Saudi Arabia have not yet been examined. Similarly, the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward reading yet to be an area of research. Secondary school teachers' attitudes toward teaching reading and toward reading appear to be a critical factor in their willingness to teach reading in the content areas, and in the formation of students' attitudes. Factors that may influence teachers' willingness to teach reading in the content areas and teachers' attitudes toward reading in general may also be impacted by their gender, school level, and subjects they teach. Therefore, it seems important to

investigate attitudes regarding teaching reading in the content areas, and regarding reading held by secondary school teachers in the Kingdom of Saudi Arabia.

### Purpose of the Study

The main purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas, and toward reading. It sought to discover if there are differences in teachers' attitudes toward teaching reading in the content areas and toward reading, depending on their gender (male and female), school level (middle and high school), and the subject taught (Arabic language, social studies, math, and science). This study also aimed to determine whether there is a relationship between teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading.

### Research Questions

This study was an attempt to answer the following questions:

1. What are secondary school teachers' attitudes toward teaching reading in the content areas?
2. What are secondary school teachers' attitudes toward reading?
3. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas?
4. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas?
5. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading?

6. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading?

7. Is there a relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading?

### Statistical Hypotheses

Since the first two research questions aim to examine teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading, without examining differences among them, there are no null hypotheses needed for these questions. The null hypotheses for research questions 3-7 are as follows:

Ho1: Null hypothesis

There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Ho2: Null hypothesis

There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Ho3: Null hypothesis

There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading.

Ho4: Null hypothesis

There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading.

#### Ho5: Null hypothesis

There is no relationship between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

#### Significance of the Study

Teachers in different ways convey their opinions, preferences, likes, and dislikes. Students, in addition, pick up not only the verbal but the non-verbal messages telegraphed to them (Rieck, 1977). Therefore, knowing how teachers feel about reading and about teaching their students appropriate reading skills can lead to strengthening that process wherever needed in high school subjects (Lloyd, 1985). Knowledge of teachers' attitudes toward reading and toward teaching reading skills and strategies in their content areas can be used as a base for meaningful inservice and preservice programs. Consequently, teachers can learn to provide their students with effective instruction, and generate a truly vital ambiance for learning. Then, in addition to becoming better readers, and having better attitudes toward reading, students will learn much more about the disciplines (Roe, Stoodt, & Burns, 1983).

This study was an attempt to assess secondary school teachers' attitudes toward teaching reading in the content areas and toward reading. It was the first of its kind to be conducted in secondary schools in the Kingdom of Saudi Arabia. The findings of this study are expected to give input to the Ministry of Education and to the General Presidency of Girls' Education as well as the educational institutions that deal with teacher preparation. Furthermore, this study is expected to enable institutions that provide inservice and preservice education for secondary teachers to be informed

regarding teachers' feelings about reading and their opinions about reading instruction and their needs in helping their students develop reading skills and strategies.

#### Limitations of the Study

A limitation of a study concerns the generalizability of its findings. Following are limitations of the study.

1. Since the study was limited to secondary school teachers, it cannot be assumed that its findings apply to elementary school teachers.
2. Since the study was limited to secondary school teachers' attitudes toward teaching reading and toward reading in four content areas (Arabic language, social studies, math, and science), it cannot be assumed that its findings apply to another content areas such as computer education or physical education.
3. Primary data was collected from a sample of secondary school content area teachers in Riyadh city, in the central region of Saudi Arabia. Data gathered was limited to this city for several reasons: (a) the similarity among content area teachers in Saudi Arabia, which makes the results of this study more applicable to other regions, and (b) less expense and time for the researcher, who is from Riyadh and has extensive knowledge of and familiarity with the region.
4. This study also was limited to a random sample of the day-time public secondary school teachers in Riyadh. Therefore, it cannot be assumed that its findings apply to other kinds of schools, such as night schools or vocational and technical secondary schools.

5. The Revised Vaughan Attitudes Scale, and the Reading Attitudes Scale that were used as information-gathering instruments in this study were constructed originally in English. To the researcher's knowledge, these instruments have never been used in Arabic or in a language other than English, which may be considered another limitation.

### Basic Assumptions

The following were the basic assumptions of this study:

1. Saudi secondary school teachers' responses to the study questionnaire will be honest.
2. Saudi secondary school teachers are not knowledgeable concerning content area reading instruction.
3. The items of the questionnaires developed for this study are clear and measure the attitudes of secondary school teachers toward teaching reading in the content areas and toward reading.
4. Secondary school teachers' attitudes toward teaching reading in the content areas and toward reading are measurable.
5. Secondary school teachers participating in this study can be categorized as female and male teachers, middle school teachers and high school teachers; they also can be categorized as Arabic language teachers, social studies teachers, mathematics teachers, and science teachers.

### Definition of Terms

#### Attitude

Defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993, p. 1). Eagly and Chaiken explained further that psychological tendency refers to a state that is internal to the person, and evaluating refers to all classes of evaluative responding, whether overt or covert, cognitive, affective, or behavioral.

#### Content Area Teachers

Professionals who specialize in teaching a subject domain such as history, mathematics, physical education, the sciences, and so forth (Cooter & Flynt, 1996). In this study, content area teachers included Arabic language, social studies, mathematics, and science teachers who teach in secondary schools (boys and girls) in Riyadh city.

#### Reading

Reading has been defined as “the process of constructing meaning from written text in relation to the experiences and knowledge of the reader” (Heilman, Blair, & Rupley, 1994, p. 5).

#### Reading Attitudes

Defined as “a state of mind, accompanied by feelings and beliefs, that makes reading more or less probable” (Smith, 1990). According to Mathewson (1994), a person’s attitudes toward reading, which includes feelings about reading, readiness for reading, and beliefs about reading, can result in an intention to read or to continue reading, which leads to the act of reading.



### Reading to Learn

“The use of reading skills to acquire knowledge, broaden understandings, and develop appreciations” (Harris & Hodges, 1995, p. 213).

### Secondary School

A “school ranking between elementary school and college; high school, usually either grades 9-12 or 7-12” (Harris & Hodges, 1995, p. 228). For the purposes of this study, secondary school includes middle or intermediate, and high schools, grades seven through twelve, or children the ages of 12 to 18.

### Teachers’ Attitudes Toward Teaching Reading in The Content Areas

Operationally, the composite score of the Revised Vaughan Attitudes Scale (Arabic version), also known as Vaughan’s Attitudes Scale (VAS), (Vaughan, 1977).

### Teachers’ Attitudes Toward Reading

Operationally, the composite score of the Reading Attitudes Scale (Arabic version) developed by the researcher to measure secondary school teachers’ attitudes toward reading.

### Teaching Reading in The Content Areas

The teaching of vocabulary development, comprehension skills, and other reading and study skills within a given subject domain in order to help students comprehend the materials they encounter in and beyond the classroom, and to become independent readers and learners. It can be also defined as teaching that assists students with reading and understanding the assigned materials in a particular subject area such as English and history (Bullock, Lain, & Slinger, 1990).

### Organization of the Study

This study was organized into five chapters. Chapter 1 introduces the nature and the objectives of the study. Chapter 2 presents a review of related literature that deals with content area reading instruction, reading in the content areas, teachers' attitudes toward teaching reading in the content areas, teachers' attitudes toward reading, and education and reading in the Kingdom of Saudi Arabia. Chapter 3 describes the research design and methodology. Chapter 4 presents the findings of the study and tests hypotheses. Chapter 5 summarizes the findings of the investigation, discuss important findings, presents some implications and recommendations based on the findings, and offer suggestions for further research. Appendices and the list of references follow.

## CHAPTER 2

### Review of the Literature

The purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas, and toward reading. This chapter focuses on a review of related literature in order to obtain a frame of reference, to build a solid background for the study, and to assist the researcher in analyzing the study results and developing recommendations.

This chapter was organized into the following sections: (a) history of content area reading instruction, (b) reading in the content areas, (c) teachers' attitudes toward teaching reading, (d) teachers' attitudes toward reading, (e) education in the Kingdom of Saudi Arabia, and (f) teaching reading in the Kingdom of Saudi Arabia.

#### History of Content Area Reading Instruction

Efforts have been made during the past century to develop the teaching of reading in the elementary and secondary schools in the United States. During the 1900s, teaching reading changed from a narrow focus on the traditional goals of reading instruction to the development of students' reading skills in different content areas, and finally to the importance of lifelong reading skills to meet different societal demands. It had been noted that "due to the technical/informational changes of our time, people require reading and writing abilities that are more sophisticated than those needed decades before" (Moore, Moore, Cunningham, & Cunningham, 1998, p. 6). This section of the literature review presents content area reading instruction from its origin in the early 1900s until the end of the century.

In his historical view of content area reading instruction, Simonson (1995) mentioned that content area reading instruction in English originated in the early 1900s when a debate between oral reading and silent reading began among educators. This debate was an important factor leading to the development of content area reading instruction. Studies were completed in this regard to confirm the importance of silent reading and researchers discovered the several factors involved in the act of comprehension. Simonson notes that "reading was no longer simply pronouncing words correctly. Reading became a process built on getting meaning through the understanding of words, phrases, and sentences" (p. 134). In the 1920s debate changed to another direction. Simonson stated the following:

In the 1920's researchers realized different types of subject matter reading created more possibilities of inaccurate comprehension. It became their task to delve into each content area and identify those words, phrases, symbols, and visual cues which made understanding that subject material possible. Thus, content area reading emerged and the concern for integrating reading instruction successfully and appropriately with subject matter began the debate still much at issue today. (p. 135)

According to Simonson, during the 1940s and 1950s, changes occurred in researchers and administrators' philosophy of reading as well as in the reading practices incorporated inside school. New reading programs emerged which focused more on the teaching of skills needed in specific content areas. In 1960s the reading programs become broader and focused on "promoting the reading of books in general, creating

reading honor societies, and utilizing their librarian to get students absorbed in reading” (p. 135). According to Simonson, other successful programs of content area reading instruction emerged in the 1970s and 1980s. During this period, the notion of “teaching reading in the content areas” became popular in America (Lipton & Liss, 1978).

In the 1990s, research about reading outside school gained more importance. Wilson (1995) notes that “sadly, at the same time that required reading skills become more challenging, the likelihood that students are reading for pleasure declines” (p. 4). Wilson also mentions that compared to sixth grade students, those in the ninth grade report that reading is less interesting and less enjoyable. Lesense (1991, cited in Wilson, 1995) stated the following: “A study of middle school students found that almost three-fourths of them reported reading less than one hour daily on a regular basis; 20 percent had read only one book for pleasure in the last six months” (p. 6).

Secondary school students need not only skills and strategies that help them acquire content area knowledge, but also skills that help them to love reading and become lifelong readers. Cramer (1994) stated that secondary school students “learn to reconstruct, comprehend, extract, assimilate, and use information from a variety of printed sources for many different purposes. After completing school, however, too many people do not voluntarily choose to read for their own personal pleasure or information” (p. 4). Thus, the goal of teaching reading skills and strategies should take into account that “a lifelong love of reading is a highly desired outcome of reading instruction (Johns, 1994, p. 91). Teachers can be significant positive or negative models

besides reading about their content areas; therefore, they are responsible for fostering their students' love of reading in general. Alvermann and Phelps (1998) asserted that "if students have positive reading experiences beyond their textbooks, their chances for becoming lifetime readers increase" (p. 320). Teachers can help students to become readers by different means. Burns, Roe, & Ross (1994) stated the following:

Reading can be entertaining as well as informative. Teachers can help students realize this fact by reading stories and poems to them daily and setting aside regular time for pleasure reading, during which many good books of appropriate levels and from many interest areas are readily available. Teachers can show children that reading is a good recreational pursuit by describing the pleasure they personally derive from reading in their spare time and by reading for pleasure in the children presence. (p. 30)

According to Moore, Moore, Cunningham, and Cunningham (1998), literacy instruction provided in elementary school or in specific subjects in secondary school is not enough. Therefore, "extended subject-specific instruction in reading and writing is needed so that individuals can handle the dramatic changes they will experience in school, in their future workplaces, in society, and in their personal lives" (p. 6).

### Summary

In the past 100 years, the status of reading instruction in the elementary and secondary school has changed. Debate between oral reading and silent reading began in the 1900s, followed by a debate in the 1920s about integrating reading instruction with different subject matters. In the 1940s and 1950s different content area reading programs

were introduced to the reading field. In the 1960s to the 1980s the notion of “teaching reading in the content areas” became more popular in America and encouraging lifelong reading emerged as a key factor to meet the critical demands for the literacy.

### Reading in the Content Areas

Reading and studying gain more importance and concern among educators as students enter middle school. When students move from an elementary to a middle level school, they face a new and challenging situation. As they move into this new environment, they are exposed to critical changes such as the nature of school structure, the mode of instruction, the number of independent activities, and most importantly, the nature of reading materials (Irvin, 1990).

Students in the content areas learn an incredible amount of information. The curriculum expands and includes a large amount of information which requires students to do extensive reading in math, science, fine arts, English, social studies, language arts, and other content subjects. Acquiring knowledge from the textbook is a real challenge for many students when they reach middle school. Cole and Sticht (1981) acknowledged that by the time students reach middle school, most of their teachers’ instruction and most of their study activities will be centered around textbooks. Jacobson (1998) notes that “most content area information is available in the form of text: in books, magazines, and journals, and increasingly, on computer screens” (p. 218).

Gall, Gall, Jacobsen, and Bullock (1990) state that as students progress through school, reading tasks become more complex and difficult. Students in the high grades are expected to become more sophisticated readers. Roe, Stoodt, and Burns (1983) also

pointed out that in middle schools and high schools, students read expository prose, which is more difficult to comprehend. Consequently, some pupils experience problems in reading and learning, and their academic performance falters. The authors point out the following:

[Students in upper grades] read in order to acquire skills (e.g., computational skills, foreign language skills, scientific inquiry skills), make inferences (e.g., to infer characters' motives or the author's point of view), or take stands on issues (e.g., to agree or disagree with decisions made by government leaders). Students also are expected to remember more and more textbook content for tests and to write more papers that make use of information in their textbooks and library reference materials. (p. 111)

Burns, Roe, and Ross (1996) mentioned that reading in content area textbooks, such as science, mathematics, social studies and other curricula areas, is often difficult for students both because they contain expository material that can be harder for students to read and because many new concepts are presented. Students, thus, need different reading skills and strategies to cope with and comprehend content area texts. Burns, Roe, and Ross stated the following:

To read well in content area textbooks, children need good general reading strategies, including word recognition and comprehension, and reading/study strategies. If they cannot recognize the words they encounter, they will be unable to take in the information from the material. Without good literal, interpretive, critical, and creative reading comprehension strategies, they will not understand the



textbook's message. And if they lack good reading/study strategies, they will be less likely to comprehend and retain the material. (p. 477)

E. A. Wilson (1995) pointed out that the following issues make teaching reading skills and strategies an important concern at the middle and high school levels:

1. Reading in content areas such as science, mathematics, and social studies demands skills beyond those used in the early grades.
2. Maturing students often lose interest in reading.
3. Large numbers of secondary students are at risk of reading failure, and they require reading instruction that is targeted to their deficits.
4. Secondary teachers have limited time for implementing reading strategies, unless such strategies can be incorporated into approaches for teaching the curriculum. (p. 1)

Moore, Moore, Cunningham, and Cunningham (1986) acknowledged that content areas are bodies of knowledge that offer information about the world in a systematic way. These content areas consist of language, which involves reading and writing; “teachers and students who study school subjects actually are studying language” (Moore et al, 1986, p. 3). Postman (1979) further explained that “biology is not plants and animals. It is language about plants and animals. History is not events. It is language describing and interpreting events. Astronomy is not planets and stars. It is a way of talking about planets and stars” (p. 165).

Piercey (1976) proposed that the ability to manage the language of a subject area can be developed and that development is a function of teaching. When teachers merge

the teaching of thinking, reading skills, and content, students develop and refine their ability to manage the specialized language of each field of study, and possibilities for successful learning become probabilities.

### Content Area Reading Instruction

Since reading materials that are used during the study of the content areas contain unfamiliar concepts, strange terms, and unusual styles of writing, students frequently require guidance. The guidance here means, according to Moore, Readence and Rickelman (1989), more than handing out a passage and telling students to read it and be ready to discuss it. "Guidance means providing activities before, during, and after students read a passage in order to help them understand and retain what they encounter" (p. 1).

In secondary school, the major goal of reading instruction is "to teach students the attitudes, skills, and strategies that will enable them to become independent readers and learners" (Heilman, Blair, & Rupley, 1994, p. 341). It is also to help students access and use background knowledge, text feature knowledge, and metacognitive knowledge (Barton, 1997). Karlin (1984) points out that students in the content areas need additional skills and strategies:

Students who engage in independent study must understand and react to what they read: recognize words and their meanings; grasp literal ideas and draw inferences; accept, reject and/or withhold judgment. In addition, they have to locate, select, organize and retain information; understand graphic representations; follow directions; and adjust reading modes to purposes and materials. (p. 3)

Secondary school students also need to be taught to construct their own understanding of key concepts. Woodington and Perry (1983, cited in Thornton, 1989) state the following:

The goal of teaching reading in the content areas is to facilitate the understanding of the major concepts found in each of these areas. These concepts are understood through the student's use of appropriate reading skills and his independent reading. Reading to learn capsules the reading skills needed for success in the content areas. (p. 28)

According to Lenski, Wham, and Johns (1998), there are general reading skills that help students construct meaning as they read content area text, such as summarizing. There are also specific reading skills related to content area subjects, such as increasing background knowledge and building specific vocabulary. According to them, middle and high school teachers should teach these general and specific skills to support their content area learning.

Wilson (1986), in addition, mentioned that for effective teaching of reading it is useful for teachers to explain aspects of reading such as surveying, interpreting graphics, and knowing book selection techniques, which are generalisable to successful study in all disciplines. It is also useful to discuss aspects which are specific to the individual, such as content knowledge; aspects such as text structure and vocabulary, which are specific to each discipline; and those aspects which help to define purpose in reading and which are specific to course and teacher requirements.

Indeed, Jacobson (1998) emphasized the idea that content area teachers should be aware of students' differences when teaching reading. Jacobson stated the following:

Skillful teachers can intervene between the students and the texts that provide content area information, to enable these different students to understand essential concepts. Teachers can support students' comprehension through direct teaching of content that provides explanation and expansion of the text; through classroom activities that promote multiple readings of text and activities that engage students actively in thinking about text concepts; and through the development and use of teaching materials, including the use of well-designed questions, that lead students to recognize and apply important text information. (p. 44)

Barton (1997), on the other hand, declared that to help students acquire the strategic reading skills they will need to cope with the increasing demands of the marketplace, reading skills must be incorporated into courses across the curriculum throughout the secondary school years. Roe, Stoodt, and Burns (1987) provided the following requirements for secondary school teachers if they are to meet their responsibilities to their students and the reading program:

1. Knowledge of the reading skills that are needed by secondary students in order to read content materials in their disciplines.
2. Knowledge of assessment measures that can help them identify students who cannot read the standard assignments, can read the assignment only with much assistance, or can read the assignment with ease.

3. Ability to identify specific learning problems that should be referred to a specialist in order to provide appropriate help for students requiring it.
4. Knowledge of ways to help students learn specific skills needed for their content areas.
5. Knowledge of study aids and procedures that can help students be more successful in content area reading.
6. Knowledge of effective ways to differentiate assignments for students reading at different levels of proficiency.
7. Willingness to cooperate with other school personnel, such as the special reading teacher, in helping students reach their full potential in reading to learn content. (p. 9)

Roe, Stoodt, and Burns (1987) pointed out that there are several faulty assumptions about the teaching of reading in the secondary school that should be considered.

1. *Teaching reading is a concern only in the elementary school.* The ideal that a child who has completed the sixth grade should have mastered the complex process of reading fails to take into account the fact that learning to read is a continuing process. Even after encountering all reading skills, the reader continues to refine these skills.

2. *Teaching reading in the content areas is separated and distinct from teaching subject matter.* Teaching reading in subject matter areas is a complementary learning process, inseparable from the particular subject matter. Teachers' efforts to teach reading

in various content areas are an important element in the success of any junior or senior high school reading program.

3. *Reading needs in the secondary school can be met through remedial work alone.* Some schools fail to make an essential distinction between *developmental reading*, which is directed to meet the needs of all students, and *corrective or remedial reading*, which provides specific assistance to disabled readers. Not only should developmental (as well as remedial) classes be made available, but within each class, content teachers can promote developmental reading by helping students learn the concepts and vocabulary of that content area, and they can enhance their students' comprehension by assisting them in interpreting and evaluating the text material.

4. *A reading specialist or an English teacher should be responsible for the teaching of reading.* While the reading specialist has distinct responsibilities in a secondary reading program, his or her efforts are negligible without the help of classroom teachers. Responsibility for teaching reading cannot be delegated solely to English teachers. All content teachers (science, health, social studies, mathematics, English, computer science, home economics, business education, industrial arts, agriculture, physical education, music art, and others) have a responsibility to teach the language and organization of their particular content areas.

5. *The teaching of reading and the teaching of literature are one and the same.* Reading skills are important to the study of literature, as they are to the study of every content area.

### Resistance to Teaching Reading in the Content Areas

Teaching reading becomes more necessary when students begin to learn more difficult social studies, mathematics, science, and other subjects in the secondary school. "Thus, it becomes more and more the responsibility of upper-level elementary and secondary teachers to show students the procedure for reading comprehension in each subject area" (Cochran, 1993, p. 1). However, according to Irvin's observations (1990), content area reading instruction was rarely implemented and the reason behind that may be found in the perceptions of content area teachers. Many of the content area teachers "saw reading as teaching phonics and using workbooks, and as an activity that took valuable time from the content that they were trained and expected to teach" (Irvin, 1990, p. 195). Hollingsworth and Teel (1991) also stated that content area teachers often do not see teaching reading as a part of their professional role. They also do not believe that they have time for reading instruction given the demands of the required curriculum. E. A. Wilson (1995) likewise mentioned that content area teachers believe that all their students should read on grade level, though they do not view reading instruction as their responsibility, despite the fact that their classroom students differ in their reading skills.

O'Brien and Stewart (1992), clarified that content area teachers resist teaching reading for a number of reasons:

1. Responsibility for instruction. Content area teachers resist content reading instruction because they mistake what is actually a typical instruction responsibility (e.g., teaching content information) with what they feel is an added instructional burden. They confuse reading-to-learn with learning-to-read and perceive reading instruction as basic

skills instruction or remediation to be delivered by specialists like Chapter 1 teachers or special education teachers in special classes using special remedial or corrective materials.

2. Value of textbooks and reading. Because of the poor quality of materials or specific content area pedagogical practices, some secondary teachers feel ill-equipped or disenfranchised when dealing with content area reading instruction.

3. Content-centered pedagogy. Because of content-centered pedagogy, content area teachers continue to resist content area reading because content reading is viewed as one of many demands on them in ways that are radically different from their pedagogical style; in addition, they feel that they are not adequately equipped with pedagogical knowledge specific to reading, and lack the time they need to use a variety of pedagogical avenues, including reading, within the externally imposed constraints to cover content.

O'Brien and Stewart (1992) added that there is another resistance related to the culture of secondary schools as a workplace. "Even when teachers value reading and see the textbook as the center of their curriculum, their values and wishes related to reading cannot be articulated in classroom practice in the face of the daily demands placed upon them" (p. 34). E. A. Wilson (1995) furthermore reported that misunderstanding about content area reading instruction leads preservice teachers to resist taking a content area reading course.

The preservice teachers who are required to enroll in the content area reading courses often have little experience teaching and may enter the course with



misconceptions about content area reading and their role as a content teacher, and they generally feel more allegiance to their discipline than to the teaching of reading. (p. 1)

It appears that many secondary teachers misunderstand the call for teaching reading in the content areas. "For many people, 'every teacher a teacher of reading' meant that every teacher should teach reading; and this implied that part of the time allotted for instruction in science, social studies, math, and similar subjects should be spent in direct teaching of reading" (Jacobson, 1998, p. 218). However, "every secondary teacher should be a reading teacher" means that "when students could benefit from learning more sophisticated skills to enhance their ability to learn from content area texts, the teachers should teach those skills in the context of their own content area" (Linski, Wham, & Johns, 1998, p. 4). Thus, "every good teacher leads students to develop in ways that enhance reading ability" (Jacobson, 1998, p. 218). Moreover, reading at the secondary level should not be viewed as a subject to be taught, but as a teaching practice which is designed to teach more effectively the essential concepts of subject matter areas (Readence, 1980).

### Summary

The review of the literature regarding content area reading revealed the growing importance of teaching reading in the content areas. When students move from elementary to middle and high school, they are exposed to critical changes and challenges. The curriculum expands and becomes difficult. Students also encounter unfamiliar concepts and terms which require specific skills and strategies to help them comprehend reading materials easily and effectively.

To help build strategic and lifelong independent readers and learners, content area teachers play an important role in fulfilling this goal. Content area teachers are seen by many educators as the most capable ones to help students develop skills and positive attitudes essential to reading and comprehending materials they encounter inside and outside the classroom. However, many content area teachers do not see teaching reading as a part of their professional role. Misconceptions in content area reading instruction and the lack of training and knowledge of teaching reading leads teachers to resist teaching reading in their classrooms.

#### Teachers' Attitudes Toward Teaching Reading in the Content Areas

While some believe that attitudes of secondary school teachers toward teaching reading in their classrooms are very significant (Vaughan, 1977), Gillespie and Ransinski (1989) identified one potential obstacle that may work against full implementation of the ideal that every teacher is a reading teacher, namely, content area teachers' attitudes toward teaching reading. That, according to the authors, is because "the nature of content area teachers' attitudes toward reading instruction has not been fully explicated" (p. 46). Knowing how teachers feel about teaching their students appropriate reading skills can lead to strengthening that process wherever needed in the high school subjects (Lloyd, 1985). Moreover, knowing about teachers' attitudes toward teaching reading can be used as a foundation for meaningful inservice and preservice programs. Teachers can learn to provide their students with effective instruction, which in turn helps in producing a student who learns much more about the discipline and becomes a better reader (Roe et al., 1983).

A number of studies of secondary school teachers' attitudes toward teaching reading in the content areas have been reported in the literature. The following section is devoted to a review of some of these studies and their important findings. These studies will be classified into two categories: (1) studies which attempted to measure only content area teachers' attitudes toward teaching reading (Flanagan, 1975; Lloyd, 1985; O'Connor, 1988; O'Rourke, 1980; Thornton, 1989; Usova, 1973); and (2) studies which measured teachers' attitudes before and after taking a content area reading course (Stieglitz, 1983; Wilson, 1995).

#### Measuring Content Area Teachers' Attitudes Toward Teaching Reading

Gillespie and Ransinki (1989) conducted an extensive review of literature related to content area teachers' attitudes and practices toward teaching reading. They classified research reported in their review into three major categories: (1) studies which attempted to measure only attitudes; (2) studies which examined attitudes and practices; and (3) studies which measured teacher attitudes before and after taking a content area reading course. Gillespie and Ransinki concluded: "in almost all of the studies reviewed, content area teachers reported having positive attitudes toward teaching reading in the content areas, either initially or after completing a content area course" (p. 58). The major implication that seems to emanate from the Gillespie and Ransinki review is that "the need for further training in reading for content area teachers is evident" (p. 61).

The Gillespie and Ransinki review also suggests four major findings: (1) content area teachers know less than they need to know about reading in general and about reading skills unique to their content areas; (2) attitudes toward reading instruction vary

with respect to instructional level, level of knowledge of reading, and content area taught; (3) teachers are willing to enroll in content area courses; and (4) such coursework generally results in positive attitudes and a willingness to employ techniques learned in the content area reading course.

The researchers concluded their research review with the following suggestions for further research into reading instruction in the content areas:

1. More intensive correlational studies investigating various attitudioanl scales.
2. More sophisticated and naturalistic research of content area teachers' attitudes and practices utilizing video-recordings and other observational methods so that teachers may clearly perceive what they are and not doing.
3. Research to determine the nature of content area reading course instruction that will yield the greatest benefits for content area teachers.
4. Surveys or observations of classrooms which have teachers who have had a content area reading course and those who have not had such a course in order to observe implementation of coursework into actual classroom practices.
5. Interviews/questions/surveys of students in content area classrooms to obtain their observations and reactions to teachers who specifically teach reading in the content area as opposed to those teachers who do not.

The following are some of the studies which have been reported in the literature concerning content area teachers' attitudes toward teaching reading.

Usova's studies. Georg Usova conducted two studies to measure teachers' attitudes toward teaching reading. The first study conducted by Usova was in 1973 to

compare attitudes toward reading instruction among principals, reading specialists, and secondary content area teachers in Pennsylvania (N=611) and West Virginia (N=148) from 26 secondary school districts. The attitude questionnaire which he created consisted of twenty items in a Likert-type format.

In both Pennsylvania and West Virginia the reading specialists scored significantly higher on more items than did the principals or the teachers. The teachers scored significantly lower than either the principals or the reading specialists on all but one item. The English and history teachers scored significantly higher than mathematics teachers in Pennsylvania; English teachers scored significantly higher than science teachers in West Virginia. The findings indicated that attitudes toward content area reading could be contingent upon knowledge and understanding. The researcher concluded, "If all secondary educators are to have positive attitudes toward essential reading instruction, they must have background and training in reading" (Usova, 1973, p. 54). Among his recommendations is that superintendents should take a course in the teaching of secondary reading instruction.

The other study conducted by Usova (1978) was performed to compare the attitudes of secondary content-area teachers in Pennsylvania (N=256) toward the teaching of reading. The attitude scale created for the study consisted of a 20-item Likert scale; the items chosen for this scale were those expressed or implied by authorities in the field. There were significant differences in attitude toward reading instruction among secondary English, science, history, and mathematics teachers. The data indicates that English and history teachers combined scored significantly more favorably in attitude

than did mathematics teachers. Usova concluded that administrators need to be alert about the need for effective in-service education in content-area reading, particularly in the area of mathematics.

Flanagan study. Flanagan (1975) designed a study to provide a competency-based assessment of secondary teachers' attitudes and perceptions of qualifications in content area reading instruction. The influence of content area responsibility (subject area), teaching experience, instructional level (junior/senior high teacher), and training in the teaching of reading on teachers' attitudes and perceptions of competency in reading instruction were the issues examined in the study.

An instrument of 27 competencies, known as the Chin Inventory on Content Area Reading Instruction (Chin, 1975; Flanagan, 1975), sampled a range of skills in content area reading instruction. Competencies were randomly ordered on two rating scales with one scale measuring attitudes toward content area reading instruction, and the other measuring perception of competency in content area reading instruction. Data were obtained through a mail survey of 224 randomly selected Oregon teachers in the content areas of language arts, math, science, and social studies.

The study revealed that secondary teachers express positive attitudes and perceptions of competency when given specific illustrations of the content area reading instruction concept. The results of the survey indicated that the major factor influencing attitudes and perceptions of competency was content area responsibility, with language arts teachers having more positive attitudes. All teachers placed a high value on teaching

reading and felt qualified. Recommendations included a need to replicate and extend this study to other geographical areas.

O'Rourke study. O'Rourke (1980) investigated teachers' attitudes toward reading instruction in the content areas of English, math, science, and social studies. Sixty junior high and 60 senior high school teachers in Nebraska were randomly selected in each of the four content areas. A questionnaire based on an instrument by Vaughan (1977) was sent to 480 teachers with 329 returned.

Although no significant differences in attitudes were found between junior and senior high teachers, there were significant differences among content areas. Only English teachers, with an average score of 83.07, scored positively. The other content area teachers scored in the average range. Nearly half of those who had taken a reading course in the content areas were English teachers. Over 68% of the sample had neither taken a university course nor participated in an inservice workshop related to reading instruction. "It is necessary to note that there is no reading requirement in Nebraska for secondary teacher certification," noted the author (O'Rourke, p. 338). Based on the results of the study, O'Rourke offered two recommendations:

1. A teaching reading in the content area course should be required of content area teachers.
2. Staff development personnel should plan content reading workshops for inservice teachers.

Lloyd study. To discover the opinions of high school teachers regarding their feelings about the need for teaching reading skills, Lloyd (1985) administered the

Vaughan scale to 388 teachers in 15 high schools in Michigan. The schools were divided into rural (6 schools), urban (3 schools), and suburban (6 schools) divisions. The questionnaire consisted of 15 questions to which teachers responded on a Likert-type scale. The conclusion was drawn that teachers from rural, urban and suburban areas had similar positive attitudes toward teaching reading in the content areas. The results of this study also supported the following conclusions:

1. Teaching reading skills to students is not a waste of time.
2. Reading teachers should not be the only ones to teach students how to study.
3. Teachers should teach students how to think on an interpretive as well as literal level.
4. Teachers should show that they, too, enjoy reading.

O'Connor study. O'Connor (1986) conducted a study 1) to investigate the attitudes of secondary teachers who had been provided with a definition of content area reading instruction, and 2) to see if relationships between attitudes and district type, subject taught, level of instruction, length of teaching experience, degree level, and gender had occurred. The population consisted of 396 secondary teachers from three school districts in Oakland County, Michigan, with 335 returned responses. The attitude questionnaire used in this investigation was constructed by Vaughan (1977) using a seven point Likert-type format. The instrument was designed to measure the direction and intensity of secondary teachers' attitudes toward teaching content area reading in their classrooms. Four conclusions based upon the findings of this investigation were:



1. The score for secondary teachers' attitudes toward content area reading instruction tended to be at an average as measured by the Vaughan attitudes scale when a definition of content area reading was provided. Scores of average or above are to be considered positive toward content area reading instruction.

2. The teachers felt subject matter knowledge should be the first priority even though they felt content area reading instruction was necessary and they could teach content area reading.

3. Secondary teachers felt strongly that knowing how to teach content area reading should not be a requirement for secondary certification.

4. Females teaching an academic class with a Master's degree or higher tended to have a high average attitude toward content area reading instruction.

Results of O'Connor's investigation suggest the need to examine the impact of in-service and student achievement on teachers' attitudes. Looking at the role of superintendents and their attitudes toward secondary content area reading. Finally, investigating the attitudes of elementary teachers toward content area reading instruction.

Thornton study. A study was conducted by Thornton (1989) to assess secondary teachers' attitudes toward teaching reading in their classes. It examined whether possessing knowledge and understanding of secondary content field reading skills and strategies had any influence on teachers' attitudes. Additional research questions were whether any significant differences existed among English, mathematics, science and social studies teachers in their attitudes and perceptions of competency in teaching

reading in their classes and whether gender, degree level, and length of teaching experience had any effect on teachers' attitudes toward content reading instruction.

Two hundred fourteen of 300 questionnaires were received from 136 teachers in Virginia (a state that does not require a reading course of its English and social studies teachers) and in 78 teachers from Maryland (a state that requires a reading course of its English and social studies teachers). The attitude scale employed in this study was constructed by Janet Haque and used a five point Likert-type format. The questionnaire was developed to assess the attitudes of secondary content area teachers toward incorporating reading instruction in their regular classes and to determine the extent to which teachers feel competent to teach reading skills. The following were among the findings of the study:

1. There is a significant relationship between secondary teachers' knowledge of secondary reading skills and strategies and their attitudes toward employing content field reading instruction in their classrooms.
2. Training in the teaching of reading is a significant factor in secondary school teachers' positive attitudes toward content field reading instruction.
3. Teachers who had advanced degrees responded in a more positive manner than those who had bachelor's degrees.
4. Gender and length of teaching experience did not influence teachers' attitudes toward content field reading instruction.
5. English and social studies teachers had more positive attitudes than mathematics and science teachers toward content field reading instruction.

Among the recommendations of this study are:

1. Reading in the content area courses should be required for all secondary teachers and staff development personnel for certification prior to employment;
2. During the first three years of their teaching career, novice teachers should be provided with a well organized inservice education training program in content field reading instruction;
3. Additional research should be conducted to determine whether incorporating the teaching of reading skills and strategies in the secondary content field affects the academic achievement of students.

#### Comparing Pre-instruction and Post-instruction Attitudes of Teachers Taking a Content Area Reading Course

There are also a number of studies reported in the literature concerning teachers' attitudes toward teaching reading in the content areas before and after taking a content area reading course.

Stieglitz study. Stieglitz (1983) conducted a four-year study of the effects of a content area-reading course on teacher attitudes and practices. This study addressed three questions:

1. Do subject matter specialists, along with reading, elementary education, and special education teachers find value in completing a content reading course?
2. Do the number of years since a content reading course was completed have any effect on attitudes and practices of content area teachers who have completed a reading methods course and those who have not?

3. Are there differences in attitudes and practices of content area teachers who have completed a reading methods course and those who have not?

The responses to a questionnaire sent to 268 graduate students who had completed a three-credit content area course between 1977 and 1981 were evaluated and compared to a group of 43 subject matter specialists in three Rhode Island systems who had never taken a general reading or content area course. Stieglitz collected data related to the content area course, the respondents' occupation, attitudes toward issues in content area reading, benefits from the content area methods course, and instructional practices.

Two instruments were developed for the study. A 35-item Likert-type questionnaire was administered to those who had taken the content reading course in order to measure teachers' attitudes toward issues in content area reading and perceived general reactions to the benefits of completing a methods course. A 16-item Likert-type survey was also developed for subject matter teachers who had never taken a content area reading course. This survey consisted of three parts: demographic data, attitudes toward issues in content area reading, and instructional practices used.

The results of the attitude questionnaire indicated that there were positive attitudes among each group of teachers. Their attitudes toward the benefits were also positive. Stieglitz's results of the practice section generated the following practices and their reported use percentage among all teachers surveyed: (a) key vocabulary, 86%; (b) preparing students for reading, 80%; (c) developing comprehension skills, 76%; (d) assessing student strength and weakness, 72%; (e) structure lessons to integrate reading and content, 65%; (f) selection of materials, 58%; (g) reading guides, 58%; (h)

organization of information, 58%; (i) grouping practices, 56%. According to Stieglitz, results revealed statistically significant differences between the attitudes of subject matter specialists who had completed a reading course and those who had not.

Five conclusions were drawn from this study:

1. Various groups of teachers can benefit from completing a content reading methods course.
2. The positive attitudes that teachers have toward content reading do not always result in high use of these instructional practices.
3. Classroom teachers use content reading practice more than do teachers who serve as resource person.
4. Time elapsed since completion of a content area reading course has little effect on attitudes, perceived benefits, and reading practices.
5. Subject matter specialists who complete a content area reading course have more positive attitudes toward issues in content reading and use the instructional practices more than do teachers who have not taken such a course. (p. 696)

Wilson study. P. M. Wilson (1995) also conducted a study to investigate attitude changes in students taking a content area reading course in a small liberal arts college in Indiana. The 27 students were given Vaughan's Scale to Measure Attitudes Toward Teaching Reading in the Content Classroom twice, once early in the course and once at the end. Total mean scores indicated that there was an attitude change from the first administration of the test to the second. According to Wilson, the scores were very similar to those found by Vaughan himself. Results were also similar to those of Lloyd

(1987). Students in Lloyd's study felt that their primary responsibility was to teach their content as they entered the course, and they did not change their minds.

Additionally, both studies demonstrated that preservice teachers do not agree as they enter the course that reading instruction in secondary schools is a waste of time.

Differences between Wilson's study and Lloyd's include the findings in this study that students did not change their attitudes toward specific content methods, helping students read on an interpretive level, and the developmental nature of reading.

### Teachers' Attitudes Toward Reading

According to Mathewson (1994), a person's attitudes toward reading, which includes feelings about reading, readiness for reading, and beliefs about reading, can result in an intention to read or to continue reading, which leads to the act of reading. In fact, teachers play a crucial role in motivating students to read and appreciate reading. Also, the teacher is an important source for influencing students' attitudes toward reading. The teacher must be seen as a reader, and this characteristic should be revealed to the students so they can imitate it (Dlamin, 1993). Alexander (1988, cited in Howard, 1993) asserted "there is little doubt that the teacher is often the most significant force in the development of positive attitudes" (p. 176). In addition, teachers' habits and attitudes toward reading are believed to be important to the literacy level of children (Warncke & Powell, 1990).

Teachers realize that students' attitudes play an important role in learning to read and reading to learn. Helping students to develop a positive attitude toward reading requires teachers to develop a positive personal attitude toward reading. Burns, Roe and

Ross (1992) have written that “in the classroom, teachers who enjoy reading, who seize every opportunity to provide pleasurable reading experiences for the children in their classes, and who allow time for recreational reading during school hours are encouraging positive attitudes” (p. 15). In contrast, teachers who rarely enjoy reading will often have more difficulty in producing eager and enthusiastic readers than will teachers who enjoy reading (Alexander, 1988).

Foertsch (1992) pointed out that students who enjoy reading will be more likely to read frequently, thus improving their comprehension. Cullinan (1987) mentioned that most professional educators also now believe that positive reading attitudes developed in the formative years of schooling will create individuals who are lifelong readers. Therefore, Alexander and Filler (1976) suggested that “the universal goal of reading instruction should be the fostering of positive attitudes toward reading” (p. 35). However, this ideal goal cannot be achieved unless secondary school teachers develop a positive attitude toward reading.

Searls (1985, cited in Warncke & Powell, 1990) investigated 64 elementary teachers concerning their habits and attitudes toward reading and teaching reading in elementary schools. Some of her important findings were that 95% of the teachers read regularly for both information and pleasure. They seemed to value reading, thought themselves to be good readers, and wished they had more time to read. Of all of the teachers surveyed, 61% said students see them reading materials not related to their duties, and about a third of them thought reading could be taught effectively by teachers who do not love reading. Warncke and Powell (1990) mentioned that few studies were

done in the previous 20 years that described the reading habits of teachers. As a result, they conducted a study to look at the reading habits of preservice and inservice teachers as an attempt to begin to fill that gap. A self reported survey questionnaire was used to gather the data from three groups of educators: 249 preservice teachers, 89 inservice teachers, and 65 teacher educators. When asked whether they enjoy reading, 89% of the preservice, 100% of the inservice, and 92 of the teacher educators responded positively. Among the findings were that inservice and teacher educators spend more hours per week reading for pleasure than preservice teachers. However, inservice teachers were slightly more inclined to consider themselves to be avid readers than the other two groups. According to the researchers, results indicated that the reading habits of these educators seem to reflect a value of reading.

Cloer and Pearman (1991, cited in Cloer and Pearman, 1992) conducted research to investigate the relationship of teachers' attitudes and classroom behavior to students' attitudes about recreational and academic reading. The researchers found that students in the primary grades had better attitudes than the middle grade students in relation to recreational and academic reading. They also found that time spent directing the basal was significantly and positively related to students' recreational and academic attitudes. Another finding was that teachers' attitudes toward reading were also significantly related to students' attitudes.

#### Gender and Attitudes Toward Reading

Considerable research has been conducted into the role played by gender in forming positive or negative attitudes toward reading. "With some exceptions, most



researchers found gender to be significant, females generally having somewhat more positive attitudes than males” (Al-Haddad, 1996, p. 32).

Wallbrown, Levine, and Engin (1981) conducted a study of gender differences in reading attitudes among a group of fifth and sixth grade students as measured by their responses on the eight dimensions of the Survey of Reading Attitudes. They found significant differences between boys and girls: boys scored higher on the dimensions of the Expressed Reading, Difficulty, Reading Anxiety, Alternative Learning Modes, and Comics; girls scored higher on Reading in Groups, Reading as Direct Reinforcement, and Reading as Enjoyment.

Smith (1990) conducted a study in order to examine the differences in reading attitudes between men and women. He utilized the Adult Survey of Reading Attitudes (ASRA). Smith administered the instrument to a sample of 84 adults with a mean age of 39, and found that the women exhibited significantly more positive attitudes toward reading than did the men.

Mitchell (1993) conducted a study to investigate the reading attitudes of students in grades 9 through 12 in the Southeastern United States. The researcher used the Teale-Lewis Reading Attitude Scales and found that significant differences existed between males and females on all three subscales of Individual Development, Utility, and Enjoyment, with females having a greater mean score than males. Since the data of this study was collected from the Kingdom of Saudi Arabia, it is important to shed light on Education in general and reading in particular in Saudi secondary schools.

### Summary

The conclusion that can be made from the previous studies in this chapter is that teachers' attitudes toward teaching reading in the content areas and toward reading are an essential part of developing students' attitudes toward reading and their reading skills in the content areas as well as in other reading texts. Consequently, different studies have been conducted in the United States to measure secondary school (junior and senior high school) teachers' attitudes toward teaching reading in the content areas.

In this chapter, these studies were classified into three categories: (1) studies which attempted to measure only content area teachers' attitudes toward teaching reading; and (2) studies which measured teachers' attitudes before and after taking a content area reading course. The following points can be drawn from reviewing the previous studies:

1. All previous studies are concerned with teachers' attitudes toward teaching reading in the content areas and toward reading in general. Thus, these studies are important and relevant to this study.

2. Different attitude scales have been used in these studies. A revised seven-point Likert-type questionnaire constructed by Vaughan (1977) has been used also by Lloyd (1985), O'Connor (1986), O'Rourke (1980), and Wilson (1995).

3. The findings in most of the studies indicate that content area teachers have, in general, positive attitudes toward reading instruction (Flanagan, 1975; O'Connor, 1986; O'Rourke, 1980; Stieglitz, 1983; Thornton, 1989; Usova, 1978; and Wilson, 1995).

These results revealed that most secondary school teachers are willing to teach reading in

their classes but they need to strengthen their knowledge about reading instruction in the content areas and ways to incorporate teaching reading skills and strategies in their classrooms.

4. The Flanagan (1975) and O'Connor (1986) studies are the only studies that provide the survey respondents with a clear definition of the concept of content area reading instruction in an effort to prevent them from responding to questions about content area reading without adequate knowledge of the concept. Providing a definition of the concept of content area reading instruction for secondary school teachers in the Kingdom of Saudi Arabia is crucial since the researcher expects current study subjects to be unfamiliar with this concept.

5. All studies which attempted to measure teachers' attitudes toward teaching reading in the content areas were conducted in secondary schools (middle and high), and surveyed content area teachers of language arts, social studies, math, and science. The current study is similar to those studies in terms of school level and subject taught, with the exception of Arabic language instead of English language arts.

6. Teachers' attitudes toward personal reading are seen as an important source for influencing students' attitudes toward lifelong reading. However, gender was found in most studies to be a significant factor influencing positive or negative attitudes toward reading. In Al-Haddad (1996), Mitchell (1993), and Smith (1990), women scored higher than men in their positive attitudes toward reading.

### Education in the Kingdom of Saudi Arabia

Education in the Kingdom of Saudi Arabia has its roots in the deep past. The Prophet Muhammad {Peace Be Upon Him} was the first teacher for this nation, and the first Quranic verse revealed to him was "Proclaim (or read) in the name of the Lord and Cherisher Who created; created man out of a (mere) clot of congealed blood. Proclaim and thy Lord is most bountiful. He Who taught (the use of) the pen. Taught man that which he knew not" (A translation of the Quran, The Clot, verses: 1-5). Fozan (1980) declared that these verses in The Holy Qur'an "stated that *talab al-'ilm* (seeking knowledge) is obligatory for every Muslim male and female, and that one must seek knowledge from cradle to grave" (p. 1).

The development of the modern system of education in the Kingdom of Saudi Arabia paralleled the establishment and strengthening of the country. When King Abdulaziz entered Macca in 1923, he called for unity and national awakening. At the same time, King Abdulaziz met with educated people in order to convince them to help in expanding and spreading education all over the country (Ministry of Education, 1994). A new era in the development of education began in Saudi Arabia when the Ministry of Education was established in 1953. The Ministry of Education focuses on the education of males only, while the Organization of General Presidency of Girls' Education is concerned with female education at all levels (Oliver, 1987).

Al-Shahrani (1989) pointed out that the Saudi Arabian educational system has special characteristics. The first and most important one is the emphasis on religious studies such as the Qur'an, Islamic tradition, theology, and jurisprudence. The second

characteristic is the separation of male and female education. The separation of sexes is strictly maintained throughout the educational system. This kind of separation between males and females has religious roots, and involves separate buildings and staff. However, at the higher education level, men can teach women through closed circuit television. According to Al-Shahrani, rapid growth is the third characteristic of the education in the Kingdom. In the late 1940s, there were only 65 schools. By 1988, there were 8,172 schools, 1,326 schools and centers for adult education, and seven universities (Ministry of Education, 1988b). Four years later there were 19,800 educational institutions in the country with a total enrollment of over 3,500,00 students taught by some 250,000 teachers (Ministry of Education, 1994). The general purpose of education in Saudi Arabia is:

to have the students understand Islam in a correct and comprehensive manner; to plant and spread the Islamic creed; to furnish the student with the values, teachings and ideals of Islam; to equip him with various skills and knowledge; to develop his conduct in constructive directions; to develop the society economically, socially and culturally; and to prepare the individual to become a useful member in the building of his community. (Ministry of Education, 1978, pp. 6-9)

General education in the Kingdom of Saudi Arabia extends over three stages or levels and kindergarten is not included. The first level of education is the elementary stage, which lasts six years. The second level is divided into two stages, intermediate and secondary, each lasting three years. The third level of education in Saudi Arabia is

higher education. The term *secondary* that is used in this study includes the two levels intermediate and secondary, or grades 7-12.

### Intermediate Education

After finishing the elementary level, students are encouraged to continue on to the intermediate level for three years, the equivalent of grades 7-9 in the U.S. education system, leading to an intermediate certificate. According to Al Saloom (1995), the intermediate level enhances students' general education and the study of Islamic culture. At the 7th grade, the English language is introduced to the curriculum. Students who graduate from the 9th grade are encouraged also to continue their education in different types of schools such as general public secondary schools, teacher institutes, commercial secondary institutes, or industrial and vocational institutes (Al-Shahrani, 1989). Intermediate school teachers have been described by Al Saloom (1995) in the following paragraph:

The majority of the intermediate school teachers had bachelor's degrees and others had qualifications from intermediate, secondary or junior college level teacher training programs. Master's degrees were held by a small percentage of intermediate level teachers. The new standard required a bachelor's degree for all new teachers and comparable upgrading of qualifications for those with less training. This applies to teachers of all levels including the intermediate level. (p. 38)

### Secondary Education

Students who successfully complete the intermediate stage can enroll in secondary school, which is the end of general education. According to Al-Shahrani (1989), secondary education has three levels represented by the 10th, 11th, and 12th grades. In the 10th grade, all students are introduced to the same general curriculum. After the completion of the 10th grade, the curriculum is divided into two divisions, the science division and the art division. Students at the end of secondary education are required to pass the National Secondary Examination to receive a general secondary education certificate. The objectives of secondary education are: (1) religious orientation, (2) development of scientific attitude and academic practices, (3) preparation for higher education, and (4) preparation of the non-college bound students (Al Saloom, 1995).

### Teaching Reading in the Kingdom of Saudi Arabia

In the Saudi Arabian educational system, teaching reading is a part of the Arabic language program in general, and with writing is a major emphasis in the primary grades (from grade 1 to grade 3). Starting from grade 4, reading becomes a separate subject included in the different subjects of Arabic language. Reading in Saudi secondary school (grades 7-12) is taught by Arabic language specialized teachers, and other subject matters such as English, mathematics, science, Islamic studies and social studies are taught by teachers who have special preparation in these fields.

At the intermediate level, reading is taught for only one hour per week to the first, second, and third year students (equivalent to 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades in the U.S

educational system). According to Othman (1997), students usually read the following books during this class hour:

1. A book dealing with various subjects such as: Verses from the Holy Qur'an; selected sayings taken from the life of the Prophet (PBUH) or the life of his companions; stories about world voyagers and explorers, particularly Muslims; samples taken from Arab tales that typify ethics and good manners; articles describing nature and the beauty of the universe which can be chosen from the local environment; and subjects dealing with issues in the Kingdom of Saudi Arabia such as its holy sites, famous cities, important land and sea ports, and its economic wealth.

2. An additional book that deals with an Islamic subject for free reading.

At the secondary levels, the reading subject is taught also for only one hour a week for the first year students (equivalent to 10<sup>th</sup> grade). It is also taught for one hour per week for the second and third year (equivalent to 11<sup>th</sup> and 12<sup>th</sup> grade) students who are literary majors. According to the Ministry of Education, (1988a) reading is taught at the secondary levels to achieve the following goals:

1. Increase the students' correct and fluent reading abilities, developing the skills needed for three types of reading: the silent, the loud and the auditory with consideration for accuracy in the understanding of meanings, comprehension, correct pronunciation, good recitation, safety from vowel mistakes, and the matching of reading rate with the general mood of the spoken statement in meaning, emotions, and expressions.



2. Developing the students' tendency for reading for the purpose of learning and of acquiring knowledge, as well as for getting used to the books accompany, the love of libraries, and for familiarity with newspapers and magazines.

3. Training students to read long and complete passages in the form of chapters and entire books, and enabling them to gain the necessary qualities for this, such as endurance, patience, the ability to figure out relations among sections of the text, and its primary and secondary ideas, as well as the ability to follow the relationships between ideas and their sequential order.

4. Enabling students to perform critical reading by understanding the underlying meaning of the written text, whether explicitly or implicitly, as well as to be moved by, analyze, and criticize whatever they read.

5. Increasing the students' linguistic wealth through their reading, which provides them with words, expressions, and good quotations.

6. Extending the students' education and their general knowledge and guiding them to the Islamic path in their spirits, manners, and thoughts (Ministry of Education, 1988a, p. 148). From the researcher's point of view, these goals are insufficient to fully enable students to develop and use reading skills and strategies that they need in order to acquire and comprehend content areas knowledge, and to be an effective readers as well as learners.

Although reading in Saudi schools is taught as a subject matter in elementary and secondary schools, it has not been given enough attention, and content area teachers do not incorporate reading skills while teaching content. The professional education

requirements for prospective secondary school teachers in the Kingdom of Saudi Arabia, other than Arabic language teachers, do not include any courses in the psychology of reading, or methods of teaching reading skills in the content areas. The only teachers who are required to complete a few courses in Arabic language competencies, including reading are Arabic language teachers. Inservice training in the teaching of reading in the content areas also is not required for secondary school. As a result, secondary school teachers lack professional competence in the teaching of reading skills in the content areas. In addition, research studies on teaching Arabic language in the kingdom of Saudi Arabia are limited, and there are no references in the scientific literature about teachers' attitudes toward teaching reading in the content areas or toward reading in general. Therefore, the focus of this study is on secondary school teachers' attitudes toward teaching reading in the content areas and toward reading in the Kingdom of Saudi Arabia.

### Summary

In the Kingdom of Saudi Arabia, reading is an important tool for learning and teaching the Arabic language and for acquiring knowledge about other sciences. While reading is taught as a separate subject matter from 1st to 12th grades, from the researcher point of view it has not been given enough attention in terms of preparing effective teachers to teach reading skills and strategies. Moreover, content area teachers lack professional competence in the teaching of reading skills in their classes. This may due to the lack of inservice training in teaching reading, and the absence of any required content area reading instruction course in the universities for all preservice teachers.

## CHAPTER 3

### Methodology

The major purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas and toward reading. A randomly selected number of secondary school male and female teachers in the public schools in the Riyadh city were asked to respond to the questionnaires designed for this purpose. Possible differences in secondary school teachers' attitudes based on their teaching level, subject taught and gender were investigated. In addition, the study investigated the possibility of a relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

This chapter describes the methodology, which was employed in the present study. The study population, sample, instrumentation, instrument translation, pilot study, validity and reliability of the questionnaire, data collection and data analysis procedures are discussed.

### Research Questions

This study was an attempt to answer the following questions:

1. What are secondary school teachers' attitudes toward teaching reading in the content areas?
2. What are secondary school teachers' attitudes toward reading?
3. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas?

4. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas?
5. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading?
6. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading?
7. Is there a relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading?

### Research Design

#### Population Identification

According to the Statistical Center at Riyadh Educational Directorate (personal communication, November, 1999), there are 3,289 male teachers who work in secondary day-time schools (middle and high schools) and teach Arabic language, social studies, mathematics, and science in Riyadh. From Table 3.1, it can be seen that the number of male teachers in different subjects varies. The lowest number of teachers is in high school social studies (144); the highest number of teachers is allocated to middle school Arabic language teachers (744). The following table shows the distribution of the teachers in the four subject matters on the two school levels.

Table 3.1

Distribution of Male Teachers of the Four Subject Matters by School Level

	Arabic language	Social studies	Mathematics	Science	Total
Middle school	744	390	484	476	2094
High school	328	144	261	462	1195
Total	1072	534	745	938	3289

(Riyadh Educational Directorate, 1999)

Those male teachers teach in 309 schools, which are dispersed into seven Educational Supervision Centers in Riyadh, as indicated in table 3.2. From Table 3.2, it can be seen that the number of schools varies according to the type of school (middle and high) and according to the students' population in the area. The lowest number of schools is in high schools that belong to Suwadi Supervision Center (8). The highest number of schools is allocated to South Supervision Center (37 middle schools).

Table 3.2

Distribution of the Boys' Middle and High Schools in Riyadh According to Educational Supervision Centers

Center	Middle school	High school
South	37	16
North	33	14
East	33	11
West	32	11
Rodah	29	15
Suwadi	29	8
Middle	27	14
Total	220	89

(Riyadh Educational Directorate, 1999)

According to the Statistical Center at Girls Educational Directorate at Riyadh area (personal communication, November, 1999), there are 5, 344 female teachers who work in secondary day-time schools (middle and high schools) and teach Arabic language, social studies, mathematics, and science in Riyadh.

From Table 3.3, it can be seen that the number of female teachers in different subjects varies. The lowest number of teachers is in high school mathematics (344); the highest number of teachers is allocated to middle school Arabic language (866) teachers. Table 3.3 shows the distribution of the female teachers in the four subject matters on the two school levels.

Table 3.3

Distribution of Female Teachers of the Four Subject Matters by School Level

	Arabic language	Social studies	Mathematics	Science	Total
Middle school	866	731	510	638	2745
High school	788	721	344	746	2599
Total	1654	1452	854	1384	5344

(Girls Educational Directorate at Riyadh area, 1999)

These female teachers teach in 276 schools which are dispersed into four Educational Supervision Centers in Riyadh. From Table 3.4, it can be seen that the number of girls' schools varies also according to the type of school (middle and high) and according to the students' population in the area. The lowest number of schools is in high schools that belong to North Supervision Center (19). The highest number of schools is allocated to West Supervision Center (58 middle schools).

Table 3.4

Distribution of the Girls' Middle and High Schools in Riyadh according Educational Supervision Centers

Center	Middle school	High school
South	39	23
North	29	19
East	48	27
West	58	33
Total	174	102

(Girls Educational Directorate at Riyadh area, 1999)

### Sample Description

In order to have a representative sample of teachers from the four subject matters and the two school levels, the stratified random sampling technique was used to ensure that each individual in the defined population had an equal and independent chance of being selected as a member of the sample (Best & Kahn, 1998). Thus, gender, school level, and subject taught were represented in the sample according to what they represent for the population.

Steven (1996) acknowledged that the sample size is determined by several factors: the desired power, level of significance, effect size, and the number of variables. This study has three independent variables (gender, school level, and subject taught) with one related dependent variable in each analysis in two 2-way ANOVAs, once with the attitudes toward teaching reading in the content areas as the dependent variable, and once with attitudes toward reading as the dependent variable.

The major design of this study had three independent variables (gender, school level and subject taught), but gender was held constant, as an independent variable and school level and subject taught were each compared to gender. Thus, the design of this study was with two levels in one independent variable (male and female for gender, or middle school and high school for school level), and four levels in the other (Arabic language, social studies, math and science), and one dependent variable (teachers' attitudes toward teaching reading in the content areas) in one test, or one (teachers' attitudes toward reading) on the other.



To get a desired power of .80, with moderate effect size .25, and at alpha level .05, according to Cohen (1987), the required sample for each group was 33. Therefore, the minimum number that was needed for this study was 260 teachers. Tuckman (1994) states that the reasonable expected percentage of sample subjects who will return the questionnaire is about 80%. Alsagheir (1999) conducted a study in Riyadh area (the same area of this study) and the return rate of the elementary and middle school teachers that he reported was 76%. The researcher expected about 75% of those who would receive the questionnaire would respond and return it. The researcher wanted an equal number of subjects per cell and therefore utilized the stratified random sample procedure and selected 44 cases per cell. Thus, the questionnaire was distributed to about 350 participants, and for each cell, the distributed number of the questionnaire was 44.

The researcher assumed that at least two teachers from each subject taught (8 teachers for 4 subjects taught) would teach in each school (middle and high). The researcher asked a volunteer to randomly choose 11 middle schools from a list including all middle schools in Riyadh, and 11 high schools from a list including all high schools in Riyadh. The researcher distributed the questionnaires to eight teachers in each chosen school, two questionnaires for two teachers in each subject (Arabic language, social studies, math, and science).

### Instrumentation

Since this study attempted to discover secondary school teachers' attitudes toward teaching reading in the content areas and toward reading, a questionnaire was used as the information-gathering instrument. Henerson, Morris, and Gibbon (1987) noted that the

advantages of using a questionnaire are: anonymity, time to think about answers, a large number of subjects, greater uniformity across measurement, and easier analysis.

The questionnaire of this study was composed of two sections. Section one requests demographic information including gender, school level, and subject taught. The second section includes two scales; The Revised Vaughan Attitudes Scale, and the Reading Attitudes Scale.

The Revised Vaughan Attitudes Scale. The original Vaughan's Attitudes Scale (VAS) to measure attitudes toward teaching reading in the content areas was found to be valid and reliable in three studies done by Vaughan and Sabers (1977) with an accumulative total of four hundred graduate and undergraduate students. Vaughan (1977) also stated the following:

Two aspects of reliability-internal consistency and stability-were examined relative to this scale. The coefficient of internal consistency for the total scale was .87 (Cronbach's alpha), very high for an attitude scale. The median stability coefficient (Pearson product-moment correlation) was .77 with a range of .66 to .89. (p. 608)

Further statistical treatment revealed construct validity as well. Vaughan and Sabers also included three aspects of validity-convergent validity, sensitivity to treatment, and discriminate validity-in the construct validation of this scale. They found that 1) the VAS detected differences in attitude for two groups expected to differ in attitude toward content reading instruction, 2) the VAS measured changes in content reading instruction

attitudes, and 3) the VAS measured a unique construct. Vaughan's explanation of the procedures of these three aspects of validity is as follows:

To examine convergent validity, two groups known to differ on the construct were identified. The mean scores of the groups' responses to the scale indicated a difference of 16.4. In addition, each specific item differentiated significantly (.01) between the two groups, and all differences favored the group previously identified as having a high attitude toward the construct.

As for sensitivity to treatment, the scales dictated a change in attitudes caused by instruction in a graduate education course designed to familiarize students with aspects of teaching reading in content area classroom. The change indicated by the scale was significant (.01) in favor of the experimental groups.

Discriminant validity was determined when correlation between scores on this scale and a scale on attitudes toward open education were found to range from .13 to .40 with a median value of .25. That these correlations are low indicated that this scale is measuring something different from the other scale. (Vaughan, 1977, pp. 606-607)

However, the researcher found that the Vaughan Attitude Scale (VAS) to measure attitudes toward teaching reading in the content areas required some revision to be more comprehensive and to cover some aspects about teaching reading in the content areas that were not covered in the VAS. Also, since this study instrument was answered by subjects from a different culture (Saudi Arabia), it was considered important to add and change some statements.

Reading in secondary schools in Saudi Arabia is taught by Arabic language teachers. Therefore, item number 7 on the Vaughan Attitudes Scale was changed to the following: "Only Arabic language teachers should be responsible for teaching reading in secondary schools," instead of "Only English teachers should be responsible for teaching reading in secondary schools." In addition, five statements derived from the Haque Questionnaire developed by Janet A. Haque (1976) to identify important factors pertaining to the attitude of content field teachers toward teaching reading in their classes were added to the Vaughan Scale. These statements were items 16, 17, 18, 19, and 20. The researcher also developed four other statements that cover some aspects he found absent from the Vaughan and Haque scales. These statements were items 21, 22, 23, and 24. These changes and additions resulted in a modified scale to measure secondary school teachers' attitudes toward teaching reading in the content areas, referred to by the researcher as the Revised Vaughan Attitudes Scale.

As a result of adding nine items to the Vaughan Scale, the researcher conducted a test of two groups of students (American) who study at the College of Education at Ohio University. These groups are not similar or comparable to Saudi teachers but were used to find out to what extent the new added items relate to the original items. One group of students consisted of reading class students (28 students), and the other group consisted of non-reading class students (24 students). After collecting the data, the researcher ran a reliability test for the nine items that had been added to Vaughan Attitudes Scale; the coefficient alpha was .647. The researcher then ran another test to find out the correlation between the original Vaughan items and the nine items that the researcher

added to the scale. The coefficient alpha for the revised scale was .716, indicating a high correlation between the Vaughan Attitudes Scale and the added nine items. The researcher also ran a correlation between each item of these nine items and the original Vaughan Attitudes Scale. All of the items correlated positively to the Vaughan Attitudes Scale; the correlation ranged between .36 and .51. Information from the test indicated that these nine items measured similar areas that the Vaughan Attitudes Scale is intended to measure, and the additional items added more reliability to the scale.

Saudi Arabian secondary school teachers in this study were provided with a clear definition of the concept “content area reading instruction” in order to avoid inadequate knowledge of the concept when responding to questions about content area reading. Providing the definition was also done to “assist secondary teachers in reporting more precisely, and perhaps more positively overall their attitudes toward content area reading instruction” (O’Connor, 1986, p. 41).

The participants in this study were asked to indicate one of the following as a response to an item statement in the Revised Vaughan Attitudes Scale: Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree = 1. Since there are positive and negative items, a-priori weights of one integer differences were assigned in descending order (5, 4, 3, 2, 1) for the positive items (questionnaire items 1, 2, 4, 6, 8, 10, 12, 13, 15, 19, 21, 22, 23, 24). On the other hand, a-priori weights in ascending order (1, 2, 3, 4, 5) were assigned to the responses for negative items, (questionnaire items 3, 5, 7, 9, 11, 14, 16, 17, 18, 20).

The researcher also adjusted the original Vaughan Attitudes Scale in two ways. First, the researcher converted the scale to a 5-point Likert-scale as opposed to the original 7-point Likert scale used in the Vaughan Attitudes Scale. This was accomplished by a proportional adjustment to the Vaughan Attitudes Scale. Second, the researcher increased the scores required for each of the attitude levels due to the addition of nine items to the scale. Since the pilot testing indicated all of the nine items correlated positively with the Vaughan Attitudes Scale, the researcher proportionally increased the attitude level scores to reflect the original Vaughan Attitudes Scale score distribution.

Table 3.5 was devised by Vaughan (1977) and revised by the researcher to interpret the scores from The Revised Vaughan Attitudes Scale to measure teachers' attitudes toward teaching reading in the content areas. Total scores could range from 24-120, with a high score reflecting a more positive attitude than a low score.

Table 3.5

Interpretation Scale for Teachers' Attitudes Scores Obtained from The Revised Vaughan Attitudes Scale

Range	Attitudes
104 (4.33) or higher	High
92 (3.83) – 103 (4.29)	Above average
81 (3.37) – 91 (3.79)	Average
69 (2.87) – 80 (3.33)	Below average
68 (2.83) or lower	Low

Reading Attitudes Scale. To examine the attitudes of secondary school teachers in Saudi Arabia toward reading, another scale was developed by the researcher. A review of the literature was made to determine whether a standard questionnaire might be used in this study. Most of the questionnaires that the researcher found were directed to measure students' attitudes toward reading. Therefore, the researcher developed a scale "Reading Attitudes Scale" to suit the present study. The items for the scale were created by or collected from a variety of sources, including the personal teaching experience of the researcher (both at the secondary and university level), as follows: Morrison, James and Swinyard (1999) (items 1, 2, 3, 4); Lewis and Teal (1980) (items 5, 6, 7, 8, 9, 10, 11, 12); Smith (1990) (item 13) and the researcher (items 14, 15, 16, 17, 18, 19, 20).

Twenty items were used to gather information related to secondary school teachers' attitudes toward reading. These items were measured on a 5-point descriptiveness scale: Extremely = 5; Very = 4; Somewhat = 3; Slightly = 2; Not at all = 1 based on responses to the stem, "How descriptive is this statement of you?" (Morrison, James and Swinyard, 1999)

Also, since there are positive and negative items in this scale, a-priori weights of one integer differences were assigned in descending order (5, 4, 3, 2, 1) for the positive items (survey items 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20). On the other hand, a-priori weights in ascending order (1, 2, 3, 4, 5) were assigned to the responses for negative items (survey items 4, 6, 19). The coefficient of internal consistency for the

total scale after conducting the pilot test in the two students' groups before conducting the study was .93 (Cronbach's alpha), very high for an attitude scale.

For the Reading Attitudes Scale, a new interpretation method was developed. Since the highest possible score was 100 and the lowest was 20, then if all the responses describe their reading as "Somewhat" the mean would then be 60 or greater; thus an  $M \geq 60$  reflects a positive attitude toward reading on the total of the scale. A mean of  $\leq 40$  reflects a negative attitude toward reading if teachers reflect their attitudes toward reading as "Slightly". If the mean score for the total scale fell between 60 and 40; this meant that the teachers in this sample held moderate or neutral attitudes toward reading as measured by the Reading Attitudes Scale.

Translation of the questionnaire. The questionnaire was constructed originally in English. The questionnaire was translated into Arabic in order to collect data since the native language of the subjects is Arabic. The initial translation was done by the researcher since his major was Arabic Language. Two Arabic doctoral students who study in the College of Education at Ohio University and specialize in Reading and Language Arts were given the two language versions of the questionnaire for comparison and commentary. Subsequently, one other Arabic student who specializes in Teaching English as a Second Language was given the Arabic version after changes were made in order to translate it again into English to see if there were differences between the translated instrument and the original one, and to increase the accuracy of the translation.

Pilot study. The researcher attempted to determine whether the questionnaire items achieve the desired qualities of measurement by conducting a pilot study. This



procedure helped the researcher also in examining the clarity of language, clarity of the content area reading definition provided, and weaknesses and strengths of the instrument used. Copies of the Arabic version of the questionnaire and cover letter were submitted as a pilot test to 29 secondary school teachers in Riyadh (male and female), and from all chosen subjects taught (Arabic language, social studies, math, and science) and school level (middle and high). During the pilot study, teachers were encouraged to identify any scale item or vocabulary that seemed confusing. According to the results of the pilot study and the comments and suggestions from respondents, some changes were made. These changes included revising some statements in the Revised Vaughan Attitudes Scale. No statements were added or deleted to the questionnaire.

Validity of the questionnaire. Validity is defined as the degree to which a test or instrument measures what it is supposed to measure. “The validity of an attitude scale refers to the extent to which the scale truly measures the attitude it is intended to assess” (Eagly & Chaiken, 1993). Light, Singer, and Willet (1990) acknowledged that one way to measure content validity is what is called “face validity.” It can be established “by having experts examine the measure and agree that it does assess what it is supposed to assess. The measure looks right, reads right, and feels right” (p. 152).

The content validity in this study was developed by submitting the questionnaire (Arabic version) to a panel of experts whose native language is Arabic and who are familiar with the content domain. Those experts were four Arabic doctoral students who study in the College of Education at Ohio University, and specialize in Reading and Language Arts. Those experts were asked to validate the content by determining whether

there were any items which were missing or should be added. Based on the comments and suggestions from panel members, the questionnaire was revised.

Reliability of the questionnaire. Reliability refers to the degree to which the instrument measures phenomena in a consistent manner (Oosterhof, 1994). When a measurement instrument is consistent and accurate; the instrument is said to have a high degree of reliability (Mueller, 1986). The reliability of the instrument was assessed by the internal consistency (stability of items). The coefficient alpha (Cronbach's alpha) was computed to examine internal consistency for all items of the instrument after the study was implemented (see instrumentation section in chapter 4).

#### Data Collection

After receiving the approval to conduct this study from the Institutional Review Board (IRB) at Ohio University, the researcher flew to Saudi Arabia in order to collect the data. The researcher worked to complete the administrative procedures within two weeks from his arrival. During these two weeks, the Ministry of Education and the General Presidency of Girls' Education were contacted for permission to conduct the research study in Riyadh. After having the written permission, the researcher contacted Riyadh Educational Directorate (for males) and the General Presidency of Girls' Education: (Riyadh Branch) (for females) to inform them of the nature and purpose of the investigation, and to request their support and cooperation in allowing the research to be conducted in the schools as scheduled. The pilot study was conducted during this time as described in the pilot study section.

Preparing the questionnaires. During the Hijj holiday (3-8 to 3-25-2000) the researcher analyzed the pilot study data and made some changes that were needed. Also, the researcher prepared the required number of the final Arabic version of the questionnaires (350 questionnaires) by doing the following procedures:

1. Eleven middle schools and 11 high schools for males and females were randomly chosen as described in the sample description section.
2. The required number of the questionnaires was copied.
3. The questionnaires were grouped according to the number and the type of schools in separated envelopes.
4. Envelopes were addressed for chosen schools; each envelope was accompanied by a letter to the principal of the chosen school. The selected sample of secondary school teachers received a packet including the following:
  - a. A cover letter to each teacher (Appendix E) explaining the purpose of the questionnaire and requesting her or his assistance and participation.
  - b. The demographic data form (Appendix F) yielding data about each subject on the variables of gender, school level, and subject taught.
  - c. A copy of the Revised Vaughan Attitudes Scale (Arabic version) and a copy of the Reading Attitudes Scale (Arabic Version) to be completed and returned by the participants (Appendices G & H).
  - d. A free pen to encourage participation.
  - e. A return envelope.

5. Since the researcher could not directly meet female teachers because they are in separate schools, the researcher was assisted by the General Presidency of Girls' Education (Riyadh Branch) employees to distribute and collect the questionnaires from the schools as professional procedure.

Distributing and collecting the questionnaires. During first week when the schools reopened after the Hijj holiday (3-25-2000), the researcher started distributing the questionnaires according to the result of the sampling technique. The male teachers' questionnaires were distributed by the researcher and some of his male assistants who have experience in this work. For the female teachers' questionnaires, the General Presidency of Girls' Education (Riyadh Branch) correspondents distributed the questionnaires and the researcher's job was to call these schools to make sure that they received the complete questionnaires.

One week later, follow-up was done by the researcher to encourage selected teachers to respond and to encourage principals to collect the questionnaires and return them to the researcher. During the second week, the researcher visited the selected schools to collect questionnaires from the schools and to encourage principals to collect the questionnaires from the teachers. The researcher assigned the second day from the third week of the school as the deadline day to collect the questionnaires from the schools. The researcher started entering the data into the SPSS program day by day as he received the questionnaires to save time.

### Data Analysis Procedures

Data was analyzed using the program of Statistical Package for the Social Sciences (SPSS), version nine. Four types of analysis were used in this study:

1. Cronbach's alpha reliability test was used to estimate the overall reliability of the two scales.
2. Descriptive statistics such as percentages, frequencies, means, and standard deviations were reported for the variables of the study: Gender, School level, and subject taught.
3. In addition to descriptive statistics, inferential statistics were used to analyze the data. Specifically, two-way Analysis of Variance (ANOVA) was used. The rationale behind using ANOVA is that this study had three independent variables (Gender, school level, and subject taught) with one related dependent variable in each analysis. Gender was held constant as an independent variable, and school level and subject taught were each compared to gender in two 2-way ANOVAs, once with the attitudes toward teaching reading as the dependent variable, and once with attitudes toward reading as another dependent variable. Where appropriate, post hoc analysis was conducted.
4. Finally, the relationship between the attitudes of secondary school teachers toward teaching reading in the content areas and the attitudes toward reading was examined by using the Pearson correlation procedure. The effect size and observed power results were reported and all the statistical hypotheses were examined at the .05 level of significance.

### Summary

This chapter was devoted to a discussion of the research methodology used to collect the data of this study. Identification of the population, including distribution of male and female teachers of the four subject matters by school level, and distribution of the middle and high schools in Riyadh according to supervision centers, was given. Description of the sample, including the required sample for this study and the random method of selecting the sample was, also provided.

This chapter also discussed the instrumentation, including a description of the two scales-- the Revised Vaughan Attitudes Scale and the Reading Attitudes Scale-- and instrument translation. The pilot study procedure, establishment of validity, and assessment of reliability of the instrument were discussed. The chapter closed with information on data collection including preparing, distributing, and collecting the questionnaires, and data procedures.

## CHAPTER 4

### Analysis of the Data

The purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas, and toward reading. It sought to discover if there are differences in teachers' attitudes toward teaching reading in the content areas and toward reading, depending on their gender, school level (middle and high school), and the subject taught (Arabic language, social studies, math, and science). Moreover, this study aimed at examining the relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

In this chapter, the results of the study are presented. This chapter was organized into the following sections: (a) research questions, (b) instrumentation, (c) demographic information of the sample, (d) descriptive statistics, (e) the overall univariate results, and (f) the correlation results. The statistical analyses were performed by computer using the SPSS program (version 9) to analyze the data.

#### Research Questions

This study was an attempt to answer the following questions:

1. What are secondary school teachers' attitudes toward teaching reading in the content areas?
2. What are secondary school teachers' attitudes toward reading?
3. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas?

4. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas?

5. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading?

6. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading?

7. Is there a relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading?

### Instrumentation

In order to collect the data for this study, a survey questionnaire was used. The questionnaire was composed of two sections. Section one requested demographic information including gender, school level, and subject taught. The second section included two scales: The Revised Vaughan Attitudes Scale, and the Reading Attitudes Scale.

In this study, participants were asked to indicate one of the following as a response to an item statement in the Revised Vaughan Attitudes Scale: Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree = 1. Since there are positive and negative items, a-priori weights of one integer differences were assigned in descending order (5, 4, 3, 2, 1) for the positive items (questionnaire items 1, 2, 4, 6, 8, 10, 12, 13, 15, 19, 21, 22, 23, 24). On the other hand, a-priori weights in ascending order (1, 2, 3, 4, 5) were assigned to the responses for negative items (questionnaire items 3, 5, 7, 9, 11, 14, 16, 17, 18, 20: marked N in Table 4.4).



In the Reading Attitudes Scale, teachers were asked to mark the number that best indicated how descriptive the statement is of them based on the following scale: Extremely = 5; Very =4; Somewhat =3; Slightly = 2 and Not at all = 1. Also, since there are positive and negative items in the Reading Attitudes Scale, a-priori weights of one integer differences were assigned in descending order (5, 4, 3, 2, 1) for the positive items (survey items 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20). On the other hand, a-priori weights in ascending order (1, 2, 3, 4, 5) were assigned to the responses for negative items (survey items 4, 6, 19: marked N in Table 4.8).

#### Validity of the Questionnaire

Face validity was used in this study as a way to measure content validity. The face validity in this study was developed by submitting the questionnaire (Arabic version) to a panel of experts to ensure that the instrument measures what it is supposed to measure. These were four native Arabic doctoral students who study in the College of Education at Ohio University, specializing in Reading and Language Arts. The comments and suggestions of the experts were focused on some word changes and grammar, and they were helpful in revising the instruments (see Appendices C and D for the English version of the questionnaire, and Appendices G and H for the Arabic version of the questionnaire).

#### Reliability of the Questionnaire

After collecting the data, it was necessary to check the reliability of the two scales. The coefficient alpha (Cronbach's alpha) was computed to examine internal consistency for each scale. Cronbach's alpha for the Revised Vaughan Attitudes Scale

was .76, which means that the scale was reliable. The reliability for the 24 items included in the scale was generally good. The computed Cronbach's alpha, also, for the Reading Attitudes Scale was .89, high for an attitude scale.

### Demographic Information of the Sample

Using the stratified sample technique described in chapter 3 (sample description), data were collected from 22 all-male schools, and 22 all-female schools in Riyadh using the questionnaire technique. Of the 350 questionnaires distributed to secondary school teachers (Arabic language, social studies, math, and science teachers) in these schools, 310 questionnaires were received by the cut-off date for a return rate of 88 percent. Three questionnaires were eliminated from the analysis because of incomplete information. Thus, a total of 307 of these questionnaires were selected to be used in the analysis.

Of the 175 distributed questionnaires to male teachers, and 175 distributed questionnaires to female teachers, the response rate of male teachers was around 95 %, whereas female teachers' response rate was 80%. These differences in the participants' return rate may be due to the way that the questionnaires were distributed and collected. While the questionnaires were given to the male teachers and collected from them by the researcher himself and by some of his male assistants, the female teachers' questionnaires were given and collected by the employees of the General Presidency of Girls' Education, which caused some delay in submitting or returning the questionnaires from schools.

The usable responses of the 307 secondary school teachers who completed the questionnaires for this study had differences in genders, school levels, and subjects taught. From Table 4.1, it can be seen that the largest group of participants was male teachers with a total of 167 (54.4%), while females comprised 140 teachers (45.6%).

Table 4.1

The Numbers and Percentages of Secondary School Teachers According to Their Gender

Gender	Frequency	Valid percent	Cumulative percent
Male	167	54.4	54.4
Female	140	45.6	100.0
Total	307	100.0	

From Table 4.2, it can be seen that the number of participating teachers who teach in the middle school and in the high school was almost the same (middle school teachers were 153 and high school teachers were 154).

Table 4.2

The Numbers and Percentages of Secondary School Teachers According to Their School Level

School level	Frequency	Valid percent	Cumulative percent
Middle	153	49.8	49.8
High	154	50.2	100.0
Total	307	100.0	

Table 4.3 indicates the numbers and percentages of teachers according to their subject taught. It can be seen that 83 respondents were science teachers, who represent the largest percentage (27%). While the 69-math teacher respondents were the smallest group with 22.5%, social studies teachers and Arabic language teachers accounted for 26.1% and 24.4 %, respectively.

Table 4.3

The Numbers and Percentages of Secondary School Teachers According to Their Subject Taught

Subject taught	Frequency	Valid percent	Cumulative percent
Arabic language	75	24.4	24.4
Social studies	80	26.1	50.5
Math	69	22.5	73.0
Science	83	27.0	100.0
Total	307	100.0	

Descriptive Statistics

The main purpose of this study was to investigate secondary school teachers' attitudes toward teaching reading in the content areas and toward reading. Descriptive statistics such as percentages, means, and standard deviations are reported in this section in order to answer research question number one and two of this study.

### Teachers' Attitudes Toward Teaching Reading in the Content Areas

Research question number one was stated as follow: What are secondary school teachers' attitudes toward teaching reading in the content areas? In order to answer this question, it is necessary to indicate some descriptive statistics. Table 4.4 indicates the total score obtained from the questionnaire to measure teachers' attitudes toward teaching reading in the content areas, and the means and standard deviations for all statements included in the Revised Vaughan Attitudes Scale. It should be noted that all negatively stated items (marked N in Table 4.4) were converted to a positive scale for the purpose of data analysis.

Descriptive statistics generated from the questionnaire to measure teachers' attitudes toward teaching reading in the content areas (Table 4.4) indicated that the evaluation scores for teachers' attitudes toward teaching reading in the content areas ranged from a mean of 3.12 to a mean of 4.47. However, the mean rating of all statements was 3.78, and the accumulative mean score of teachers' responses was 90.75 out of 120.

Table 4.4

Means and Standard Deviations for All Statements Included in the Questionnaire to Measure Teachers' Attitudes Toward Teaching Reading in the Content Areas

Statement	M	SD
1. A content area teacher is obliged to help students improve reading ability.	4.38	.82
2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.	3.97	1.14
3. The primary responsibility of a content teacher should be to impart subject matter knowledge. (N)	3.57	1.07
4. Few students can learn all they need to know about how to read in six years of schooling.	3.24	1.20
5. The sole responsibility for teaching students how to study should lie with reading teachers. (N)	3.94	1.02
6. Knowing how to teach reading in content areas should be required for secondary teaching certification.	3.56	1.10
7. Only Arabic Language teachers should be responsible for teaching reading in secondary schools. (N)	3.12	1.25
8. A teacher who wants to improve students' interests in reading should show them that he or she likes to read.	4.47	.76
9. Content teachers should teach content and leave reading instruction to reading teachers. (N)	3.65	1.02

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10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.	3.99	.85
11. Content area teachers should feel a greater responsibility to the content they teach than to any reading instruction they may be able to provide. (N)	3.67	1.01
12. Content area teachers should help students learn to set purposes for reading.	4.16	.75
13. Every content area teacher should teach students how to read material in his or her content specialty.	4.18	.80
14. Reading instruction in secondary schools is a waste of time. (N)	4.33	.79
15. Content area teachers should be familiar with theoretical concepts of the reading process.	4.10	.76
16. The teaching of reading is the responsibility of the elementary school only, rather than the secondary school. (N)	3.43	1.29
17. The teaching of concept development is part of reading instruction, and should not be taught in my classes. (N)	3.25	1.12
18. Teaching library and reference skills to my class is not my responsibility. (N)	3.23	1.18
19. Every secondary teacher is responsible for teaching reading in his subject area.	3.74	.98
20. Reading instruction needs only to be offered to poorer readers in the secondary schools. (N)	3.39	1.11

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21. It is important to refer students to books other than the textbook related to the subject other.	3.87	.94
22. It is important to cooperate with the reading teacher about reading skills and strategies that my students may need.	3.87	.83
23. Inservice training should include how to teach reading skills and strategies in the content areas.	3.90	.86
24. The content area teacher can play an important role in influencing reading attitudes of students.	4.29	.63
Total Average	3.78	.39
Total Score	90.75	9.36

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Using the interpretation scale for teachers' attitudes scores obtained from the questionnaire to measure teachers' attitudes toward teaching reading in the content areas would indicate that all the secondary school teachers had an average positive attitude toward content area reading instruction with a total score of 90.75 (3.78). According to O'Connor (1986), a score of average or above is considered positive toward teaching reading in the content areas. The following table (4.5) shows the revised interpretation scale for teachers' attitudes scores obtained from the questionnaire.



Table 4.5

Interpretation Scale for Teachers Attitudes Scores Obtained from the Questionnaire to Measure Teachers' Attitudes Toward Teaching Reading in the Content Areas.

Range	Attitudes
104 (4.33) or higher	High
92 (3.83) – 103 (4.29)	Above average
81 (3.37) – 91 (3.79)	Average
69 (2.87) – 80 (3.33)	Below average
68 (2.83) or lower	Low

Based on participants' answers in this study regarding attitudes toward teaching reading in the content areas, it can be noticed from Table 4.6 that six items were identified as having the highest mean scores concerning teachers' attitudes toward teaching reading in the content areas. These items were: item 8, "A teacher who wants to improve students' interests in reading should show them that he or she likes to read" (M=4.47); item 1, "A content area teacher is obliged to help students improve reading ability" (M=4.38); item 14, "Reading instruction in secondary schools is a waste of time (N)" (M=4.33); item 24, "The content area teacher can play an important role in influencing reading attitudes of students" (M=4.29); item 13, "Every content area teacher should teach students how to read material in his or her content specialty" (M=4.18); and item 12, "Content area teachers should help students learn to set purposes for reading" (M=4.16).

Conversely, six items were rated as having the lowest mean scores concerning teachers' attitudes toward teaching reading in the content areas. These items were: item 7, "Only Arabic Language teachers should be responsible for teaching reading in secondary schools (N)" (M=3.12); item 18, "Teaching library and reference skills to my class is not my responsibility (N)" (M= 3.23); item 4, "Few students can learn all they need to know about how to read in six years of schooling" (M=3.24); item 17, "The teaching of concept development is part of reading instruction, and should not be taught in my classes (N)" (M=3.25); item 20, "Reading instruction needs only to be offered to poorer readers in the secondary schools (N)" (M= 3.39); and item 16, "The teaching of reading is the responsibility of the elementary school only, rather than the secondary school (N)" (M= 3.43). The following tables present the highest and the lowest six (25%) mean scores concerning teachers' attitudes toward teaching reading in the content areas.

Table 4.6

The Highest Six Mean Scores Concerning Teachers' Attitudes Toward Teaching Reading in the Content Areas

Item number	Statement	M	Attitude
8	A teacher who wants to improve students' interests in reading should show them that he or she likes to read.	4.47	High
1	A content area teacher is obliged to help students improve reading ability.	4.38	High
14	Reading instruction in secondary schools is a waste of time. (N)	4.33	High
24	The content area teacher can play an important role in influencing reading attitudes of students.	4.29	Above Average
13	Every content area teacher should teach students how to read material in his or her content specialty.	4.18	Above Average
12	Content area teachers should help students learn to set purposes for reading.	4.16	Above Average

Table 4.7

The Lowest Six Mean Scores Concerning Teachers' Attitudes Toward Teaching Reading in the Content Areas

Item number	Statement	M	Attitude
7	Only Arabic Language teachers should be responsible for teaching reading in secondary schools. (N)	3.12	Below Average
18	Teaching library and reference skills to my class is not my responsibility. (N)	3.23	Below Average
4	Few students can learn all they need to know about how to read in six years of schooling.	3.24	Below Average
17	The teaching of concept development is part of reading instruction, and should not be taught in my classes. (N)	3.25	Below Average
20	Reading instruction needs only to be offered to poorer readers in the secondary schools. (N)	3.39	Average
16	The teaching of reading is the responsibility of the elementary school only, rather than the secondary school. (N)	3.43	Average

### Teachers' Attitudes Toward Reading

Research question number two was stated as follows: What are secondary school teachers' attitudes toward reading? In order to answer this question, it is necessary to indicate some descriptive statistics. Table 4.8 indicates the total score obtained from the questionnaire to measure teachers' attitudes toward reading and the means and standard deviations for all statements included in the Reading Attitudes Scale. Total scores on the Reading Attitudes Scale reflect the teachers' general attitudes toward reading. It should be noted that all negatively stated items (marked N in Table 4.8) were converted to a positive scale for the purpose of data analysis.

Descriptive statistics generated from the questionnaire to measure teachers' attitudes toward reading (Reading Attitudes Scale) indicated that the total mean score of teachers' responses was 3.77, with accumulative score of 75.42. Since the highest possible score was 100 and the lowest was 20, then if all the responses describe their reading as "Somewhat" category in the Likert scale, the mean would then be 60 or greater; thus  $M \geq 60$  reflects a positive attitude toward reading on the total of the scale. A mean of  $\leq 40$  reflects a negative attitude toward reading if teachers reflect their attitudes toward reading as "Slightly" category in the Likert scale. If the mean score for the total scale fell between 60 and 40, this indicate that the teachers in this sample held moderate or neutral attitudes toward reading as measured by the Reading Attitudes Scale. The score of 3.77, with accumulative score of 75.42, put the average respondents closer to the "Very" agreement category in the Likert scale (Very=4) compared to the "Somewhat" category in the Likert scale (Somewhat=3) which was positive. The

evaluation score for teachers' attitudes toward reading ranged from a mean of 2.88 to a mean of 4.60. However, the mean rating of all statements was 3.77, suggesting that secondary school teachers held positive attitudes toward reading.

Table 4.8

Means and Standard Deviations for All Statements Included in the Questionnaire to Measure Teachers' Attitudes Toward Reading

Statement	M	SD
1. I think I am a devoted reader.	3.59	.88
2. I'd like to spend a day reading if I had the time.	2.88	1.22
3. I get lots of satisfaction from my personal reading.	3.87	2.34
4. Frankly, I do not find reading to be very relaxing. (N)	4.60	.81
5. The more I read, the more I learn about myself.	3.93	.94
6. There are many things I would rather do than read. (N)	2.95	1.01
7. Reading is an interesting way of spending time.	4.15	.88
8. I enjoy reading.	3.97	.94
9. Reading helps me to understand people better.	3.79	1.02
10. I think in today's modern world, reading is important.	4.49	.72
11. Reading is a good way to spend spare time.	4.21	.77
12. I like reading more than I like a lot of other things.	3.20	1.08
13. Reading is one of my favorite activities.	3.62	1.00
14. I would like to have more time to read.	3.59	1.08
15. I like to spend money to buy books.	3.11	1.06

16. There are many books that I would buy to read.	3.54	1.13
17. I like to have books at my home.	3.88	1.00
18. I like to read for enjoyment as well as for information.	4.09	.85
19. Spending time in the library is not interesting to me. (N)	3.96	1.07
20. Reading is important for me as a teacher.	4.35	.82
Total Average	3.77	.62
Total Score	75.42	12.46

It can be noticed from Table 4.8 that five items (25%) were identified as having the highest mean scores. These items were: item 4, “Frankly, I do not find reading to be very relaxing (N) (M= 4.60); item 10, “I think in today’s modern world, reading is important (M=4.49); item 20, “Reading is important for me as a teacher” (M=4.35); item 11, “Reading is a good way to spend spare time” (M=4.21); and item 7, “Reading is an interesting way of spending time (M=4.15). Conversely, five items (25%) were identified as having the lowest mean scores. These items were: item 2, “I’d like to spend a day reading if I had the time” (M=2.88); item 6, “There are many things I would rather do than read” (N) (M=2.95); item 15, “I like to spend money to buy books” (M=3.11); item 12, “I like reading more than I like a lot of other things” (M=3.20); and item 16, “There are many books that I would buy to read” (M=3.54).

### The Univariate Results

The purpose of this section is to discuss the following null hypotheses:

Ho1: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Ho2: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Ho3: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading.

Ho4: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading. The findings of each null hypothesis will be presented as follows.

#### The Interaction Between Gender and School Level Regarding Attitudes Toward Teaching Reading

The first null hypothesis was: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas. To test the first null hypotheses a two-way ANOVA was used.

Table 4.9 shows the two-way ANOVA results indicating that the F-test was .258, which was not significant at the .05 level ( $p = .612$ ). Therefore, the first null hypothesis was retained. The results indicated that the interaction of gender and school level did not affect teachers' attitudes toward teaching reading in the content areas (effect size of .001 and power of .080). Table 4.9 shows the df, F, Eta, power, and the significant degree of the interaction of gender and school level.



Table 4.9

Two-Way ANOVA Test Results for the Interaction Between Gender and School Level  
Regarding Attitudes Toward Teaching Reading

Two-way ANOVA test			Unique method		
	df	F	Sig.	Eta	Power
2-Way interactions:					
Gender and school level	1	.258	.612	.001	.080
Main effects:					
Gender	1	.574	.449	.002	.117
School level	1	.948	.331	.003	.163
Model	3	.628	.598	.006	.181
Residual	303				
Total	307				

As long as we retained the hypothesis about the interaction between the two independent variables (gender and school level), it was necessary to examine the main effects for each independent variable separately. As can be seen from Table 4.9, no significant difference existed between male or female teachers ( $F = .574$ ,  $p = .449$ , with an effect size of .002 and power of .117). Also, no significant difference existed between secondary school teachers who teach at middle school level and those who teach at high school level ( $F = .948$ ,  $p = .331$ , with an effect size of .003 and power of .163). That suggests gender and school level were not influencing factors on secondary school

teachers' attitudes toward teaching reading in the content areas. Male and female teachers who teach in middle school level or high school level tended to have the same attitudes toward teaching reading in the content areas.

As Tables 4.10, and 4.11 indicate, male and female teachers who teach at middle school level or high school level displayed an average attitude score toward teaching reading in the content areas: male teachers (91.12), female teachers (90.30), middle school teachers (90.20), and high school teachers (91.29) (see Figures 1 and 2). The following tables show the means of teachers' attitudes toward teaching reading in the content areas according to gender and school level.

Table 4.10

Means of Teachers' Attitudes Toward Teaching Reading According to Gender

Gender	Mean	N
Male	91.12	167
Female	90.30	140
Total	90.75	307

Table 4.11

Means of Teachers' Attitudes Toward Teaching Reading According to School Level

School level	Mean	N
Middle	90.20	153
High	91.29	154
Total	90.75	307

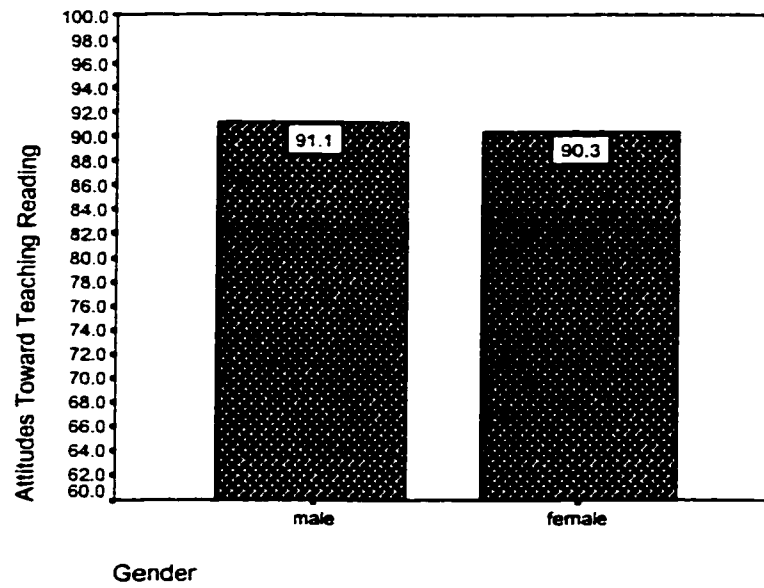


Figure 1. Attitudes of participants toward teaching reading according to gender.

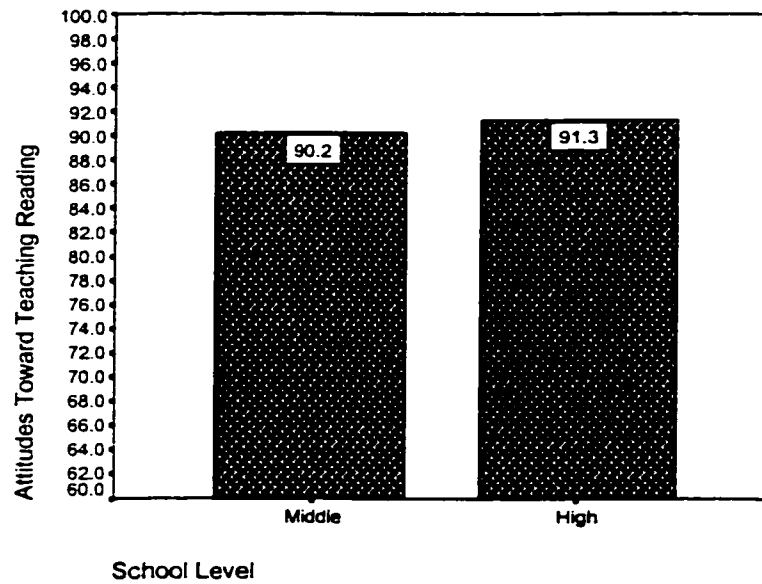


Figure 2. Attitudes of participants toward teaching reading according to school level.

The Interaction Between Gender and Subject Taught Regarding Attitudes Toward Teaching Reading

The second null hypotheses was: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas. To test the second null hypothesis, a two-way ANOVA was used.

Table 4.12 of the two-way ANOVA indicated that the F-test was .541, which was not significant at the .05 level ( $p = .655$ ). Therefore, the second null hypothesis was retained. The results indicated that the interaction of gender and subject taught did not affect teachers' attitudes toward teaching reading in the content areas (effect size of .005 and power of .161). Table 4.12 shows the df, F, Eta, power, and the significant degree of the interaction of gender and subject taught.

Table 4.12

Two-Way ANOVA Test Results for the Interaction Between Gender and Subject Taught Regarding Attitudes Toward Teaching Reading

Two-way ANOVA test			Unique method		
	df	F	Sig.	Eta	Power
2-Way interactions:					
Gender and subject taught	3	.541	.655	.005	.161
Main effects:					
Gender	1	.385	.535	.001	.095
Subject taught	3	6.906	.001*	.065	.978
Model	7	3.308	.002	.072	.957
Residual	299				
Total	307				

\*The mean difference is significantly below the .05 level

As long as we retained the hypothesis about the interaction between the two independent variables (gender and subject taught) regarding the attitudes toward teaching reading, it was necessary to examine the main effect for each independent variable separately. As can be seen from Table 4.12, no significant difference existed between male and female teachers ( $F = .385$ ,  $p = .535$ ). That is, gender also has no effect on secondary school teachers' attitudes toward teaching reading in the content areas (effect size of .001 and power of .095). However, with respect to subject taught, a significant difference existed between secondary school teachers who teach different subjects

( $F=6.906$ ,  $p=.001$ ). The content areas of Arabic language, social studies, math, and science were an influencing factor on the teachers' attitudes toward teaching reading in the content areas (effect size of .065 and a high power of .978).

Since the overall F test (6.906), ( $p=.001$ ) indicated that subject taught was statistically significant, it is necessary to determine which groups are significantly different. Two-way ANOVA post hoc (Tukey HSD) was used to investigate which of the four groups differed from which other.

In a multiple comparison of pairs of groups (Tukey HSD) shown in Table 4.13, it appears that the Arabic language group is statistically significant with the social studies group ( $p=.001$ ), with the math group ( $p=.015$ ), and with the science group ( $p=.000$ ). However, there was no significant difference among the other groups (social studies group, math group, and science group).

Table 4.13

Tukey Multiple Comparison Test of Teachers' Attitudes Toward Teaching Reading in the  
Content areas

(I) Subject taught	(J) Subject taught	Mean	Sig.
		difference (I-J)	
Arabic language	Social studies	5.4900	.001*
	Math	4.5212	.015*
	Science	6.0689	.000*
Social studies	Arabic language	-5.4900	.001*
	Math	-.9688	.916
	Science	.5789	.977
Math	Arabic language	-4.5212	.015*
	Social studies	.9688	.916
	Science	1.5478	.723
Science	Arabic language	-6.0689	.000*
	Social studies	-.5789	.977
	Math	-1.5478	.733

\* The mean difference is significantly below the .05 level

It can be seen from Table 4.14 that there were differences among the teachers in the four subject areas on their attitudes toward content area reading instruction in their classrooms. The group of Arabic language teachers had the highest attitude score of

94.84 (above average) followed by math teachers with a score of 90.31 (average).

With a score of 89.35, social studies teachers had the third highest score, which is also average. Science teachers had the lowest score of 88.77 (average score). The scores ranged from 88.77 for the science teachers to 94.84 for the Arabic language teachers (see Figure 3). The following table represents the means of the four subject taught groups in their attitudes toward teaching reading in the content areas.

Table 4.14

Means of Teachers' Attitudes Toward Teaching Reading According to Subject Taught

Subject taught	Mean	N
Arabic language	94.84	75
Social studies	89.35	80
Math	90.31	69
Science	88.77	83
Total	90.75	307



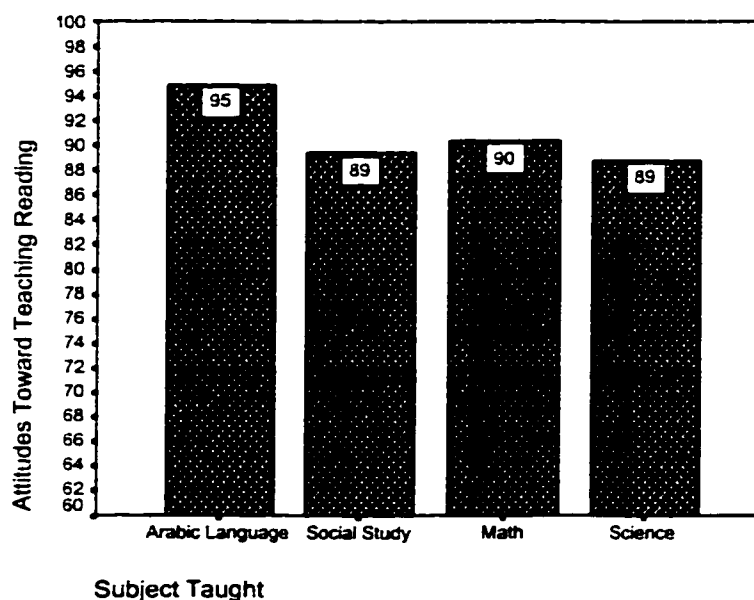


Figure 3. Attitudes of participants toward teaching reading according to subject taught.

#### The Interaction Between Gender and School Level Regarding Attitudes Toward Reading

The third null hypothesis was: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading. To test the third null hypotheses a two-way ANOVA was used.

Table 4. 15 of the two-way ANOVA indicated that the F-test was 1.812, which was not significant at the .05 level ( $p = .179$ ). Therefore, the third null hypothesis was retained. The results indicated that the interaction of gender and school level did not affect teachers' attitudes toward reading (effect size of .006 and power of .269).

Table 4.15 shows the df, F, Eta, power, and the significant degree of the interaction of gender and school level.

Table 4.15

Two-Way ANOVA Test Results for the Interaction Between Gender and School Level  
Regarding Attitudes Toward Reading

Two-way ANOVA test			Unique method		
	Df	F	Sig.	Eta	Power
2-Way interactions:					
Gender and school level	1	1.812	.179	.006	.269
Main effects:					
Gender	1	.044	.834	.000	.055
School level	1	1.35	.713	.000	.066
Model	3	.697	.554	.007	.197
Residual	303				
Total	307				

As long as we retained the hypothesis about the interaction between the two independent variables (gender and school level) regarding the attitudes toward reading, it was necessary to examine the main effect for each independent variable separately. As can be seen from Table 4.15, no significant difference existed between male and female teachers ( $F = .044$ ,  $p = .834$ ). That is, gender did not influence secondary school teachers' attitudes toward reading (effect size of .000 and power of .055). Also, no significant difference existed between secondary school teachers who teach at the middle school level and those who teach at the high school level ( $F = 1.35$ ,  $p = .713$ ), which means school

level has, also, no effect on secondary school teachers' attitudes toward reading (effect size of .000 and power of .066).

It can be noted from Table 4.16 and 4.17 that male and female teachers who teach at middle school level or high school level displayed only slight differences in their attitudes toward reading: male teachers (75.29), female teachers (75.58), middle school teachers (75.07), and high school teachers (75.77), (see Figures 4 and 5). The following tables and figures show the means of teachers' attitudes toward reading according to gender and school level.

Table 4.16

Means of Teachers' Attitudes Toward Reading According to Gender.

Gender	Mean	N
Male	75.29	167
Female	75.58	140
Total	75.42	307

Table 4.17

Means of Teachers' Attitudes Toward Reading According to School Level.

School Level	Mean	N
Middle	75.07	153
High	75.77	154
Total	75.42	307

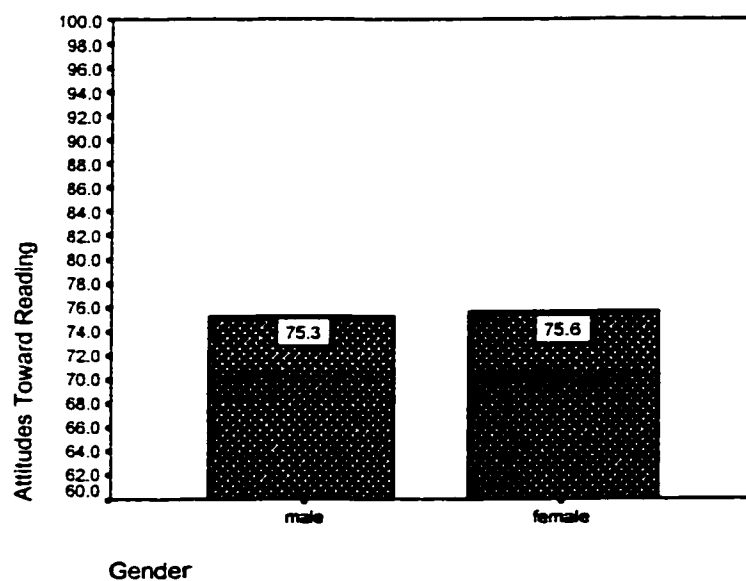


Figure 4. Attitudes of participants toward reading according to gender.

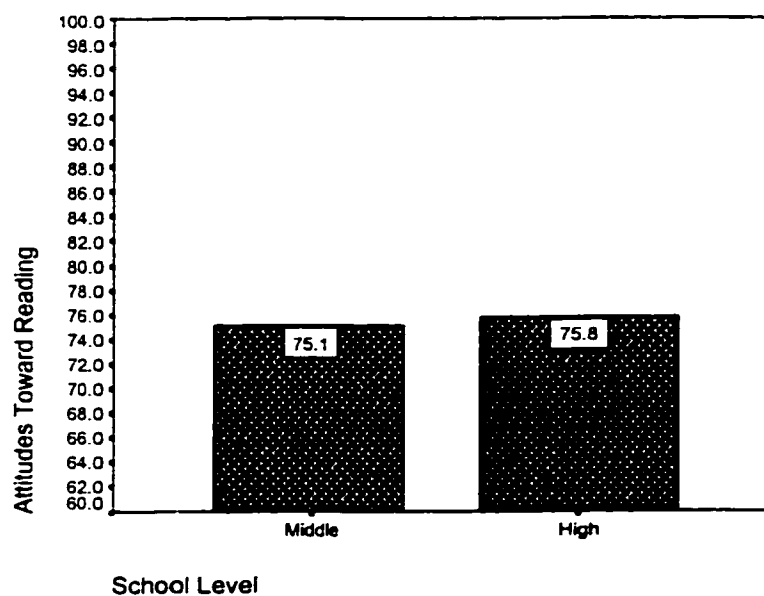


Figure 5. Attitudes of participants toward reading according to school level.

The Interaction Between Gender and Subject Taught Regarding Attitudes Toward Reading

The fourth null hypothesis was: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading. To test the fourth null hypotheses a two-way ANOVA was used. Table 4.18 of the two-way ANOVA indicated that the F-test was 1.020, which was not significant at the .05 level ( $p = .384$ ). Therefore, the fourth null hypothesis was retained. The results indicated that the interaction of gender and subject taught did not affect teachers' attitudes toward reading (effect size of .010 and power of .276). Table 4.18 shows the df, F, Eta, power, and the significant degree of the interaction of gender and subject taught.

Table 4.18

Two-Way ANOVA Test Results for the Interaction between Gender and Subject Taught Regarding Attitudes Toward Reading

Two-way ANOVA test			Unique method		
	Df	F	Sig.	Eta	Power
2-Way interactions:					
Gender and subject taught	3	1.020	.384	.010	.276
Main effects:					
Gender	1	.009	.0926	.000	.051
Subject taught	3	3.545	.015*	.034	.783
Model	7	1.982	.057	.044	.772
Residual	299				
Total	307				

\*The mean difference is significantly below the .05 level

As long as the null hypothesis about the interaction between the two independent variables (gender and subject taught) regarding the attitudes toward reading was retained, it was necessary to examine the main effects for each independent variable separately. As can be seen from Table 4.18, no significant difference existed between male and female teachers ( $F = .009$ ,  $p = .926$ ). Gender, thus, did not influence secondary school teachers' attitudes toward reading (effect size of .000 and power of .051). However, a significant difference existed among teachers who teach different subjects ( $F = 3.545$ ,  $p = .015$ ). That is, the content areas of Arabic language, social studies, math, and science

were also an influencing factor on secondary school teachers' attitudes toward reading (effect size of .034 and a power of .783).

Since the overall F test (3.545,  $p = .015$ ) indicated that subject taught was statistically significant, it was necessary to determine which groups are significantly different. Two-way ANOVA post hoc (Tukey HSD) was used to investigate which of the four subject-taught groups differed from which other.

A multiple comparison of pairs of groups (Tukey HSD) as seen in Table 4.19, indicates that Arabic language group is statistically significant with only the math group ( $p = .006$ ), in favor of Arabic language group. However, there was no significant difference between the Arabic language group and social studies group or science group. Also, there was no significant difference among other groups (social studies, math, and science). Table 4.19 shows the Tukey multiple comparison test of teachers' attitudes toward reading

Table 4.19

Tukey Multiple Comparison Test of Teachers' Attitudes Toward Reading

		Mean	
(I) Subject taught	(J) Subject taught	difference (I-J)	Sig.
Arabic language	Social studies	3.3933	.317
	Math	6.6904	.006*
	Science	3.9897	.176
Social studies	Arabic language	-3.3933	.317
	Math	3.2971	.363
	Science	.5964	.990
Math	Arabic language	-6.6904	.006*
	Social studies	-3.2971	.363
	Science	.5964	.534
Science	Arabic language	-3.9897	.176
	Social studies	-.5964	.990
	Math	2.7007	.534

\* The mean difference is significantly below the .05 level

It can be seen from Table 4.20 that there were differences among the teachers in the four subject areas on their attitudes toward reading. The group of Arabic language teachers had the highest attitude score 78.89, followed by social studies teachers with a score of 75.50. With a score of 74.90, science teachers had the third highest score. Math



teachers had the lowest score, 72.20. The scores thus ranged from 72.20 for the math teachers to 78.89 for the Arabic language teachers (see Figure 6).

Table 4.20

Means of Teachers' Attitudes Toward Reading According to Subject Taught

Subject taught	Mean	N
Arabic language	78.89	75
Social studies	75.50	80
Math	72.20	69
Science	74.90	83
Total	75.42	307

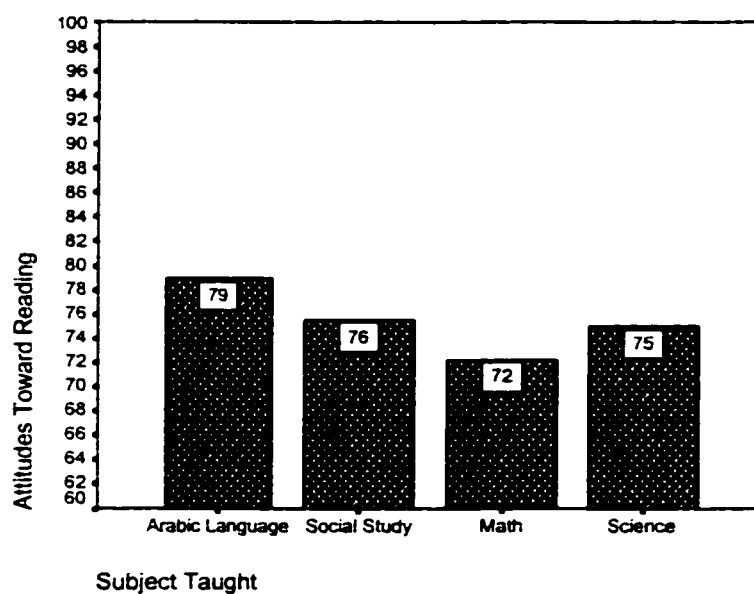


Figure 6. Attitudes of participants toward reading according to subject taught.

### The Correlation Results

The purpose of this part is to test the fifth null hypothesis (seventh question) as stated in chapter 1: There is no relationship between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading. To test this hypothesis, the Pearson correlation procedure was conducted to determine the relationship between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

As can be seen from Table 4.21, Pearson correlation results indicate that there is significant positive correlation between teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading ( $r = .309$ ), ( $p = .000$ ). As scores indicating teachers' attitudes toward reading increase, their scores of attitudes toward teaching reading in their classroom positively increase.

The absence of significant differences among the three groups (social studies, math, and science) was found to be a factor in lowering the correlation result. The researcher ran the Pearson correlation between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading for only the Arabic language group; the correlation result was ( $r = .38$ ). However, the correlation result for the other three groups (social studies, math and science) was ( $r = .25$ ). This finding suggests the relationship between teachers' attitudes toward teaching reading in the content areas, and teachers' attitudes toward reading was stronger for the Arabic language teachers. As Arabic language teachers' attitudes toward reading become more positive, their attitudes toward teaching reading in their classroom also increase.

Consequently, the Reading Attitudes Scale is a better predictor for attitudes about teaching reading in the content areas among Arabic language teachers compared to other instructors in the study.

Table 4.21

The Correlation Between Teachers' Attitudes Toward Teaching Reading in the Content Areas and Teachers' Attitudes Toward Reading.

		Total attitudes toward teaching reading	Total attitudes toward reading
Total attitudes toward teaching reading	Pearson correlation	1.000	.309
	Sig. (2-tailed)	.	.000**
	N	307	307
Total attitudes toward reading	Pearson correlation	.309	1.000
	Sig. (2-tailed)	.000**	.
	N	307	307

\*\* Correlation is significantly below the 0.05 level (2-tailed).

### Summary

Demographic information of the sample of this study revealed that Saudi secondary school teachers who participated in this study differ in their genders, school levels, and subjects taught. While the overall return rate for the questionnaires in this study was 88%, male teachers scored higher than female teachers in their response rate. Descriptive statistics presented in this chapter revealed that secondary school teachers held positive attitudes toward teaching reading in the content areas and toward reading.

Gender and school level were found not to be influencing factors in teachers' attitudes toward teaching reading in the content areas, and teachers' attitudes toward reading. However, subject taught was found to be a significant factor in both teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading. Arabic language teachers scored significantly higher than social studies, math, and science teachers in mean attitudes toward teaching reading in the content areas and toward reading. Another finding of this study was that teachers' attitudes toward teaching reading in the content areas were significantly related to teachers' attitudes toward reading.

## CHAPTER 5

### Summary, Discussion, Implications, and Recommendations

This chapter presents a brief summary of the study including purpose, design, research questions, and hypotheses, followed by a summary of findings. A detailed discussion of the findings is then presented. Implications of the results which are pertinent for secondary school teachers and educators will be discussed, followed by recommendations for secondary school teachers, and for educators who are involved in teacher preparation. Finally, suggestions are offered for further research in reading instruction in secondary schools.

#### Summary of the Study

##### Purpose and Design

The major purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas and toward reading. It sought to discover if there are differences in teachers' attitudes toward teaching reading in the content areas and toward reading, depending on their gender (male and female), school level (middle and high school), and the subject taught (Arabic language, social studies, math, and science). This study aimed also to see if a relationship between teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading had occurred.

The research data were compiled from a questionnaire designed for this purpose. The questionnaire was composed of two sections. Section one requested demographic information including gender, school level, and subject taught. The second section

included two scales: The Revised Vaughan Attitudes Scale, and the Reading Attitudes Scale.

Using the questionnaire technique, 44 male and female secondary schools in Riyadh were randomly selected to participate in this study. Of the 350 questionnaires distributed to secondary school teachers (Arabic language, social studies, math, and science teachers), 310 questionnaires were received by the cut-off date for a return rate of 88 percent, and a total of 307 of these questionnaires were selected to be used in the analysis.

The content validity in this study was developed by submitting the questionnaire (Arabic version) to a panel of experts whose native language is Arabic and who are familiar with the content domain. Suggestions and recommendations were received and some revisions were made. The reliability of the instrument was assessed by the internal consistency (stability of items). Cronbach's alpha for the Revised Vaughan Attitudes Scale was .76, which means that the scale was reliable. The reliability for the 24 items included in the scale was generally good. The computed Cronbach's alpha for the Reading Attitudes Scale was .89, high for an attitude scale.

Four types of analysis were used in this study:

1. Cronbach's alpha reliability test was used to estimate the overall reliability of the two scales.
2. Descriptive statistics such as percentages, frequencies, means, and standard deviations were reported for the variables of the study. These variables are gender, school level, and subject taught.

3. In addition to descriptive statistics, inferential statistics were used to analyze the data. Specifically, two-way Analysis of Variance (ANOVA) was used.

4. Finally, the relationship between the attitudes of secondary teachers toward teaching reading and toward reading, was examined by using the correlation.

### Research Questions and Hypotheses

The current study was undertaken to find answers to the following research questions:

1. What are secondary school teachers' attitudes toward teaching reading in the content areas?
2. What are secondary school teachers' attitudes toward reading?
3. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas?
4. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas?
5. Is there significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading?
6. Is there significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading?
7. Is there a relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading?

Since the first two research questions aim to examine teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading, without

examining differences among them, there are no null hypotheses needed for these questions. The null hypotheses for research questions 3-7 were formulated as follows:

Null hypothesis 1: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Null hypothesis 2: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward teaching reading in the content areas.

Null hypothesis 3: There is no significant interaction between gender and school level regarding secondary school teachers' attitudes toward reading.

Null hypothesis 4: There is no significant interaction between gender and subject taught regarding secondary school teachers' attitudes toward reading.

Null hypothesis 5: There is no relationship between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

### Summary of Findings

The descriptive statistics revealed that the sample of this study consisted of 307 secondary school teachers in Riyadh in the Kingdom of Saudi Arabia. One hundred sixty-seven (54.4%) of the respondents were men and 140 (45.6%) were women. At the middle school level there were 153 teachers (49.8%), while 154 teachers (50.2%) taught at the high school level. With respect to the subject taught, 75 teachers taught Arabic language (24.4%), 80 teachers taught social studies (26.1%), 69 teachers taught math (22.5%), and 83 teachers taught science (27.0%).



According to descriptive statistics generated from the Revised Vaughan Attitudes Scale, the evaluation score for teachers' attitudes toward teaching reading in the content areas ranged from a mean of 3.12 (out of 5) to a mean of 4.47. However, the mean rating of all statements was 3.78 with a total score of 90.75, which was average as measured by the Revised Vaughan Attitudes Scale; a score of average or above is considered positive in relation to teaching of reading in the content areas. This suggests that secondary school teachers valued the importance of reading instruction in the content areas and they were willing to, or felt they could, teach reading in their classrooms.

Results of the investigation revealed that secondary school teachers felt that to improve students' interests in reading, the teacher should show her/his students that he or she likes to read. They felt that reading instruction in secondary school is not a waste of time, and teachers are obliged to help students improve their reading ability of material within the teachers' specific content areas. Teachers also felt that the content area teacher can play an important role in influencing reading attitudes of students, and that they should help their students set purposes for reading. However, secondary school teachers were less likely to agree with the statement: "Few students can learn all they need to know about how to read in six years of schooling". Also, the adjusted scores for the negative statements: "Only Arabic Language teachers should be responsible for teaching reading in secondary schools (N)," "Teaching library and reference skills to my class is not my responsibility (N)," "The teaching of concept development is part of reading instruction, and should not be taught in my classes (N)," "Reading instruction needs only to be offered to poorer readers in the secondary schools (N)" and "The

teaching of reading is the responsibility of the elementary school only, rather than the secondary school (N)" indicate that secondary school teachers were less likely to agree that they share the responsibility for teaching reading with Arabic language teachers, and with elementary school teachers. They also were less likely to feel that they are responsible for teaching library and reference skills, or that the teaching of concept development should be taught in the class.

Regarding secondary school teachers' attitudes toward reading, the findings of the present study indicate that secondary school teachers held positive attitudes toward reading. Descriptive statistics generated from the Reading Attitudes Scale revealed that the total mean score of teachers' responses was 3.77, and accumulative score of 75.42, which was close to the "Very" agreement category on the Likert scale. Score of 60 or above is considered positive in the attitudes toward reading, which means that secondary school teachers value reading and its important for them as teachers. The evaluation score for teachers' attitudes toward reading ranged from a mean of 2.88 (out of 5), to a mean of 4.60.

In the present study, secondary school teachers valued reading most for the following reasons: they find it very relaxing, it is important in today's world, it is important for them as teachers, and it is a good way to spend spare time. However, secondary school teachers were less likely to agree with the statements: "I'd like to spend a day reading if I had the time," "I like to spend money to buy books," "I like reading more than I like a lot of other things." The adjusted score earned for the negative

statement: “There are many things I would rather do than read (N),” indicates that teachers would rather do other activities than read.

The inferential statistics of the study revealed the following points regarding hypotheses testing:

1. There was no significant interaction between gender and school level, or between gender and subject taught regarding secondary school teachers’ attitudes toward teaching reading in the content areas, and regarding secondary school teachers’ attitudes toward reading. That is, teachers who teach at different school levels and teach different subjects do not differ significantly according to their gender in their attitudes toward reading instruction, and in their attitudes toward reading.

2. By examining the main affects for each independent variable regarding teachers’ attitudes toward teaching reading in the content areas, and regarding teachers’ attitudes toward reading, no significant difference existed between male and female teachers, or between teachers who teach at the middle school level and those who teach at the high school level. This suggests that gender and school level have no influence on secondary school teachers’ attitudes toward teaching reading in the content areas, and they have no influence on secondary school teachers’ attitudes toward reading.

3. With respect to the subject taught variable, a significant difference existed between different subjects taught, favoring Arabic language teachers. Content areas of Arabic language, social studies, math, and science were an influencing factor on the teachers’ attitudes toward teaching reading in the content areas and in their attitudes toward reading. A statistical analysis of teachers’ attitudes toward teaching reading in the

content areas (Tukey, HSD) revealed a statistical significance favoring Arabic language teachers over all other groups (social studies, math, and science). Teachers who teach Arabic language had the highest attitudes score, followed by math teachers, then by social studies teachers, and lastly by science teachers. On the other hand, considering teachers' attitudes toward reading, Tukey (HSD) revealed a significant difference between the Arabic language group and the math group, but not with the other groups (social studies and science). Teachers who teach Arabic language had the highest score, followed by social studies teachers, then by science teachers, and lastly by math teachers.

The results of a Pearson correlation indicate that there is significant positive correlation between teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading ( $r = .309$ ). This positive relationship between the attitudes toward teaching reading in the content areas and the attitudes toward reading was stronger for the Arabic language teachers compared to other content area teachers (social studies, math, and science).

### Discussion of Findings

Based on the findings of this study, this section discusses teachers' attitudes toward teaching reading in the content areas, and their attitudes toward reading. Additionally, the discussion focuses on the influence of gender, school level, and subject taught on teachers' attitudes toward teaching reading in the content areas and toward reading. The correlation results will also be discussed.

### Teachers' Attitudes Toward Teaching Reading in the Content Areas

Secondary school teachers' attitudes toward teaching reading in the content areas in this study were average as measured by the Revised Vaughan Attitudes Scale. A score of average or above is considered positive toward teaching reading in the content areas, which suggests that secondary school teachers valued the importance of reading instruction in the content areas and that they were willing to, or could, teach reading in their classrooms.

This finding supports the findings in most of the studies dealing with this subject, namely that content area teachers have, in general, positive attitudes toward teaching reading in the content areas (Flanagan, (1975); O'Connor, (1986); O'Rourke, (1980); Stieglitz, (1983); Thornton, (1989); Wilson (1995); and Usova, (1978).

In his discussion of study findings, O'Connor (1986) mentioned that one possible explanation for secondary school teachers' positive attitudes toward reading instruction being higher than in the Vaughan study is including a definition of the concept of content area reading instruction. The survey respondents in the current study were provided with a clear definition of the concept of "content area reading instruction," and found the same result of O'Connor. This indicates that providing a definition of the content area reading instruction may help positively in increasing teachers' attitudes toward teaching reading in the content areas, and teachers' attitudes toward teaching reading in the content areas in this study were higher than what was found by Vaughan (1977).

The analysis of the 24 items on the Revised Vaughan Attitudes Scale revealed a high tendency to agree with the statements: "A teacher who wants to improve students'

interests in reading should show them that he or she likes to read,” “A content area teacher is obliged to help students improve reading ability,” “The content area teacher can play an important role in influencing reading attitudes of students,” and “Every content area teacher should teach students how to read material in his or her content specialty.” Also, disagreement about secondary reading instruction being a waste of time was indicated. However, the teachers were less likely to feel that teaching reading in secondary schools is a shared responsibility with Arabic language teachers. They were less likely to feel that they are responsible for teaching concept development or library and reference skills to their classes. Teachers were also less apt to agree that few students can learn all they need to know about how to read in six years of schooling.

The results show that secondary school teachers value content area reading instruction, feel that it is important and necessary, and believe they can teach reading in their content areas. However, teachers also indicated that they are unwilling, or feel it is not their job, to implement teaching of reading skills and strategies in their content areas.

Several studies have suggested that unwillingness or resistance to teach reading skills and strategies may be due to some obstacles that impede teachers’ desire to incorporate reading skills and strategies in classroom practices. One of these obstacles may be due to the lack of confidence concerning teachers’ effectiveness at incorporating reading instruction into their content lessons (Stewart & O’Brien, 1989). Another obstacle is the difficulties that secondary school teachers may face when teaching reading and study skills without adequate training in reading instruction (Gillespie & Ransinki, 1989).

Reading instruction in secondary schools may be viewed by some teachers in this study as a subject to be taught, or part of the class time should be spent in direct teaching of reading in the content areas. According to Readence (1980), reading at the secondary level should not be viewed as a subject to be taught, but as a teaching practice which is designed to teach more effectively the essential concepts of subject matter areas.

O'Brien and Stewart (1992) stated that secondary school teachers may also resist content reading instruction because of their concern about the quality of reading materials they must use. In addition, teachers' high value on reading cannot be articulated in classroom practice in the face of the daily demands placed upon them. It is worth mentioning that secondary school teachers in Saudi Arabia rely heavily on textbooks, and they are required to follow the curriculum step by step according to a timetable that is mandated by the Ministry of Education or by the General Presidency of Girls' Education.

#### Teachers' Attitudes Toward Reading

This study reported that secondary school teachers held positive attitudes toward reading as measured by the Reading Attitudes Scale. Descriptive statistics generated from the questionnaire to measure teachers' attitudes toward reading indicated that total mean score of teachers' responses was 3.77, close to the "Very" category on the Likert scale, and the accumulative score was 75.42, which is positive. This suggests that secondary school teachers held positive attitudes toward reading. Likewise, Warncke and Powell (1990) conducted a study in the United States to describe reading habits of teachers; when they asked whether the teachers enjoyed reading, 89% of the preservice, 100% of the inservice, and 92% of the teacher educators responded positively.

The descriptive results in the current study also revealed that secondary school teachers value reading because they find it to be very relaxing, it is important in today's world, it is important for them as teachers, and reading is a good and interesting way for them to spend their spare time. These statements show that teachers value reading and recognize its importance, especially for them as teachers in order to enrich their general information and the information about the content they teach.

The finding that reading is important to teachers is related to the item "A teacher who wants to improve students' interest in reading should show them that he or she likes to read" ( $M=4.47$ , high attitude), presented in the scale which measured secondary school teachers' attitudes toward teaching reading in the content areas. This result supports the assertion by Graves (1990, cited in Al-Haddad, 1996) that reading "must be a vital part of the teachers' diet as a literate person, or little of significance will happen for the children" (p. 41).

In contrast, secondary school teachers were less likely to agree with the statements: "I'd like to spend a day reading when I have the time," "I like to spend money to buy books," and "I like reading more than I like a lot of other things." Also, the adjusted score earned for the negative statement: "There are many things I would rather do than read (N)," indicates that teachers would rather do other activities than read.

Possible reasons could explain why teachers value reading but spend less time in reading. The researcher arranged a group interview with some secondary school teachers and instructional supervisors. The following information was a result of that interview: first, few chances are available for teachers to read during the school day since they are



very busy people with many obligations; “they spend a great deal of time planning instructional activities for their students, arranging optimal learning conditions, and grading students’ work” (Morrison, Jacobs, & Swinyard, 1999, p. 97). Second, most of the places to read at school are not attractive locations. Third, topics in Saudi curriculum textbooks do not encourage teachers to search or read for information. Fourth, few books are available at school libraries that meet teachers’ interests. Finally, most of the teachers are busy out of school taking care of their families or involved in other activities.

If the interview with this small number of teachers is representative of the larger population of subjects sampled with the scale, then it could be said that not having the time to read is more an excuse than a reason for not reading. However, on the scale, the responses to the following items: “I’d like to spend a day reading if I had time (M=2.88), and “There are many things I would rather do than read (N)” (M=2.95) clearly indicate that teachers, given the time, would choose other activities than reading.

Overall, having positive attitudes toward reading is an encouraging result. Secondary school teachers may increase their reading time when appropriate time and places are available. Since teachers play a crucial role in motivating students to read, then positive attitudes toward reading could be significant in helping students develop similar positive attitudes. Also, it is important for teachers to have positive attitudes toward reading if they are to be responsible for teaching reading skills and strategies in their classrooms.

### The Influence of Gender and School Level on Teachers' Attitudes

This study reported that there were no significant differences among the subjects in their attitudes toward teaching reading in the content areas, and in their attitudes toward reading, with respect to their gender and school levels. The failure of the results of the data analysis to indicate an influence on teachers' attitudes toward teaching reading in the content areas and on their attitudes toward reading by the two variables- gender and school level- may be due to the similarity between teachers' preparation and training programs for male and female teachers. In terms of school level variable, there is no major difference between the two levels. Teachers are prepared to teach in either level and some of them teach in both levels at the same time if both are in one building.

The absence of any effect of school level is consistent with results found by Flanagan (1975), O'Rourke (1980), and O'Connor (1986), whereas the absence of any effect of gender in this study is consistent with Thornton's study (1989), which concluded that gender did not influence teachers' attitudes toward content field reading instruction. However, the absence of the effect of gender in this study contradicted the finding of O'Connor (1986). In his study, female teachers tended to have more positive attitudes toward content area reading instruction. In addition, finding gender to not be significant in teachers' attitudes toward reading contradicts what was indicated in the literature review of this study when it was reported that "with some exceptions, most researchers found gender to be significant, females generally having somewhat more positive attitudes than males" (Al-Haddad, 1996, p. 32). However, most of the studies that reported gender differences regarding teachers' attitudes toward teaching reading in the

content areas and toward reading were done in the United States. Cultural and educational system differences between Western societies and Arabic societies may affect the influence of gender on secondary school teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading.

### The Influence of Subject Taught on Teachers' Attitudes

Although no significant differences in attitudes toward teaching reading in the content areas were found between male and female teachers, or between middle school level and high school level teachers, there were significant differences among content area teachers. The major factor influencing secondary school teachers' attitudes toward teaching reading in this study was content area responsibility, with only Arabic language teachers having above average attitudes, and the other content area teachers (social studies, math, and science) scored in the average range. These results confirm what was anticipated. Possible reasons for Arabic language teachers having the highest attitude score may lie in the fact that the subject requires larger amounts of reading than does science or math, which rely more on symbols and numbers. Reading "as a subject matter" is taught in Saudi secondary schools by Arabic language teachers only. Also, many Arabic language teachers have a reading background because of their preservice training or their experience in teaching reading.

The finding reported here about the influence of subject taught on teachers' attitudes toward teaching reading in the content areas is clearly related to previous studies investigating the effect of subject taught variable, although the subject under consideration was English or language arts instead of Arabic (e.g., Flanagan, 1975;

O'Rourke, 1980; Thornton, 1989 and Usova, 1973, & 1978). For instance, in Usova's studies (1973, 1978) the English and history teachers scored significantly higher than mathematics teachers in Pennsylvania, and English teachers scored significantly higher than science teachers in West Virginia. In Flanagan's study (1975), the results of the survey indicated that the major factor influencing attitudes and perceptions of competency was content area responsibility, with language arts teachers having more positive attitudes. In O'Rourke's study (1980), there were significant differences among content areas. According to him, only English teachers, with an average score of 83.07, scored positively. The other content area teachers scored in the average range. Finally, in Thornton's study (1989), English and social studies teachers had more positive attitudes than mathematics and science teachers toward content field reading instruction. All of these studies declare the importance of subject taught in influencing secondary school teachers' attitudes toward teaching reading in the content areas.

Similarly, in the Reading Attitudes Scale, significant differences existed between different types of subject taught, favoring Arabic language teachers. Tukey (HSD) revealed that the Arabic language group was statistically significant with only the math group but not with the other groups (social studies and science). Again, the major factor influencing secondary school teachers' attitudes toward reading was content area responsibility, with Arabic language teachers having the highest mean attitudes.

It is expected that Arabic language teachers value reading more than other content area teachers since they teach reading in secondary school. Also, Arabic language

teachers read different types of literature, which may increase their attitude toward reading, while math teachers are more focused on math problems and numbers.

### The Relationship Between Teachers' Attitudes Toward Reading Instruction and Their Attitudes Toward Reading

Finally, this study reported a moderate but positive correlation between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading ( $r = .31$ ). This positive relationship between the attitudes toward teaching reading in the content areas and the attitudes toward reading was stronger for the Arabic language teachers compared to other content area teachers (social studies, math, and science). This suggests that a positive attitude toward reading helps Arabic language teachers more than the other content area teachers to develop positive attitudes toward teaching reading in their classrooms. Since Arabic language teachers held higher positive attitudes toward both teaching reading in the content areas, and reading in general, it is not surprising that the relationship between the two attitudes was stronger than that for teachers of other subjects.

When teachers become effective and devoted readers, they develop good reading skills and strategies to make reading more enjoyable and effective. Using these reading skills and strategies helps them develop positive attitudes toward reading instruction in the content areas. Positive attitudes toward reading and teaching reading help teachers also develop the ability to incorporate reading skills and strategies in their classrooms, which in turn is reflected in students' language development and achievement in those content areas.

### Implications of Study Results

The results of this study involve different aspects of reading and teaching reading in the content areas. Hence, this section offers some comments and educational implications that may impact education in general and reading and teaching skills and strategies in secondary schools in particular. The following implications of the study results are pertinent for secondary school teachers and educators.

#### Implications for Teachers and Instructors

1. This study revealed that secondary school teachers held positive attitudes toward teaching reading in the content areas. This implies that secondary school teachers enjoy and value their work in general and teaching reading skills and strategies in particular.
2. The analysis of the 24 items on the inventory revealed that the highest mean score was given to the statement “A teacher who wants to improve students’ interests in reading should show them that he or she likes to read.” If this is true, this implies that secondary school teachers should model the love of reading in different ways. For example, teachers can show their students that they are readers by reading in school so that their students can observe their teachers enjoy reading. Secondary schools can implement a regular sustained silent reading time to help teachers use this time to read books, visit the school library, and show their students that they value reading and books.
3. The analysis of the inventory revealed also that the following statement: “A content area teacher is obliged to help students improve reading ability” gained a high mean score. This implies that secondary school teachers are aware of their

important role in improving students' reading abilities. They are also aware that students' reading abilities can be developed and need to be improved as they encounter content area text materials.

4. This study also revealed positive attitudes toward reading held by secondary school teachers. This important finding implies that Saudi secondary school teachers value reading and recognize its importance especially for them as teachers.

5. The analysis of the 20 items on the inventory revealed that teachers identified reading is very relaxing; reading is important in today's world; and reading is important for them as teachers, as the most descriptive three statements. This positive attitude toward reading can help teachers to foster the love of reading in their students. "Teachers who already love reading so much that they always have time to read may engender enthusiasm in their students more easily than teachers who don't", writes Hansen, (1987, p. 24, cited in Morrison, Jacobs, & Swinyard, 1999, p. 98).

#### Implications for Educators and Teacher Training Institutions

1. This study revealed that secondary school teachers' attitudes toward teaching reading in the content areas and toward reading could be measured reliably and validly by a simple Likert scale. Attitude measures can be useful when working with teachers. Instructional supervisors, principals, and educators can use the scales utilized in this study to measure preservice and inservice secondary school teachers' attitudes toward reading and teaching reading in the content areas. The knowledge gained from assessing teachers' attitudes toward reading instruction and toward reading in general seems

important to help educators in developing secondary reading programs and to strengthen the teaching of reading whenever needed in secondary school content areas.

2. This study revealed that secondary school teachers held positive attitudes toward teaching reading in the content areas. Having positive attitudes toward teaching reading in the content areas required educators to transfer this attitude into practice by developing secondary reading program that enable teachers to incorporate reading skills and strategies in their classrooms and measure their attitudes again to evaluate the effectiveness of the program.

3. In this study, Arabic language teachers scored significantly higher than social studies, math, and science teachers in attitudes toward teaching reading in the content areas and toward reading. To have high positive attitudes toward reading and reading instruction in secondary school means that Arabic language teachers have been exposed to different training or preparation about reading in general and teaching reading skills and strategies in particular either before or during their official teaching. This implies that secondary school teachers other than Arabic language teachers need also to be trained and prepared to teach reading in their classrooms and to develop positive attitudes toward reading in general. Cooperation with Arabic language teachers, university reading courses for preservice teachers, workshops, and inservice training programs may help in enhancing secondary school teachers' positive attitudes toward reading and increasing their knowledge about specific skills and strategies needed in specific content areas.



4. This study reported a positive correlation between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading. That means the more positive the teachers' attitudes toward reading instruction, the more positive the attitudes toward reading. Therefore, educators should carefully develop reading programs that help teachers to develop their attitudes toward both reading and reading instruction. Taking into account this relationship between teachers' attitudes toward reading and teaching reading in secondary school may help also in spreading reading awareness among secondary school teachers.

#### Implications for Researchers

1. This study revealed that secondary school teachers held positive attitudes toward teaching reading in the content areas when the definition of content area reading instruction concept was provided. Providing a clear definition of the concept of content area reading instruction seems important when attempting to measure teachers' attitudes toward teaching reading in the content areas. Providing a definition of the concept "content area reading instruction" helps teachers avoid inadequate knowledge of the concept and perhaps assists them in responding more positively overall toward teaching reading in the content areas.

2. This study reported no influence of gender and school level on both teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading. This implies that male and female, and middle and high school teachers' attitudes toward teaching reading in the content areas and toward reading seem to be similar, and positive attitudes of teachers might be related to another factors.

Therefore, researchers should examine another variables other than gender and school level that may affect teachers' attitudes toward reading instruction and reading in general, such as teaching experience, degree level, and teachers' early experiences before they enter the profession.

3. This study reported positive attitudes toward teaching reading in the content areas without looking to the real reading instruction practices at secondary classrooms. Therefore, further study should examine the beliefs and attitudes of secondary school teachers in relation to their actual reading practices.

4. Without measuring their reading habits or type of reading, this study reported positive attitudes toward reading held by secondary school teachers. Therefore, it seems important to further research secondary school teachers' reading habits inside and outside school building.

### Recommendations

Based on the findings of this study, and the comments and implications offered for teachers and educators, the following recommendations are presented for secondary school teachers and for educators who are involved in the preparation of teachers.

#### Recommendations for Secondary School Teachers

1. Work on developing positive attitudes toward reading and toward using appropriate skills and strategies to support the learning of concepts and to increase students' comprehension in your content areas. Attending workshops, seminars, and reading classes at universities is one important way to develop positive attitudes toward reading and teaching its skills and strategies in the content areas. Reading about reading

and its importance for both teachers and students, and serving as a model of an active reader inside and outside school can also increase the awareness level of reading for the school society and the general society.

2. Guide students to develop skills, techniques, and attitudes essential to reading and comprehending the materials they encounter in and beyond the classroom. Teachers can guide students by providing appropriate activities before, while, and after students read a passage in order to help them understand what they encounter. Teachers can also enhance students' use of background knowledge, text structure and feature knowledge, and metacognitive knowledge.

3. Model content area reading skills and strategies in personal and professional reading. Teachers should show students how text becomes readable and interesting when using appropriate skills and strategies before, during, and after reading. Teachers should show students also how reading strategies are useful when meeting difficult text and for increasing comprehension.

4. Help students to develop positive attitudes toward reading since teachers are the most significant force in the development of students' positive attitudes toward reading. Teachers can help students develop positive attitudes toward reading by showing them that they enjoy reading, creating within each classroom a positive atmosphere, providing pleasurable reading experiences for students in their classes, allowing time for recreational reading during school hours, and regularly visiting the school library and public libraries with their students. Teachers also might, themselves, seek to become visible positive models of adults who read not only for utility but also for

personal improvement and pleasure. “Educators agree that the ultimate goal of teaching reading is to produce readers who not only can, but will read for the rest of their lives” (Warncke & Powel, 1990, p. 8).

5. Work on increasing knowledge of the reading skills that are needed by secondary students, and knowledge of ways to help students learn specific skills and strategies needed for their content areas. Teachers can reach this goal by enrolling in reading courses, workshops about secondary school reading, and/or inservice training programs.

6. Work on strengthening the relationship with Arabic language teachers to increase awareness of some reading skills and strategies needed in each content area. Some ways of improving such a relationship are arranging regular discussion meetings with Arabic language teachers, inviting them to attend some of your classes, and attending some reading classes. Cooperating with Arabic language teachers can also help in identifying specific reading and studying problems in order to provide appropriate help for students.

#### Recommendations for Educators and Teacher Training Institutions

1. Make courses available in content area reading instruction to all secondary teachers (preservice and inservice) by colleges of education at the universities. Reading courses are important in enhancing teachers’ positive attitudes toward the importance of reading and to increase their knowledge about specific skills and strategies to employ in their classrooms. Teachers need this course since they feel that content area reading

instruction is important and necessary, and that they can teach reading in their classrooms.

2. Provide workshops about content area reading instruction for inservice secondary school teachers with a focus on specific reading skills and strategies needed in different content requirements of subjects. A well-organized inservice training for all secondary school teachers should be offered also to help them develop positive attitudes toward reading and build confidence concerning their effectiveness at incorporating reading instruction into their classrooms.

3. Work on developing appropriate preservice and inservice training programs to increase secondary school teachers' full understanding of the importance of integrating the necessary reading skills and strategies with their subject matters. Secondary school teachers should be an effective part of any effort to develop secondary reading programs since they carry the responsibility of teaching reading in the content areas.

4. In teachers' evaluations, include to what extent the teacher implements content area reading skills and strategies in his or her lesson plan and classroom practices. Supervisors' reports about teachers' work should also include evaluation of the teacher's level of reading and the extent to which he or she models reading habits.

5. Increase the level of cooperation between the two educational institutions (the Ministry of Education and the General Presidency of Girls' Education in the Kingdom of Saudi Arabia) to develop appropriate reading programs in secondary schools, and to plan needed workshops and preservice and inservice programs to enhance teachers' attitudes toward reading and teaching reading in the content areas, and to

increase teachers' awareness of some reading skills and strategies needed in specific content areas.

### Suggestions for Further Research

The following suggestions are offered for further research in reading instruction in secondary schools. This current study was an attempt to investigate some aspects of teachers' attitudes toward teaching reading in the content areas and toward reading in general. However, there are other aspects that could also be investigated in order to fill some gaps in the reading instruction field. The researcher suggests the following for future research.

1. Since this study was done in Riyadh, and the sample of this study was randomly chosen from secondary school teachers in this city, it is recommended that this study be replicated and extended to other geographical areas in the Kingdom of Saudi Arabia and in other Arabic countries.
2. Since this study dealt with only secondary school teachers, elementary school teachers' attitudes toward reading and teaching reading in the content areas should be examined to see if they differ significantly from secondary school teachers.
3. Since teachers support content area reading instruction, researcher should examine obstacles which impede their desire to incorporate reading skills and strategies in classroom practices, and see if these obstacles relate to the curriculum, school, students, or personal.
4. This study examined only four content areas (Arabic language, social studies, math, and science). Further study should examine another content area teachers' attitudes

toward teaching reading in the content areas and toward reading, such as English teachers, religion teachers, physical education teachers, and so forth.

5. Further study should also investigate superintendents and other administrators' attitudes toward reading and teaching reading in the content areas, and examined whether there is a relationship between their attitudes and secondary school teachers' attitudes.

6. The beliefs and attitudes of secondary school teachers should be investigated in relation to their actual reading practices, and, also, in relation to their students' attitudes.

7. Additional research should be conducted to discover secondary school students' attitudes toward teaching reading skills and strategies by the content area teachers, and to determine whether providing reading instruction affects their academic achievements.

8. Additional research should also be conducted to describe the reading habits of preservice and inservice teachers since it is important in influencing their attitudes in teaching reading skills and strategies, and in influencing students' reading habits and attitudes toward reading.

9. Additional research should be conducted to see if other variables, such as teaching experience and degree level which may affect secondary school teachers' attitudes toward reading and teaching reading in the content areas.

### Summary

The purpose of this study was to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas, and toward reading. It sought to discover if there are differences in teachers' attitudes toward teaching reading in the content areas and toward reading, depending on their gender, school level (middle and high school), and the subject taught (Arabic language, social studies, math, and science). Moreover, this study aimed at examining the relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading.

A questionnaire technique was used to gather the data. The questionnaire was composed of two sections. Section one requested a demographic information including gender, school level, and subject taught. The second section included two scales: The Revised Vaughan Attitudes Scale to measure secondary school teachers' attitudes toward teaching reading in the content areas, and the Reading Attitudes Scale to measure secondary school teachers' attitudes toward reading. Of the 350 questionnaires distributed to inservice secondary school teachers (Arabic language, social studies, math, and science teachers), a total of 307 teachers (167 male and 140 female) were the respondents.

In addition to descriptive statistics, two-way Analysis of Variance (ANOVA) was used to analyze the data. Gender was held constant as an independent variable, and school level and subject taught were each compared to gender in two 2-way ANOVAs, once with the attitudes toward teaching reading as the dependent variable, and once with



attitudes toward reading as another dependent variable. Pearson correlation procedure was used to examine the relationship between secondary school teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading. The effect size and observed power results were reported and all the statistical hypotheses were examined at the .05 level of significance.

Results of the 24-item Revised Vaughan Attitudes Scale revealed that secondary school teachers expressed positive attitudes toward reading instruction when given a specific definition of the content area reading instruction concept. Secondary school teachers felt that to improve students' interests in reading, the teacher should show her/his students that he or she likes to read. They felt that reading instruction in secondary school is not a waste of time, and teachers are obliged to help students improve their reading ability of material within the teachers' specific content areas. Teachers also felt that the content area teacher can play an important role in influencing reading attitudes of students, and that they should help their students set purposes for reading. However, secondary school teachers were less likely to agree that they share the responsibility for teaching reading with Arabic language teachers, and with elementary school teachers. They also were less likely to feel that they are responsible for teaching library and reference skills, or that the teaching of concept development should be taught in the class.

Results of the 20-item Reading Attitudes Scale revealed that secondary school teachers also expressed positive attitudes toward reading. Teachers valued reading most because they find it very relaxing, it is important in today's world, and it is important for

them as a teachers. However, secondary school teachers were less likely to agree with the statements: “I’d like to spend a day reading if I had the time,” “I like to spend money to buy books,” and “I like reading more than I like a lot of other things.” The adjusted score earned for the negative statement: “There are many things I would rather do than read (N),” indicates that teachers would rather do other activities than read.

The inferential statistics of the study revealed that gender and school level were not found to be influential factors on teachers’ attitudes toward teaching reading in the content areas, and on teachers’ attitudes toward reading. However, subject taught was found to be a significant factor in both teachers’ attitudes toward teaching reading in the content areas and their attitudes toward reading. Arabic language teachers scored significantly higher than social studies, math, and science teachers in mean attitudes toward teaching reading in the content areas and toward reading.

Another finding of this study was that teachers’ attitudes toward teaching reading in the content areas were significantly related to teachers’ attitudes toward reading. This positive relationship between the attitudes toward teaching reading in the content areas and the attitudes toward reading was stronger for the Arabic language teachers compared to other content area teachers (social studies, math, and science).

Based on the findings of this study, and the comments and implications offered for teachers and educators, recommendations were presented for secondary school teachers, and educators who are involved in the preparation of teachers. Among the study recommendation were that secondary school teachers were recommended to guide students to develop skills, techniques, and attitudes essential to reading and

comprehending the materials they encounter in and beyond the classroom; model content area reading skills and strategies in personal and professional reading; and help students to develop positive attitudes toward reading, since teachers are the most significant force in the development of students' positive attitudes toward reading.

Educators and teacher training institutions were also advised to make available courses in content area reading instruction to all secondary teachers (preservice and inservice); provide workshops about content area reading instruction for inservice secondary school teachers with a focus on specific reading skills and strategies needed in different content requirements of subjects; and include in teachers' evaluation to what extent the teacher implements content area reading skills and strategies in his or her lesson plan and classroom practices.

Among the researcher's suggestions for future research are: replicating and extending the study to other geographical areas in the Kingdom of Saudi Arabia and in other Arabic countries; examining elementary school teachers' attitudes toward reading and teaching reading in the content areas to see if they differ significantly from secondary school teachers; examining another content area teachers' attitudes toward teaching reading in the content areas and toward reading, such as English teachers, religion teachers, physical education teachers, and so forth; and investigating the beliefs and attitudes of secondary school teachers in relation to their actual reading practices, and, also, in relation to their students' attitudes.

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## Appendices



**APPENDIX A**

**Cover Letter to Secondary School Teachers**

**(English Version)**

### Cover Letter to Secondary School Teachers

Dear middle and high school teacher:

Thank you for receiving this questionnaire. I would like to ask for your cooperation and time in filling out the information requested. The main purpose of this study is to investigate the attitudes of secondary school teachers in the Kingdom of Saudi Arabia toward teaching reading in the content areas and toward reading. I would like to clarify that teaching reading in the content areas means: *The teaching of vocabulary development, comprehension skills and other reading and study skills within a given subject domain in order 1) to help students comprehend the materials they encounter in and beyond the classroom and 2) to become independent readers and learners.*

It will take you approximately 10 to 20 minutes to complete the entire questionnaire. The data collected will not be used for any other purpose than to be included in my doctoral research at Ohio University in the United States of America. Anonymity is also absolutely guaranteed, and no person will see your completed questionnaire but the researcher.

First, please complete the demographic data in the form included. Then in the two scales, you will find sets of statements that describe secondary school teachers' attitudes toward teaching reading in the content areas and toward reading. Please indicate your relative degree of agreement or disagreement with each statement in the first scale and the descriptive statements of you in the second scale.

There are no expected risks of participating in this study; however, your participation is valuable and it will be beneficial in providing help and support in 1) assessing secondary school teachers' attitudes toward teaching reading and toward reading and 2) developing programs for teaching reading in secondary schools.

Please return the completed questionnaire in the envelope provided to the school principal. Thank you for your time and effort; please keep the pen.

Saleh Alnassar

**APPENDIX B**  
**Demographic Data**  
**(English Version)**

Demographic Data

Please respond to the following information about yourself by marking (X) for the correct choice.

1. What is your gender? \_\_\_\_\_
  - A. Male \_\_\_\_\_
  - B. Female \_\_\_\_\_
2. Which do you teach? Mark the present level.
  - A. Middle School (grades 7 to 9) \_\_\_\_\_
  - B. High School (grades 10 to 12) \_\_\_\_\_
3. Which of the following subject areas do you teach?
  - A. Arabic Language \_\_\_\_\_
  - B. Social Studies \_\_\_\_\_
  - C. Math \_\_\_\_\_
  - D. Science \_\_\_\_\_

## **APPENDIX C**

### **The Revised Vaughan Attitudes Scale**

**(English Version)**

## Scale #1

## Secondary School Teachers' Attitudes Toward Teaching Reading in the Content Areas

To remind you, the definition of teaching reading used in the following questionnaire is: The teaching of vocabulary development, comprehension skills and other reading and study skills within a given subject domain in order to help students comprehend the materials they encounter in and beyond the classroom and to become independent readers and learners.

Please, mark your response to each statement based on the following scale:

Strongly agree = 5; Agree = 4; Neutral = 3 Disagree = 2; Strongly disagree = 1

Statement	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1. A content area teacher is obliged to help students improve reading ability.					
2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.					
3. The primary responsibility of a content teacher should be to impart subject matter knowledge.					
4. Few students can learn all they need to know about how to read in six years of schooling.					
5. The sole responsibility for teaching students how to study should lie with reading teachers.					
6. Knowing how to teach reading in content areas should be required for secondary teaching certification.					
7. Only Arabic Language teachers should be responsible for teaching reading in secondary schools.					
8. A teacher who wants to improve students' interests in reading should show them that he or she likes to read.					
9. Content teachers should teach content and leave reading instruction to reading teachers.					

10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.					
11. Content area teachers should feel a greater responsibility to the content they teach than to any reading instruction they may be able to provide.					
12. Content area teachers should help students learn to set purposes for reading.					
13. Every content area teacher should teach students how to read material in his or her content specialty.					
14. Reading instruction in secondary schools is a waste of time.					
15. Content area teachers should be familiar with theoretical concepts of the reading process.					
16. The teaching of reading is the responsibility of the elementary school only, rather than the secondary school.					
17. The teaching of concept development is part of reading instruction, and should not be taught in my classes.					
18. Teaching library and reference skills to my class is not my responsibility.					
19. Every secondary teacher is responsible for teaching reading in his subject area.					
20. Reading instruction needs only to be offered to poorer readers in the secondary schools.					
21. It is important to refer students to books other than the textbook related to the subject.					
22. It is important to cooperate with the reading teacher about reading skills and strategies that my students may need.					
23. Inservice training should include how to teach reading skills and strategies in the content areas.					
24. The content area teacher can play an important role in influencing reading attitudes of students.					

**APPENDIX D**  
**Reading Attitudes Scale**  
**(English Version)**



## Scale #2

## Secondary School Teachers' Attitudes Toward Reading

Below are some statements teachers could use to describe themselves in general terms. For each statement please mark the number that best indicates how descriptive the statement is of you based on the following scale: Extremely = 5; Very =4; Somewhat =3; Slightly = 2 and Not at all = 1

No	Statement	Extremely 5	Very 4	Somewhat 3	Slightly 2	Not at all 1
1.	I think I am a devoted reader.					
2.	I'd like to spend a day reading if I had the time.					
3.	I get lots of satisfaction from my personal reading.					
4.	Frankly, I do not find reading to be very relaxing.					
5.	The more I read, the more I learn about myself.					
6.	There are many things I would rather do than read.					
7.	Reading is an interesting way of spending time.					
8.	I enjoy reading.					
9.	Reading helps me to understand people better.					
10.	I think in today's modern world, reading is important.					
11.	Reading is a good way to spend spare time.					
12.	I like reading more than I like a lot of other things.					
13.	Reading is one of my favorite activities.					
14.	I would like to have more time to read.					
15.	I like to spend money to buy books.					

16.	There are many books that I would buy to read.					
17.	I like to have books at my home.					
18.	I like to read for enjoyment as well as for information.					
19.	Spending time in the library is not interesting to me.					
20.	Reading is important for me as a teacher.					

**APPENDIX E**

**Cover Letter to Secondary School Teachers**

**(Arabic Version)**

بسم الله الرحمن الرحيم

يحفظه الله

أخي معلم المرحلة المتوسطة أو الثانوية

وبعد،

السلام عليكم ورحمة الله وبركاته

فإني أشكرك أولاً على استعدادك للمشاركة في هذا البحث والإجابة عن فقرات الاستبانة. إن  
أهدف من هذه الدراسة هو التعرف على إتجاهات معلمي ومعلمات المرحلتين المتوسطة والثانوية نحو  
القراءة ونحو تدريس مهاراتها واستراتيجياتها في المواد الدراسية في المملكة العربية السعودية. وللإيضاح،  
فإن المقصود بمصطلح المواد الدراسية هو المواد التي تدرس للطلبة في المرحلتين المتوسطة والثانوية كاللغة  
العربية و العلوم الاجتماعية والرياضيات والعلوم وغيرها. والمقصود بتدريس القراءة في المواد الدراسية  
هو تدريس مهارات واستراتيجيات القراءة ومهارات الدراسة و التعلم والتي تساعد الطلبة على فهم  
و بناء المفردات والمصطلحات المتعلقة بالمادة، كما تعين أيضاً على فهم واستيعاب المادة المقروءة سواء  
داخل الفصل أو خارجه مما يعمل على خلق قراء فاعلين ومعلمين قادرين .

فضلاً، أجب أولاً عن البيانات الشخصية، ثم أجب عن فقرات الاستبانة وذلك باختيار الإجابة  
المناسبة التي تعكس مدى موافقتك لمضمون العبارة .

أمل -شاكراً و مقدراً حسن تعاونك- الإجابة عن جميع بنود هذه الاستبانة بدقة ووضوح. إن  
وجهة نظرك ستحظى بالعناية والاهتمام، علماً أن جميع المعلومات التي تدلي بها لن تستخدم إلا للأغراض  
الإحصائية في هذه الدراسة. بعد الانتهاء من الإجابة عن بنود الاستبانة، فضلاً إعادتها إلى مدير المدرسة.  
لا يسعني إلا أن أتقدم لكم بواقر الشكر وجزيل العرفان على حرصكم، ودقتكم في الإجابة عن  
فقرات الاستبانة، وسرعة إنجازكم ، كما يمكنكم الاحتفاظ بالقلم المرفق.

والسلام عليكم ورحمة الله وبركاته،،

أخوكم الباحث:

صالح بن عبد العزيز النصار

جامعة أوهايو، الولايات المتحدة الأمريكية

١٤٢٠ هـ

**APPENDIX F**  
**Demographic Data**  
**(Arabic Version)**

الجزء الأول: المعلومات الشخصية: (تم وضع نموذجين مختلفين للتعرف على الجنس)

الرجاء التكرم بالإجابة عن جميع أسئلة الاستبانة بوضع علامة ( X ) أمام الإجابة الملائمة:

١. ما المرحلة التي تقوم بالتدريس فيها الآن؟
  - أ. المرحلة المتوسطة ----- (١)
  - ب. المرحلة الثانوية ----- (٢)
٢. ما المادة أو التخصص الذي تقوم بتدريسه الآن؟
  - أ. اللغة العربية ----- (١)
  - ب. العلوم الاجتماعية ----- (٢)
  - ج. الرياضيات ----- (٣)
  - د. العلوم في المرحلة المتوسطة أو (الفيزياء والكيمياء و الأحياء في الثانوية) -- (٤)

**APPENDIX G**

**The Revised Vaughan Attitudes Scale**

**(Arabic Version)**

**Male Teachers as a Sample**

### اتجاهات معلمي المرحلة المتوسطة والثانوية نحو تدريس مهارات القراءة

إن المقصود بتدريس القراءة في المواد الدراسية في فقرات هذه الاستبانة هو: تدريس مهارات

واستراتيجيات القراءة ومهارات الدراسة و التعلم والتي تساعد التلاميذ على فهم و بناء المفردات والمصطلحات المتعلقة بالمادة أو التخصص، كما تعين أيضاً على فهم واستيعاب المادة المقررة سواء داخل الفصل أو خارجه مما يعمل على خلق قراء فاعلين ومعلمين قادرين . فضلاً، قم باختيار درجة الموافقة أو عدمها على العبارات الواردة في الاستبانة بوضع علامة (X) في الخانة المناسبة، وفق المعيار التالي: أزيد بشدة = ٥؛ أوافق = ٤؛ محايد = ٣؛ لا أوافق = ٢؛ أعارض بشدة = ١ .

العبارة					درجة للترافقة				
					أؤيد بشدة	أوافق	محايد	لا أوافق	أعارض بشدة
					٥	٤	٣	٢	١
١. يجب على معلم المواد الدراسية (كالرياضيات و العلوم، واللغة العربية، و المواد الاجتماعية وغيرها) مساعدة الطلبة على تحسين قدراتهم القرائية.									
٢. ينبغي تعريف الطلبة في المواد الدراسية بالمفردات والمصطلحات المتعلقة بالدرس قبل التعرض لهذه المفردات أو المصطلحات أثناء قراءة القطعة المقررة.									
٣. ينبغي أن تكون للمسؤولية الأولى لمعلم المواد الدراسية نقل المعرفة المتعلقة بالمادة فقط.									
٤. عدد قليل من الطلبة يمكن أن يتعلموا كل ما يحتاجونه حول كيفية القراءة في السنوات الست الأولى من الدراسة.									
٥. ينبغي أن تقع المسؤولية الأولى حول تعليم الطلبة كيف يدرسون (أو يذكرون) على عاتق معلمي القراءة فقط.									
٦. ينبغي أن يكون التعرف على كيفية تدريس مهارات القراءة في المواد الدراسية مطلباً للحصول على شهادة التأهل للتدريس في المرحلة المتوسطة والثانوية .									
٧. ينبغي أن يكون مدرسو اللغة العربية - فقط لا غير- مسؤولين عن تدريس مهارات القراءة في المرحلة للمتوسطة والثانوية.									



				٨. ينبغي على المعلم أن يظهر اهتماماً و محبة للقراءة إذا كان يرغب في تحسين ميل الطلبة نحو القراءة.
				٩. ينبغي على معلمي المواد الدراسية أن يدرسوا محتوى المادة فقط ويتركوا تدريس مهارات القراءة لمعلمي القراءة.
				١٠. ينبغي على معلم المواد الدراسية أن يكون مسؤولاً عن مساعدة الطلبة على التفكير في المستويين التفسيري (أو العميق) والمباشر (أو السطحي) عند القراءة.
				١١. ينبغي على معلمي المواد الدراسية أن يكونوا مهتمين بالدرجة الأولى بالموضوع الذي يدرسه بغض النظر عن تدريس أية مهارة للقراءة حتى ولو كان باستطاعتهم ذلك.
				١٢. ينبغي على معلمي المواد الدراسية مساعدة الطلبة على تعلم وضع هدف أو أهداف لما يقرأونه.
				١٣. ينبغي على كل معلم للمواد الدراسية أن يدرس الطلبة كيف يقرأوا النكبات المتعلقة بالتخصص أو المادة.
				١٤. تدريس مهارات القراءة في المرحلة للتوسطة والثانوية مضبوطة للوقت.
				١٥. ينبغي على معلمي المواد الدراسية أن يكونوا على وعي بالمفاهيم النظرية لعملية القراءة.
				١٦. إن مسؤولية تدريس مهارات القراءة تقع على عاتق المدرسة في المرحلة الابتدائية فقط وليس في المرحلة للتوسطة أو الثانوية.
				١٧. إن تدريس أو تنمية المفردات والمصطلحات لدى الطالب جزء من عملية تدريس القراءة، لذا فينبغي عدم تضمينها للنهج الذي أقوم بتدريسه.
				١٨. تدريس مهارات البحث في المكتبة وكيفية الحصول على المراجع ليس من مسؤوليتي.
				١٩. إن مسؤولية تدريس مهارات القراءة تقع على عاتق كل معلم في المرحلة للتوسطة و الثانوية في المجال الذي يقوم بالتدريس فيه.
				٢٠. ينبغي أن يكون تدريس مهارات القراءة فقط للطلبة الضعاف في القراءة في المرحلة للتوسطة والثانوية.
				٢١. إنه لمن المهم أن يتم ربط الطلبة بكتب أخرى خارجية حول الموضوع للدرس غير الكتاب المقرر.

					٢٢. إنه لمن المهم أن أتعاون مع مدرس القراءة حول مهارات واستراتيجيات القراءة التي يحتاجها طليبي.
					٢٣. ينبغي أن يتضمن التدريب على رأس العمل كيفية تدريس مهارات واستراتيجيات القراءة في النواد الدراسية.
					٢٤. يمكن أن يقوم معلم للمواد الدراسية بدور مهم في دعم اتجاه الطلبة الإيجابي نحو القراءة.

## **APPENDIX H**

### **Reading Attitudes Scale**

**(Arabic Version)**

**Female Teachers as a Sample**

بسم الله الرحمن الرحيم

### اتجاهات معلمات المرحلتين المتوسطة والثانوية نحو القراءة

في الاستبانة التالية بعض العبارات التي يمكن من خلالها أن تصف المعلمات أنفسهن بشكل عام اتجاهاتهن نحو القراءة. فضلاً عن إشارة (X) في خانة الإجابة الصحيحة لكل عبارة من عبارات الاستبانة والتي توضح مدى مطابقة العبارة لشخصيتك وفقاً للمعيار التالي:

بدرجة عالية = ٥ ، جداً = ٤ ، إلى حد ما = ٣ ، بدرجة قليلة = ٢ ، ليس صحيحاً = ١ .

م	العبارة	درجة مطابقة العبارة لشخصيتك				
		بدرجة عالية	جداً	إلى حد ما	بدرجة قليلة	ليس صحيحاً
		٥	٤	٣	٢	١
١	أعتقد أنني قارئة مخلصّة أو محبة للقراءة كثيراً.					
٢	أحب قضاء يوم كامل في القراءة عند توفر الوقت.					
٣	أشعر بكثير من الرضا من خلال قراءاتي الخاصة.					
٤	بصراحة، لا أجد القراءة مريحة جداً لي.					
٥	كلما قرأت أكثر، كلما تعلمت الكثير عن نفسي.					
٦	هناك الكثير من الأشياء التي أفضل عملها أو تأديتها غير القراءة.					
٧	القراءة طريقة ممتعة لقضاء الوقت.					
٨	أنا أستمتع بالقراءة.					
٩	القراءة تساعدني على فهم الناس بشكل أفضل.					

١٠	أعتقد أن القراءة مهمة في العصر الحديث.				
١١	القراءة طريقة جيدة لقضاء الوقت الإضافي.				
١٢	أفضل القراءة على عمل الكثير من الأشياء.				
١٣	القراءة هي أحد أنشطتي المفضلة.				
١٤	أود الحصول على وقت أطول (أو أوسع) للقراءة.				
١٥	أحب إتفاق المال في شراء الكتب.				
١٦	هناك الكثير من الكتب التي أود شرائها لأقرأها.				
١٧	أحب اقتناء الكتب في البيت.				
١٨	أحب القراءة لأجل متعة كما هي لأجل الحصول على المعلومات.				
١٩	قضاء الوقت في المكتبة ليس عملاً محبباً إلى نفسي.				
٢٠	تعد القراءة مهمة بالنسبة لي بوصفي معلمة.				

**APPENDIX I**  
**Related Research Correspondence**



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February 10, 2000

A determination has been made that the following research study is exempt from IRB review because it involves:

Category      5- research involving survey or interview procedures, that will not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing or employability

Project Title:    The Attitudes of Secondary School Teachers in the Kingdom of Saudi Arabia Toward Teaching Reading in the Content Areas and Toward Reading

Project Director: Saleh A. Alnassar

Department:    Teacher Educ.

Advisor:        Dorothy Leal

Rebecca Cale

Rebecca Cale, Compliance Manager  
Institutional Review Board

2/10/00

Date

٢٠٢٦ / ٢٠ / ١٤  
٢٠ / ١٤ / ١٤

## ادارة الاشراف التربوى

تسهيل مهمة الباحث/صالح النصار.

المكرمة مدبرة الثانوية/٣/١٢/٢١/٣٤/٤٠/٦٧/٧٧/٨٨/٤٩/٥٨

ثانوية معهد الرياض النموذجي .

المكرمة مدبرة المتوسطة/١١/١٨/٢٣/٥١/٦٠/٧١/٨٤/٩٥/١٠٧

١٣١/١١١

السلام عليكم ورحمة الله وبركاته :-

اتارة الى شرح مدير وحدة الدراسات والبحوث رقم (٥/٦٠٧) وتاريخ ٢٩/١١/١٤٢٠هـ .  
على خطاب الوكيل للاعداد والتطوير التربوى المكلف رقم (٢٩٠٧٤/٢٢/ب/١) في ٢٨/١١/١٤٢٠هـ  
بشأن تسهيل مهمة الباحث/صالح عبد العزيز النصار في قسم المناهج وطرق التدريس بجامعة  
الطك سعود ومنتعت يد رس في كلية التربية بجامعة أوهابو بالولايات المتحدة ويقوم بأعداد  
بحث عن (اتجاهات معلمي ومعلومات المواد التخصصية في المرحلة المتوسطة والثانوية نحو القراءة  
وتدريس مهاراتها واستراتيجياتها في المواد التخصصية) ويتطلب البحث تطبيق استبانة  
على عينه من معلومات المواد التخصصية التالية :

اللغة العربية/العلوم الاجتماعية/العلوم/الكيمياء/الفيزياء/الاحياء/الرياضيات

في مدارس البنات المتوسطة والثانوية في مدينة الرياض .

عليه نأمل تسهيل مهمة الباحث وتعبئة الاستبانات المرفقة من قبل المعلومات حسب التخصصات  
الموضحة ومن ثم اعادتها الى ادارة الاشراف التربوى بمنطقة الرياض.

والله الموفق "

مدبرة ادارة الاشراف التربوى بمنطقة الرياض

موضي محمد العنزل



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم : ٥٨٠٥٩ / ٣٠ / ٤٠٠٠

التاريخ : ١٤٠٠ / ١١ / ١٤

المرفقات : .....



المملكة العربية السعودية

وزارة المعارف

الإدارة العامة للتعليم بمنطقة الرياض

إدارة التطوير التربوي

قسم البحوث التربوية

حفظه الله

إلى : مدير مدرسة

من : مساعد مدير عام التعليم للشئون التعليمية

بشأن : تسهيل مهمة باحث

السلام عليكم ورحمة الله وبركاته وبعد :

تقدم الباحث - صالح عبدالعزيز النصار - المبتعث لجامعة أوهايو لنيل درجة الدكتوراه - بطلب إجراء دراسة بعنوان (( اتجاهات معلمي المرحلة المتوسطة والثانوية نحو القراءة وتدريس مهاراتها واستراتيجياتها في المواد التخصصية )) وتطبيق أداة البحث على عينة من معلمي مدارس المرحلة المتوسطة والثانوية بمدينة الرياض ، وحيث أن مدرستكم ضمن مدارس العينة ، وبناء على تعميم معالي الوزير رقم ٥٥/٦١٠ وتاريخ ١٤١٦/٩/١٧ هـ القاضي بتفويض الإدارات العامة للتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات ، ونظرا لاكمال الأوراق المطلوبة ، نأمل تسهيل مهمة الباحث بتطبيق تلك الدراسة لديكم مع ملاحظة أن الباحث يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث ، ولايعني سماح الإدارة العامة للتعليم موافقتها بالضرورة على مشكلة البحث أو على الطرق والأساليب المستخدمة في دراستها ومعالجتها .

والله يحفظكم ،،،،

د . إبراهيم بن محمد آل عبدالله

## APPENDIX J

### Abstract

ALNASSAR, SALEH, A.  
Curriculum and Instruction/Reading and Language Arts

Ph.D.

August 2000

THE ATTITUDES OF SECONDARY SCHOOL TEACHERS IN THE KINGDOM OF  
SAUDI ARABIA TOWARD TEACHING READING IN THE CONTENT AREAS  
AND TOWARD READING (185 pp.)

Director of Dissertation: Dorothy Leal, Ph.D.

The purpose of this study is to investigate the attitudes of secondary school teachers in Saudi Arabia toward teaching reading in the content areas, and toward reading, and to discover if there are differences in attitudes depending on teachers' gender, school level, and the subject taught. The relationship between teachers' attitudes toward teaching reading in the content areas and their attitudes toward reading in general is also examined.

A questionnaire composed of two sections was used to gather the data. Section one requested demographic information. The second section included the Revised Vaughan Attitudes Scale to measure teachers' attitudes toward teaching reading in the content areas, and the Reading Attitudes Scale to measure teachers' attitudes toward reading. Using the stratified sample technique, 350 questionnaires were distributed; 310 were returned.

In addition to descriptive statistics, two-way Analysis of Variance (ANOVA) was used to analyze the data. The results indicated that although teachers expressed positive attitudes toward teaching reading in the content areas, they were less likely to agree that they share the responsibility for teaching reading with Arabic language teachers and with elementary school teachers, or that the teaching of concept development should be taught in the class. Results of the Reading Attitudes Scale revealed that the teachers expressed

positive attitudes toward reading and value reading because they find it very relaxing, and it is important in today's world.

There was no significant main effect on either teachers' attitudes toward teaching reading in the content areas, or teachers' attitudes toward reading due to gender and school level. However, subject taught was found to be a significant factor in both attitudes scales. Arabic language teachers scored significantly higher than social studies, math, and science teachers in mean attitudes toward teaching reading in the content areas and toward reading. A significant positive relationship was found between teachers' attitudes toward teaching reading in the content areas and teachers' attitudes toward reading. The researcher recommends secondary school teachers to enroll in reading courses and guide students to develop skills and attitudes essential to reading and comprehending the materials they encounter in and beyond the classroom.

Approved Dorothy Leal  
Signature of Director