Teaching Reading Skills in English as a Foreign Language through Interactive Classroom Teaching Versus Plasma Teaching with reference to Grade Ten Students in Addis Ababa

Abebe Damtew Berlie

A Thesis Submitted to

The Department of Foreign Language and Literature

Presented in Fulfillment of the Requirements for the Degree of

Doctor of Philosophy (Teaching English as a Foreign Language)

Addis Ababa University

Addis Ababa, Ethiopia

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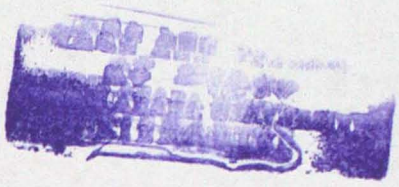
ABSTRACT

Teaching Reading Skills in English as a Foreign Language through Interactive Classroom Teaching Versus Plasma Teaching

Abebe Damtew
Addis Ababa University, 2012



The purpose of this study was to investigate teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching. An experiment was designed and conducted to investigate the difference between teaching reading skills in English as a foreign language with and without Plasma television. The design of the study was mixed method design which consisted of first collecting quantitative data and then collecting qualitative data i.e. both quantitative and qualitative data analysis techniques were employed to analyze the data collected. There were four main measurement tools employed in the pilot as well as the main study: 1) The pre- and post-tests reading comprehension and vocabulary tests, 2) a questionnaire 3) an interview and 4) classroom observation. The pre-and post-tests aimed at measuring reading comprehension and vocabulary. The last three tools namely a questionnaire, an interview, and classroom observation measure the attitudes of both teachers and students toward teaching reading skills and they were used in the post-test only.

The study measured and compared the performance of four groups: two experimental groups (N = 35 and 35) and two control groups (N = 38 and 40) of Grade 10 students at two secondary schools with two teachers from each school in Addis Ababa during a period of four months, one academic semester.

After the administration of the tests, the data were collected and subjected to statistical analysis. An independent and paired t-test was used to test the hypotheses in this study. The results suggested that teaching reading skills through interactive classroom teaching had a positive influence on the subjects' post-test scores. The major findings obtained from the statistical analysis revealed that the

improvement between the pre-test and post-test of reading skills is significantly greater for the experimental groups than the control groups. This suggests that teaching reading skills through interactive classroom teaching has a positive effect on students' reading comprehension. In addition, the results from the comprehension post-test between the two groups were significantly different which suggests that the post-test scores of reading comprehension between the two groups are not equal. The results of the experimental groups outperformed than the control groups students.

Finally, the results of the questionnaires, individual interviews, and classroom observation showed that the students in experimental groups held a positive attitude toward teaching reading skills through interactive classroom teaching and the experimental group students were observed working in small groups and helping each other in trying to understand the passage. The results of the interview and the classroom observation revealed that majority of the students agreed that the classroom teacher was giving better teaching method than the plasma teacher was.

Implications drawn from the findings suggest that, for English language teachers, this research could assist them in improving their current teaching performance and syllabus. Based on both the pilot and the main study, teaching reading skills through interactive classroom teaching would work best in the Ethiopian context if the classroom teacher is given further training to interactive classroom teaching. This study suggests that teachers need to devote significant class time to teaching reading skills through interactive classroom teaching and encourage students to engage in it.

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The following terms are defined in the manner in which they are used in this study.

- Interactive Classroom Teaching: The collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.
- Reading skill: can be described as a cognitive ability which a person is able to use when interacting with written texts.
- Satellite Television (plasma): The electronic transmission and presentation of pictures and sounds through satellite.:

ABBREVIATIONS OF TERMS

- CT Classroom Teacher
- EFL English as a Foreign Language
- ESL English as a Second Language
- ETV Educational Television
- ITV Instructional Television
- PTVT Plasma Television Teacher
- STV Satellite Television
- TR Teaching Reading

NB:

Satellite Television (plasma), Educational Television and Instructional Television are used interchangeably in this study.

CHAPTER ONE

1.1 Introduction

English has been widely used in many areas such as politics, economics, tourism, electronics, telecommunication, culture and science and technology. English is not only a means but also a key to accessing the latest development in science and technology. Therefore, it is necessary for many Ethiopians to have a good command of English to satisfy the growing needs of Ethiopia. In Ethiopia, English is taught and learned in a non – native environment, so reading is not only an important means to gain knowledge but also a means by which further study can take place. "Because of the big role that English has in Ethiopia, people have favorable attitude towards the language and strong motivation to learn it."(Gessesse, 1999:17)

Reading is an essential skill for learners of English as a Second or Foreign Language (ESL/EFL). For many, reading is the most important skill to master. With strengthened reading skills, ESL/ EFL readers will make greater progress and attain greater development in academic their present and future professional careers. According to Carrell (1988:1), "for many students, reading is by far the most important of the four macro skills, particularly in English as a second or a foreign language". This is also true in the case of students of Ethiopian's high school since the reading skill offers them a wide range of interesting information as well as a variety of language expressions and structures which are of great use for developing other language skills.

When dealing with a reading lesson, students often experience the lack of reading skills which are essential for them to overcome the challenges in the classroom. Research into reading has found that effective readers are aware of the strategies they use and that they use strategies flexibly and efficiently (Garner, 1987; Presley, Beard EL, Dinary and Brown, 1992). Researchers believed that these strategies could be taught to ineffective language learners so that they can become more successful in language learning. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence". Teachers should consider teaching

students effective reading skills, especially showing them how to utilize the skills and knowledge that they bring from their first language in order to cope with reading in the second language. Besides developing reading proficiency for students, teachers who train students to use reading skills can also help them to become autonomous language learners. As a result, teaching students learning reading skills is an important duty of language teachers since learning reading skills can help students monitor and take charge of their own learning. Helping students to understand good reading skills learning strategies and training them to develop and use such good reading skills learning strategies can be considered to be the appreciated characteristics of a good English language teacher.

Teachers are not passive recipients of theories but do construct their own theories. For all of these reasons, it would be necessary to have an investigation into teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching and teachers' role in teaching reading skills and their classroom practice.

The current study explored teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma teaching within an Ethiopian Grade 10 student context .This chapter consists of five sections and provides an overall introduction to the study. First, the researcher identifies background of the study (teaching of the English Language in Ethiopia, The current status of English language teaching in Ethiopia, teaching reading in primary and secondary school in Ethiopia and educational television in Ethiopia), statement of the problem and state the objectives of the study as well as the research questions. Next the researcher discusses the significance and scope of the study. Finally, an overview of each chapter of the thesis is provided.

1.2 Background of the Study

Ethiopia is the oldest independent nation in Africa. The current Federal Democratic Republic of Ethiopia is located on a massive rugged mountainous plateau in Eastern Africa. Ethiopia is a large country, twice the size of Texas or about the size of Spain and France combined together. It covers 1,127, 127 square kilometers or 435,071 square miles of area and is the tenth largest of Africa's 53 countries (Ethiopia , www.novelguide.com/a/discover).

Ethiopian's mountainous terrain discouraged foreign invaders; however, this natural fortress posed difficulties for communication and travel, thus resulting in a slow spread of education.

Ethiopia is one of the populous countries in Africa. The population is increasing at an annual rate of about 3 percent, and is expected to be double in the next 14 years. Almost 73 percent of the population is under 18 years of age. Addis Ababa, Ethiopia's capital city has 2,738,248 inhabitants and is growing rapidly. The need for new schools increases with the rising of young population (Federal Democratic Republic of Ethiopia Population Census Commission, 2008).

Ethiopia has an ethnically and linguistically diverse population like most African nations and over eighty languages are used in the country for every day communication (Pankhurst, 1976). Amharic was the language of the imperial rulers for many centuries and is still widely spoken throughout Ethiopia. This is the principal language of instruction in most Ethiopian schools today. Millions of Ethiopians also speak Tigrigna, Oromifa, Somali, or English. The English language is growing in importance as the main language of instruction.

1.2.1 The Teaching of English Language in Ethiopia

When Western education was introduced in Ethiopia in the early nineteenth century, French was the medium of instruction; English was competing with French in schools as a language of instruction before the Italian occupation. English, however, soon took over as both the British and the Americans grew active in Ethiopia. American, British, Canadian and Indian teachers contributed to spread English among the students (Pankhurst, 1976).

During the period of the Italian occupation, the government and non-government schools were closed, and books and other teaching materials were destroyed. The reintroduction of English in the education system is closely related with Ethiopia's struggle to regain its independence during the Second World War (WWII). After the end of the Second World War, schools and colleges were opened. English was used as the medium of instruction in primary schools, until it was replaced in the early 1960s by Amharic. When the Amharic language policy was put into place, English became the medium of

instruction for most of the subjects taught in Grades 7 and 8. English was also the language of instruction at secondary level and in teacher training institutions. There are some factors that necessitated the use of the English language in post-war Ethiopian schools. The first factor was the presence of British legations in Ethiopia and the continual efforts of the British Council in the 1930s which contributed to the acceptance of English for official purposes (Brown, et al, 1976 cited in Abiy, 2006).

According to Abiy (2006) the second factor was the efforts of Ethiopian reformers, Dr Workneh and TeferaWork. These two persons supported English to replace French. Because Dr.Workneh liked the British way of doing things, he brought eighteen Indian teachers to teach English in the schools. Teferawork, who worked as an interpreter at the British legation, also wanted to emulate the British in most matters of style. Between 1961 and 1974, "up to 40 per cent of the secondary school teachers were foreigners, mostly Indians. As Peace Corps came for free and were much cheaper than the Indian teachers, the Ethiopian government chose quite naturally the free supply of secondary school teachers" (Tekeste , 2006:21).

The third was that the British had made a considerable sacrifice to help Ethiopia fight against the then occupying Italian army. The then Emperor of Ethiopia, Hailesellasie and the people in general were grateful for the assistance they got from Britain. This led the Emperor to follow the British way of doing things (Spencer, 1984). Gessesse (1999: 17) also noted, "After the Italian occupying force was driven out of Ethiopia with the help of the British army in 1941, British influence in Ethiopia began to grow and spread; and as a result of this, the English language became the dominant foreign language in the country".

The attitude and motivation on the part of the great majority of Ethiopian students was favorable for the rapid acceptance and expansion of the English language in the education system. Students were to be educated in English and had to have a fair level of proficiency to get good jobs. According to Bowen et al. (1976: 622) cited in Abiy, 2006), "The ultimate end for which English prepares a student is a job placement, mostly in government service, where both English and Amharic are used as languages of interchange and reporting".

Therefore, it was not surprising that these basic factors made a shift from French domination to English domination in schools. Both government and non-government schools played significant roles in the spread of English in education in Ethiopia. Almost all of the curricula and teaching materials, especially for high schools, were imported from Britain. According to Tekeste (2006:4), "Secondary school teachers had relatively fewer problems in locating teaching manuals, since they were the same as those used in Great Britain." Ethiopian students were encouraged to sit for the same examinations, as would students in Britain and the College Entrance Examination in the USA. These examinations as well as the textbook were difficult for students to pass. Because of this, students could not be successful in using English as a medium of instruction. Tekeste (2006:22) has noted, "The overwhelming majority of secondary teachers stated that using English language as a medium of instruction created great difficulties both for themselves and their students."

Stoddart (1986: 18-19) in his study pointed out the following about the English language ability of the vast majority of students in Ethiopia:

> Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing. ... as a result of the inability of students to function through English, the quality of teaching and learning in schools has been very adversely affected. At best, it means that mere rote learning often prevails, with no critical and creative participation of students, and little enough of even simple comprehension by them of what they are being told. And at worst it means that some – possibly many – students whose English is not sufficient even for rote learning spend most of their class hours copying down notes that the teacher has written on the blackboard, and transforming them in the process into complete nonsense. In such a situation it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction.

Moreover, the main reason for student failure in the secondary school was the lack of proficiency to benefit from English as the medium of instruction and because of problems with English. For this reason, there was a sharp decline in the standard of English of students and teachers in the 1970s and 1980s (Dendir, 1981 cited in Berhanu, et al. 2007).Tekeste has summarized the effect of using English as a medium of instruction as follows:

> The use of English as a medium of instruction from Grade seven onwards has been extremely negative. The foreign medium has functioned as a barrier between students and their relatives at home. The generation gap became even sharper because of the medium of instruction, which turned school children into more sophisticated and infallible "semi-gods." Most of those who left school before 1974 believed themselves to be the unspoken leaders of Ethiopian society (2006:54).

After 1974, in the Derg regime, the teaching of English language was getting worse and worse. At that time, English was used mainly as an instrument of struggling against imperialism. Because more attention was given to political indoctrination rather than learning, the standards of both English and education fell drastically. As a result, English was used as a scapegoat for these falling standards. Amharic, therefore, became the language of instruction with teachers giving clarifications and at times whole lectures in Amharic at both secondary and tertiary levels, while the examinations remained in English (Mickael, 2003). In consequence, the government stated that Amharic would officially replace English as the medium of instruction at all levels. Tekeste (2006) shows in his study that although the military/socialist regime was quite close to replacing English with Amharic in primary and secondary education; the experience accumulated during its reign was completely swept away by the regime that succeeded it.

The present government(EFDR) revived and strengthened the role of English is as a medium of instruction. It has been stated that the New Education and Training Policy,in1994, has capitalized the role that English plays in the education system and the recent introduction of English as a subject starting from Grade one and the allocation of greater English contact hours at tertiary level indicate the present government's concern and commitment to improve the quality of English (Mickael,2003; Haregwoine,2007).

Since the introduction of the New Education and Training Policy in 1994, English has been taught as a subject as of Grade 1 in all regions, without exception. Some private schools even went to the extent of using English as a medium of instruction at the primary level. Apart from this, according to the policy, regional governments may determine their own policies on language of education in Grades 1 to 8. Thus in some regions local languages are used as medium of instruction (MOI) in Grades 7 and 8 (e.g. in Oromiya, Somali, and Tigray regions), in others English is still used as MOI for non-language subjects (e.g. Gambella, SNNPR), and yet in others English is partially used as MOI to teach science and mathematics (e.g. Amhara Region). Officially English is the medium of instruction from Grade 7.

But in reality in many parts of the country subjects are taught in the regional languages both in Grades 7 and 8 though textbooks for junior secondary schools (Grades 7 and 8) are still written in English.

The students could not follow their studies in English because their knowledge of English was poor and the teachers could not help their students since they themselves were not good at English.

The teaching of English as a subject and its use as a medium of instruction in the first and the second cycle of primary school is also seriously under-resourced. Teacher under preparedness is a major challenge in both cycles. As Berihanu (1999) observed, the quality of English language instruction suffers mainly from the lack of qualified English language teachers, overcrowded classes and lack of sufficient books and facilities. The low quality of teaching materials and inappropriate and inefficient teaching methodology used by the English language teachers, also seem to have aggravated the problems.

English also remained the medium of instruction in secondary and tertiary level .However, the nature of the decline in the quality of education that prevails at secondary schools mainly concerns the capacity of students to follow their lessons in English. The position of English as medium of instruction was further affected by the expansion of the secondary school sector. In a period of ten years the number of secondary school students increased from 450,000 to 620,000. The impact of such expansion was that few teachers teaching at the secondary schools are qualified to teach in English (Tekeste, 2006).

1.2.2 Teaching Reading Skills in English as a Foreign Language

Reading is an indispensable skill for learners of English as a Second or Foreign Language (ESL/EFL). For many countries like Ethiopia, reading is the most crucial skill to master. Many do not realize that reading will continue to be an indispensable tool for acquiring knowledge, advancing one's social and economic status, improving one self and developing new insights and perspectives (Vacca and Vacca, 1986). With strengthened reading skills, ESL/ EFL readers will make greater progress and attain greater development in their academic, present and future professional careers. Nowadays, the ability to read English fluently will be useful particularly if one needs to obtain information from internationally-based references and materials. As Ethiopian students, like many ESL/EFL readers,

gain wider access to electronic data bases through the Internet, it is reading, more than any of the other English language skills, that offers them access to information.

The ability to read has long been considered by literate societies to be one of the basic building blocks affecting commercial exchange, cultural advancement, and personal independence. High levels of literacy are even more important as we move through the 21st century. In fact, we are now exposed to more information that requires reading and synthesizing. Now, we depend on our reading abilities in every area of our life: our careers, following direction in brochures for household equipment as well as being informed citizens. The demands on students to read, comprehend and evaluate complex information have never been greater before than present times. Jobs in technology, information and management dominate the workplace, leaving few opportunities for the uneducated. Students in schools today require a strong foundation of literacy to enable them to participate in an increasingly educated workforce. Even reading in contexts outside the academic classroom, such as daily encounters with newspapers and e-mails, or reading novels for entertainment, represent important aspects of the development of academic reading skills (Grabe, 2009:20).

Students need strong reading skills in order to excel in academics, create meaning in their environment, and productively function in society (Forget and Bottoms, 2000; Meltzer, 2001). They need reading skills in careers, households, in citizenship, and in their personal lives (Guthrie, 1988; Guthrie, Schafer, Wang, and Afflerbach, 1995; Meltzer, 2001; D'Arcangelo, 2002).Reading and literacy development of adolescents prepare them for success and learning in school and throughout their lives beyond school (National Reading Panel [NRP], 2000).

Students require reading skills (Nuttal, 1996) to analyze and comprehend an excess of knowledge and facts available through the Internet and other media (Moore et al., 1999; Swafford and Kallus, 2002). Good readers can take on information, make critical decisions, and form opinions (D'Arcangelo, 2002). Developing students' literacy skills empowers students to grow, improve, and develop; but most secondary educational systems are not adequately preparing students to develop the types and levels of reading and literacy critical for success (Snow, 2002).

As is known, learning reading is one of the greatest accomplishments in school life because it is the foundation for learning and academic achievements (Paris, 2005). In fact, it is not an easy task and is probably the most complex mental activity we have to do in our whole lives. It is a slow and difficult process and takes time, effort, and practice. It goes without saying that the more practice we have, the more competent we become as readers. It is a complex cognitive task demanding a high level of integration and maturity of a wide variety of abilities and skills (Moyle, 1969).

Reading skills today emphasize an integrated use of multiple strategies while students seek to comprehend texts. Students learn to engage with texts strategically through a process of teacher modeling, teacher scaffolding and support and gradual independent use of strategies to comprehend the text better (Grabe, 2004).

Helping students to understand good reading skills, learning strategies and training them to develop and use such good reading skills can be considered to be the appreciated characteristics of a good English language teacher. However, students in a reading lesson, often come across the lack of reading skills, which are crucial for them to overcome the challenges in the classroom.

We do not have to look much to realize the apparent lack of interest and problems in reading. The low proficiency of English language learners in Ethiopia's classrooms is proof of this growing concern. The problem is so common that we have grown accustomed to seeing them struggle to comprehend written texts. In our classroom today, low proficiency English learners find it a struggle to succeed in the reading comprehension that they need to do as they lack the necessary skills required to understand the passages given to them. These low proficiency English learners are unable to read and comprehend lessons found in textbooks and other materials provided by the teacher. Low proficiency English learners do not act as though they are in control of their reading. They may realize when they come across unfamiliar concepts that they are not getting the meaning of what is being read, but they do not know how to go about helping themselves to understand the text better. There is a tendency on the part of the teacher to spoon-feed information to the students in order to 'cover' the required syllabus. Teachers have huge tasks in trying to teach reading skills to students.

Quite a large number of studies have revealed the deficiency of secondary school students in reading (Lerner 1989).Reading problems are the main reason for student failure . Without the ability to read, students will have a difficult time, not only in school, but also in the world of work (Snow, Burns, and Griffin, 1998). Grabe (2009:6) also confirmed this by saying "A person's future opportunities for success and prosperity will be even more entwined with skilled reading abilities." Quite simply, without solid reading skills, second language readers cannot perform at levels they must in order to succeed, and they cannot compete with their native English-speaking counterparts (Carrell, et al. 1988). Competent readers are able to use their background knowledge to make certain expectations about the texts as they read them.

When the text is culturally unfamiliar, it is important that teachers activate background knowledge by text- previewing which can be in the form of various types of pre-reading activities leading learners towards a better understanding of background knowledge. Background knowledge plays an important role in understanding a text by reading.

Despite the great importance of reading-focused courses of instruction in secondary schools, the reading skills of Ethiopian students particularly in English are not up to the mark or are very unsatisfactory. As noted above, after the Italian occupation, the English language curriculum was designed to give emphasis for the development of students; oral proficiency in English. For example, the 1947/8 and the 1958/9 English language curricula stated that listening and speaking be taught beginning from Grade 1. Abiy (2006) points out that reading began at Grade 3 with learning the names and sounds of letters. In Grade 3, fluent reading was emphasized; and in Grade 4 emphasis shifted to comprehension. In Grade 5, the purpose of reading was to develop facility in both oral and silent reading, to teach words. These included reading basic materials, reading to find specific information, reading to follow directions as given, reading to memorize and reading for enjoyment or appreciation. Students read simplified readers and play that were all about Europe and America (Tesfaye and Tayler, 1976).

Because of lack of materials, during that time, reading materials from Egypt were used to teach English to students with the objective of helping students enrich their vocabulary. In secondary schools, too, New Method Readers or their equivalents were used as teaching materials (Ibid).

The 1967/8 English curriculum for elementary school also showed that reading was not given for students until Grade 4. The role of the teacher was to read the given material orally to present a good model for students. Following the method their teacher used, students were made to practice silent reading and individual oral reading. It was a traditional approach that the teacher could apply in the classroom. The teacher was trained to use teaching silent reading, oral reading, and testing for comprehension.

Reading in Ethiopia was an integral part of any secondary school curriculum. In secondary schools, the general aims and purposes of teaching reading were to increase fluency in reading, to increase and widen the scope of cooperation, to encourage reading for enjoyment, and to introduce students to good English (Tesfaye and Tayler, 1976).

But in reality, the secondary school students were not actively engaged in reading; they were trained to read mechanically through memorization and to passively receive information on the page. Together with poor reading background that students would bring, the approach used to teach reading was adversely affecting the performance and attitude of students. If students lack the skills to read as a way to learn, then schools must provide students with the opportunity to develop appropriate and useful reading skills. One of the major problems in the education of students in developing countries is their poor attainment of proficiency in English. In connection to this, Awol (1999:19) points out, "The proficiency level of our students' English is so low that it does not allow them to follow their studies during their high schools and university years." This may be attributed to the negligence of systematic teaching of reading to the primary and secondary school students. In his study, Gessesse (1999:17) argues this by saying, "Because of such a precarious situation, some parents preferred to send their children to private schools for they considered English is taught better there than in government schools."

1.2.3 Reading Teaching through Interactive Classroom Teaching

Interactive language teaching stresses the importance of providing learners with more activities to interact directly with the target language-to acquire it by using it rather than to learn it by studying it.

It requires the teacher to step out of the limelight, to give a full role to the students in carrying out activities, to accept all kinds of opinions, and to tolerate errors. On the other hand, the students are expected to listen to others (the teacher and other students), to talk with others, and to negotiate meaning in a shared context. "No classroom interaction takes place in a vacuum. Rather, it is embedded in the sociocultural context of an activity, shaped by its practices and participants- both the teacher and students-across time." (Wells, 1999 cited in Kumpulainen and Wray, 2002)

The most workable classroom interactive activities are presentations, pair work, discussions, debates and written exercises. All these activities need to be task oriented so that they can help or nurture students' problem-solving and creative abilities, and can give them experience in functioning in realistic discourse. Brown (2001:48) describes the nature of the interactive classroom as follows:

- Doing a significant amount of pair work and group work
- Receiving authentic language input in real-world contexts
- Meaningful communication
- Performing classroom tasks that prepare them for actual language use "out there."
- Practicing oral communication through the give and take and spontaneity of actual conversations.
- Writing to and for real audiences, not contrived ones.

Well organized interactions will make learners rack their brain, speak their mind, share their views with others naturally. Thus, words slip out or pour out desirably.

According to Brown (2001:166), "Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role." The major roles of the interactive teacher include the roles of a facilitator or coach, a co-learner, a manager, a resource, an independent participant, a researcher and a learner. As a facilitator he makes the process of learning an easier task, helps students to clear away roadblocks and to find shortcuts. As a manager he plans lessons, organizes learning activities; gives feedback and structures classroom time. As a resource, he offers advice and counsel when students seek them. As a researcher and a learner he makes an effort to find out how well students learn intelligently.

The reading skill under the constructivist settings is mainly student-centered as well as teacher-guided. Further, in the constructivist reading classroom, the students, not the teacher, are the subjects of the language lesson and the focus tends to shift from the teacher to the students. Reading is an interactive-constructive task (Winch and Hoogstad, 1985) . In addition, efficient learning also calls for the teacher's guidance. According to Fahraus, et al. (1999), the teacher guides the students, having a dialogue with students, helping students construct their own knowledge by pair work, group work, line-up practice or chain-work. In support of this view, the Ministry of Education (2011) states that the new English curriculum of Ethiopia for high school students is prepared on the basis of 'interactive learning'. It mainly focuses on a 'variety of interaction patterns'. The Ministry points out, "with all the skills students should be encouraged to work on activities in a variety of interaction patterns: pairs, threes, small groups, larger groups and plenary. For listening and reading activities, students check and compare their work together, practicing their English as they do so. For reading, students should read aloud in pairs and small groups rather than reading silently." Working together on reading tasks can expand students' use of these roles, helping them to become more effective decoders and users of a text, more participatory makers of meaning and more aware of how authors manipulate texts.

The reader makes sense by interacting with the text and brings it to life by constructing it anew. The teacher's role in teaching and instruction can never be ignored. Teachers are not passive recipients of theories but do construct their own theories. Williams (1984:3) points out, "Part of the teacher's job is therefore to develop within the learner strategies." In the reading class, the teacher needs to encourage students to create their own meaning from the text, rather than to impose the teacher's interpretation of the meaning upon them though, of course, the teacher may help as a resource to bridge the linguistic and cultural gap that students experience in reading a text (Wilson and Lianrui ,2007).

Accordingly, English reading teaching should be focused on the creation of situations favorable to students' reading construction, in which students are brought into a familiar environment, their interest in reading can be aroused, and their network concept of knowledge related to the text can be activated. They feel less uneasy and more eager to make communications. In the constructivist's view, learning is much easier if students feel less uneasy (see 2.13.4.1).

The ultimate goal of education is to create independent life-long learners. Therefore, students need a variety of skills to succeed beyond the classroom. Schools need to teach and encourage the use of these skills so that students' reliance on teachers decreases as they progress through the school system. Having the ability to comprehend a complex reading passage is important to becoming an independent learner.

According to Fahraus, et al. (1999), a classroom teacher expects that students will be motivated and take responsibility for their own learning, contribute to the group, and encourage others in the group to contribute, be actively involved in the process and complete their assigned task and take responsibility for their own behavior in the group.

For Fahrus, et al. (1999), teachers motivate students to contribute in collaborative learning groups by giving them credit for contribution and persuading them that they are also given opportunity to gain skills. However, these authors add that motivating students to participate may not always be easy.

1.2.4 Educational Television in Ethiopia

Historical studies show that in Ethiopia for more than fifty years radio and television have been used to support primary, secondary, and non-formal education. In 1952/53, the Educational Media Agency (EMA) of the Ministry of Education established the Audio-Visual Centre. The Centre developed, produced and distributed audio-visual teaching aids, and even had a mobile team that traveled to villages and schools to show films and slides.

According to Demissew (1991) for example, Educational Media Agency started to broadcast educational program in 1965. In that year, education was carried out through radio, but after a year, educational television was established and started transmissions in the capital city of Addis Ababa and around Arsi and Shoa administrative regions to promote the teaching-learning process first in elementary schools. The rest of the country did not get the opportunity of learning through this device because of low power of technology, financial constraint, etc. Therefore, the educational television transmitted programs on limited number of areas. Time passed, and then good opportunities came to Educational Media Agency. The Ministry of Information itself requested Educational Media Agency

to broadcast Educational program for adults (Demissew, 1991). So then, Educational Media Agency, in return, received facilities and free use of the transmitters. Gradually, educational television built its own television studio at its present location. However, it was slowed down in 1982. But again, in 1988, it started broadcasting some subjects: English for Grades 7-8; Maths for Grade 7; productive Technology for Grade 8; Science for Grade 7 Adult Education Lessons in Amharic (Ibid).

Finally, it can be said that technology had changed rapidly and then satellite instructional/educational television was established in Ethiopia in 2004. Since the beginning of October 2004, Ethiopian secondary school students followed their lessons via satellite dish which was interrupted in 2010 for the purpose of revising the curriculum. After the Ministry of Education revised the curriculum for solid two years, it has started broadcasting since September 2011. Previously, the program commonly known as education by plasma was beamed from South Africa but now it is prepared by Canadians and transmitted from Ethiopia. The classroom teachers were no longer required to lecture or even explain in English.

This project was designed for secondary school students throughout the country during 2004 with an aim to improve the standard of teaching in view of shortage of laboratories, space, equipment, and dearth of qualified teachers in Ethiopia.

According to a report of Ethiopian Government submitted to UNESCO in July, 2004, Satellite television education was conducted for about 458 secondary schools (from Grade 9-12) with 2,978 televisions. The report also explains why the country uses this technology.

So, it is assumed that teaching English through plasma television in general and reading skills in particular does not make students become active readers, rather it drives them to be passive readers.

Against this backdrop, this study, attempts to investigate teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching in EFL classrooms in relation to the educational objectives and demands of the country.

1.3 Statement of the Problem

In the past, the English language was used as a medium of instruction starting from Grade 7 in Ethiopia. Officially English was the medium of instruction from Grade 7 in the period between 1974 and 1990 (Awol, 1999; Tekeste, 2006). But in reality in many part of the country subjects were taught in the vernacular both in Grades 7 and 8. That the use of English as medium of instruction from Grade 7 upwards was a problem both for students and teachers was noticed as early as 1983. The position of English as medium of instruction was further affected by the modest expansion of the secondary school sector (see section 1.1.1.). The impact of such expansion was that only a few teachers teaching at the secondary schools were qualified to teach in English (Tekeste, 2006).

To this effect, there are certain teacher-oriented factors that cause havoc to English Language Teaching. Most of the teachers teaching English to secondary school students are not competent enough in teaching the language. If the teaching of English was so bad, the teaching of reading skills was much worse, as anyone can guess. In this context, Abiy (2006:30) argues, "The reading problem is part and parcel of the linguistic deficiency of our teachers and students at different levels. The reading problem may even be taken more serious than the other skills because students learn content area subjects and the English language itself through reading."

Reading competence of teachers of English is poor and writing competence also seems to be somewhat poor. Most of the time, teachers are not clear about the aim of teaching reading skills in English. According to Hailom (1993:10) "Schools argue that they cannot prepare students for higher learning because most graduates of institutions of higher learning working as teachers are not professionally competent." Teachers seem to divide the timetable into reading, writing, composition, translation and, grammar and are satisfied so long as the students are kept busy and they themselves don't have any trouble from the higher authorities. Students have had no opportunity to interact with and help one another. They are forced to accept only what their teachers tell them to do. Factors of heterogeneous nature varying from place to place and situation to situation do exist and create difficulties. In line with this, Gessesse (1999:2) observes "...in both levels of schools the active role of the reader is neglected; it is the teacher who constructs meaning for the students either through translation or through paraphrasing." Uncontrollable numbers, poor classroom conditions, lack of

motivation, dearth of support from home and society, pressures of bulkiness syllabus in other subjects, too many languages to be studied at the same time, unhealthy attitudes of the authorities in many cases -all these are factors that often interfere with the teaching of English. In his study, Hailom (1993) points out, "All English teachers complain of large class size, shortage of teaching materials, poorly motivated students as major factors of their inability to teach effectively."

Because of these factors, the standard of English language teaching in general and teaching reading skills in particular is said to be declining day by day. "The capacity of students to follow their studies in English declined continuously throughout the 1980s" (Tekeste, 2006: 37). Besides, this drives home the fact that in general, students are not found to be competent in English because of lack of skills-oriented teaching. The existing teacher-centered procedure tends to make the learners passive recipients of knowledge. A study conducted by Haregewoine (2007:3) noted, "Most teachers in Ethiopian secondary schools still seem to use the teacher–centered approach". No chance is given to students to interact or communicate with their teacher or among themselves. Even after studying the language for several years students are not able to speak or write on their own. According to Tekeste (1990:30), "The students could not follow their studies in English because their knowledge of English was poor and the teachers could not help their students since they themselves were not good at it." As a result, after completing high school students are unable to speak the target language and write independently. Hailom (1993) contends, "...even the most highly selected students joining the universities have serious problems with English Instructors and Professors complain that students can hardly communicate in the language." In his research Alamirew (1992) also argues, "The students who succeeded in joining the universities do not seem to be significantly better than those who have completed but didn't join." Gessesse (1999: 25) also says "The language proficiency of many of the students who come to the Universities and Colleges is low perhaps because of the poor language background that they bring from the primary and secondary schools".

This suggests that the low proficiency of the English language of the Ethiopian students could be due to the inappropriate methodology which their teachers use. Haregewoine (2007) contends, "The low quality of teaching materials and inappropriate and inefficient teaching methodology used by the English language teachers also seem to have aggravated the problems". Unfortunately, the syllabus and the teaching method in the educational institutions of Ethiopia do not correlate with the needs and

the purpose of the learners. Tesfaye and Taylor (1976) points out, there was a great gap between the provisions of the curriculum and actual classroom operations. These happened because of the following reasons:

a. The teaching method in high schools is not learner-centered, so students' involvement in learning through question and discussion is negligible. The methodology which most teachers use was the already rejected traditional type" (Birhanu Haile, 1999:83 cited in Haregewoine, 2007).
b. Only oral lecture method is the dominating method in the high schools where the role of learners is not that of active participants (Abiy, 2006).
c. No chance is given to the students to communicate or interact with the classroom teacher, the televised teacher or among themselves (Abebe, 2007).
d. Televised teacher's activities mainly consist of simple oral presentation through out class time (Ibid).

Owing to many such reasons the students fail to comprehend textbooks properly. This is largely reflected in the poor performance of the students both in their classes, as well as in their every day life. Particularly, to show the seriousness of the reading failure, Tekeste (2006: 39) raises a question and answers it: "How serious is the problem of English in Ethiopian schools? The decision to improve the proficiency of English through plasma teaching is in a way proof of the seriousness."

Fully cognizant of this precarious situation, the Ministry of Education has designed a new educational technology (Satellite Television) to be used throughout the country with the aim of presenting abstract concepts in a simplified manner, transmitting uniform education to a large number of students in different parts of the country ,at the same time enabling students to have access to model and competent teachers and demonstrate laboratory equipment found in one place (classroom) to other learning classrooms (MoE'S report to UNESCO, 2004).

This project started on an experimental basis in 2004 for teaching six subjects (English, Mathematics, Physics, Chemistry, Biology and Civics and Ethical Education) for students of Grades 9 to 12. The lectures were syllabus-based and were telecast in school hours as part of school activities. As one of the six subjects chosen for this experimental project, English as a foreign language is also being taught

by STV (plasma) as mentioned above.

Some studies were conducted (for example, Briton 1991; Oxford, et al. 1993) in the area of educational television support by the use of TV in classrooms. They argue that instructional television is very important as it facilitates the task of language learning. They further note that it helps the classroom teacher to motivate students by bringing real life situations into the classroom and presenting language in its communicative situation.

In contrast, some other researchers like Mander (1978) and Amare (1998) argue against the use of satellite television. For them, the device is educationally and socially harmful. It hinders the psychological development of the young learner's mind since it encourages passive learning. To put it differently, it discourages active mental engagement, making short thinking spans and ultimately leading to the habit of using automatic processing on the part of the learner while trying to engage in thinking.

With regard to the case of Ethiopian education conducted via plasma television, Tekeste (2006) says, "Although it is too early to assess the impact of plasma education the evidence that can be gleaned from teachers and students is sufficient enough to hazard some remarks". To mention a few, some drawbacks of plasma television mentioned by Tekeste (2006:32) are listed below:

- The lectures though based on the Ethiopian curriculum are read too fast, so that students have no chance of listening to and making notes at the same time.
- A lecture is beamed only once and is not repeated or repeatable. Students who miss a lecture due to illness or some other causes have no way of listening to or watching the lecture.
- Most of the lectures (with some exceptions) are read by people who are not themselves subject teachers.
- Plasma education is highly dependent on an uninterrupted flow of electric power. Power cuts throughout the country are so common that entire lectures are lost for ever. Power supply, quite precarious in semi-rural Ethiopia, is not entirely reliable even in Addis Ababa, the capital of the African Union. (Tekeste (2006) says there were several,

although brief, power cuts in Addis Ababa during his visit to Menelik Secondary School in October 28 and 29, 2004. Mekelle and the whole of Tigrai and northern Wollo had a three day power cut in early November of 2004.)

- Students' and teachers' guides are available on CD-ROMS. Student guides contain the entire lecture with all the questions and assignments. In addition to the lectures, teachers' guides contain answers as well. But printing and distributing student guides would involve the installation of thousands of copiers and the supply of a large number of reams of Xerox paper.
- Secondary school students have great difficulties to read, write and above all to listen to spoken English. There are no studies showing the level of proficiency of English among secondary school students. "However the sample survey that I undertook indicates strongly that their proficiency is extremely low," (Ibid) reported.
- A typical plasma education teaching room contains about 90 students (for Grades 9 and 10) with very little ventilation. Teachers describe the teaching and learning environment, especially for students who attend the afternoon shift, as quite discouraging.
- "According to several teachers that I talked to," (Ibid), "it would have been better if plasma had not been introduced."

The present researcher also had a chance to observe the STV (plasma) while teaching Reading Skills to 10th Grade students with the help of STV (Plasma) in 2004. The researcher observed that the televised teacher addresses the classroom teachers to organize groups and tells them to read a given text in their group without considering the classroom environment and the student population. Worse no sooner that the group reading started than the televised teacher interrupted the reading and said, 'Your time is up'. Consequently, students often find the group reading rather confusing and time consuming. Even in lessons that do not require group reading, there was no such thing as active class participation on the part of the students. That is because learners do not have a chance to ask questions, request for clarification or express their ideas, feelings, etc. The teacher on the screen also has no opportunity to check students' understanding of the language elements presented.

The present researcher was confused about the introduction/use of STV (plasma) in the teaching of Reading Skills in English as a Foreign Language in the Ethiopian schools which at least implicitly

promotes teacher-fronted method on the one hand, whereas the need to develop interactive teaching including group reading has been gaining much currency in the literature on the other. In simple words, the Ministry of Education, perhaps due to the zeal it has for a new technology in the teaching of English has initiated implementing an STV (plasma) in which the televised teacher does almost all the talking by giving very little time to the classroom teacher and more importantly to the students. Tekeste (2006: 34) argues, "Moreover, the replacement of the teacher by a televised lecture is taking place in a context where the role of the teacher is being continuously eroded". At times, the STV (plasma) teacher haphazardly suggests the use of pair/ group reading but does not do justice to the task mainly because the time given is too short and the suggestion does not consider the actual situation of the classroom. It is this apparent discrepancy between the STV (plasma) English teaching and the much more advocated student-based interactive learning, which triggered this study.

With an overall aim of assessing what is going on in STV (plasma) based English classes, the present study carries out its investigation in two High Schools(for the main study) and one school (for the pilot study) in Addis Ababa . More specifically, the present study attempts to investigate teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching in Grade 10 in Addis Ababa city.

The above-stated facts have prompted the investigator to make the study a comprehensive one. Therefore it warrants a probe into teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching for the students at Grade 10 level in relation to certain psychological factor such as reading attitude. Developing suitable instruments for assessing the essential skills and other chosen variables would become an integral part of the study.

For all of these reasons, it would be necessary to have an investigation into teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching and teachers' role about teaching reading skills and their classroom practice. By doing so, we could recognize the relationship between teacher roles and practice and student learning. Moreover, teachers' roles are related to student learning through some event or sequences of events, mediated by the teachers that happen in the classroom. These events might be said to cause student learning in the sense that the events in the classroom lead, in the case of effective teaching, to student learning.

It is hoped that this study will reveal issues concerning teaching reading skills in English through interactive classroom teaching versus plasma television and provide classroom English teachers with an in-depth understanding about reading skills to make decisions on how and what they should do to keep their students much more involved in the reading process.

Thus, this research attempts to address the following objectives:

1.4 Objectives

1.4.1. General Objective

The purpose of this study is to investigate teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching.

1.4.2. Specific Objectives

1.4.2. 1. To investigate the efficacy of interactive classroom method and the plasma television in teaching reading skills in English as a Foreign Language.

1.4.2. 2. To identify the opportunities and challenges related to using interactive classroom method in teaching reading Skills in English as a Foreign Language at Grade 10 students in the city of Addis Ababa.

- To assess student's progress in reading using interactive classroom teaching.
- To identify whether or not Grade 10 students have interest in the use of learning reading skills through interactive classroom teaching.
- To assess the efficacy of the classroom teacher's and the plasma teacher's role in using the interactive classroom method and the plasma television for
- teaching reading skills.

1.5 The Research Questions

1.5. 1. What is the effect on students' learning when taught reading skills through interactive classroom teaching as compared to the plasma television teaching method?

1.5.2 Do students like learning reading skills in English as a foreign Language through interactive classroom teaching as compared to the plasma television teaching method?

1.5.3 What role does the classroom teacher play in teaching reading skills through interactive classroom, as compared to the plasma TV teacher, and how important is the teacher's presence (the teacher in the plasma class)?

1.5.4 What are the challenges that learners face while learning reading skills through interactive classroom teaching) as compared to learners learning using STV (plasma)?

1.6 Hypotheses

For the purpose of this study, the following hypotheses are formulated:

(H0): There is no significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

(H1): There is significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

1.7 Significance of the Study

The study is important in several aspects. First, it will provide information to Ethiopian policymakers for future planning and innovation with regard to teaching reading skills for high school education. It

is hoped that the research findings will help Ethiopian language policymakers, administrators, curriculum specialists, and material developers gain a better understanding of teaching reading skills in English as a foreign language through interactive classroom teaching and of the challenges that EFL teachers at the high school level have been facing. The results of this study will generate baseline information to decision makers in Ethiopian high schools and in the Ministry of Education. The findings are also intended to inform policymakers and planners, professionals, other bodies and stakeholders on how to aid classroom teachers in meeting their mandate for effective teaching of reading skills in English as a foreign language.

Second, from the investigation of how the teaching reading skills through interactive classroom teaching is executed in the high school context of Ethiopia, this study provides lessons to be learned for any future research conducted within the field of language curriculum implementation in foreign language contexts. The research findings could also contribute to the understanding of implementation of teaching reading skills implementation in general.

Third , this study will also work as a baseline and foundation for more research on this area in Ethiopia. It will provide empirical data that might help in comparing Ethiopian students' reading skills with EFL learners in other countries.

Fourth, this study provides further insights into the complexity of teaching reading skills implementation. Researchers have often conducted implementation studies on how a proposed method teaching reading skills has been experienced and adapted by both teachers and students.

Finally, since L2 reading skill is regarded as the most needed skill for EFL learners in academic settings (Alderson, 1984), the learners' inability to read L2 materials may hinder the academic and professional development of those whose professions and academic programs require accessing and obtaining information in the target language. It is important for high school EFL programs in Ethiopia to estimate their students' reading ability in order to design appropriate reading courses.

1.8 Scope of the Study

The scope of this research is an investigation into the teaching of reading skills in English as a foreign language through interactive classroom teaching in EFL classrooms with reference to Grade 10 at two selected High Schools in Addis Ababa. The study is limited to the context of Ethiopia. The population in the study is restricted to Grade 10 students and their English language teachers. For, it is believed that students presently in Grade 10 were taught English without the help of plasma television until they have completed Grade 8.Learning English through plasma television exposed them to a newly teaching-learning experience for them when they joined Grade 9 and reached Grade 10. So, it was assumed that it would not be difficult in the case of these students to compare which method of teaching reading lessons was appropriate. For this reason, targeting Grade 10 students was believed to be appropriate for this study.

1.9 Organization of the Study

Chapter 1 is the Introduction which presents the rationale for conducting the study, the scope of the study as well as its significance of the study. Chapter 2 which is a review of related literature discusses definitions and types of reading, issues in teaching reading skills and reading strategies, teachers' beliefs and their classroom practices including a theoretical framework for the study. Chapter 3 describes the methodology used in the research including participants, instruments and the procedures for data collection and analysis. Chapter 4 reports and discusses the major findings of the pilot study and main study pertaining to each of the research questions. It, firstly, concerns the results of the quantitative analysis, i.e. the statistical analysis of the pre- and post-tests of reading comprehension and a questionnaire on attitudes toward reading skills. It, then, reveals the qualitative analysis of data from interview and observation about their attitudes toward reading skills. Chapter 5 presents a summary of the main study and discusses the findings of the research. It then suggests the pedagogical implications for English teaching and learning in the Ethiopian context and limitation of the study .Finally, it proposes some recommendations for future research together with conclusions.

1.10 Chapter Summary

This chapter discussed five sections and provided an overall introduction to the study. The researcher first identified background of the study (on the teaching of English Language in Ethiopia, teaching reading skills in English as a Foreign language reading teaching through interactive classroom teaching and educational television in Ethiopia) , statement of the problem and stated the objectives of the study as well as the research questions. Next, the researcher discussed the significance and scope of the study. Finally, an overview of each chapter of the thesis was provided.

The next chapter presents a review of related literature to definitions of reading skills, various theories of the reading process, the social constructivism view of teaching reading skills in foreign or Second Language Acquisition and Educational Television (Satellite Television) based on the reading skills program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter offers a brief review of the literature relevant to the study and is divided into two main sections. The first one focuses on definitions of reading skills, various theories of the reading process: namely bottom-up, top-down, and interactive theories of reading, and also on schema theory, and looks at how second language reading differs from first language reading and discusses some of the implications for second language reading instruction arising from interactive approaches to teaching reading skills . It also includes the social constructivism view of teaching reading skills and relates this view the Second or Foreign Language Acquisition.

The second section deals with a discussion on the Educational Television (Satellite Television) based on the reading program.

In this chapter, an attempt has also been made to review a few local studies in this area.

2.2 Definitions of Reading

Reading has been defined in a number of different ways by a variety of experts in the field. Some people tend to view reading purely in terms of decoding, whereas whole language theorists tend to view reading in terms of responding to and appreciating literature. According to Gates (1949) reading is viewed as a complex organization of patterns of higher mental processes involving all types of thinking such as evaluating, judging, imagining, reasoning and problem–solving. Goodman (1967) argues that reading is a psycholinguistic game, in which the reader reconstructs a message encoded by the writer as a graphic display. Huey (1968) defines reading as the complicated working of the human mind. Reading is a process whereby one looks into and understands what has been written (Williams, 1984). For Mikulecky and Jeffries (1986) reading is perhaps one of the most realistic communicative

skills that can take place in an EFL context. Reading is important for EFL students because it helps them to learn to think in English, to feel more comfortable with written English and to build better vocabulary. As well as being a highly important skill for students who plan to study in an English-speaking country, it may be the only way for EFL students who live in a non-English speaking country to use English.

According to Goodman in Carrell, et al. (1988:12) reading is defined as a receptive language process. "It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs" .It is the process of recognition, interpretation, and perception of written or printed materials. Reading skills play a great role in understanding a written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an ever widening world. In fact, we are living in a 'reading' world where it is difficult to manage without reading. It is necessary to note that reading by itself is a good habit. Francis Bacon recommended it for making a man complete or full. The need to read English is increasing all over the world at a growing rate and in consequence English teachers are required to bring reading with greater efficiency.

Barnett (1989) points out that a study of reading involves interdisciplinary insights from different fields such as psychology, sociology, education, and theoretical and applied linguistics. Reading is a mental process. Although the eyes are involved in sending information about the printed words to the brain, the brain performs the real act of reading. The mental process we call reading has two parts: word recognition and comprehension (Gough, Hoover, and Peterson, 1996). Richards, Plat and Plat (1999) view reading as a process of perceiving a written text in order to comprehend the contents of the text.

When we talk about reading, in whatever context, it is important to state exactly what aspect of reading we are talking about (Stahl and Murray, 1998). To perform the act of reading is to recognize words in print and to comprehend their collective meaning. One without the other is not reading. When a student correctly pronounces the words of a sentence in print but does not understand anything about their collective meaning, he falls short of reading. Similarly, if an adult reads a story to a young

child and the child understands the collective meaning of the words read to him, we can say that he has performed a type of comprehension but has stopped short of reading.

In everyday classroom situations, the term reading may be applied to tasks that do not meet the definition of reading. For example, a child may be asked to read a list of words that do not form a meaningful, connected text. That is to say, the words do not have a collective meaning as words in a sentence do, clearly, this is not reading. Is this reading? According to the above definition, the child is not reading because reading words in isolation requires word recognition but not comprehension. Our goal as teachers of reading is to help children to move beyond the recognition of single words to rapid, effortless recognition of words in connected texts. Effortless recognition frees the brain to devote its energy to comprehension, which understands the collective meaning of those words. We want the student to be able to recognize a great many words quickly and to hold the meanings of those words together in his brain so that he is able to use what he already knows and to think about their collective meaning until it is understood. With this goal in view, reading may be defined as recognizing words in print, combining the meanings of those words with relevant prior knowledge, and thinking about the collective meaning of this information until it is understood.

Furthermore, Ashby and Rayner (2006:52) cited in Grabe (2009) point out: "An important dimension of reading education includes understanding what skilled readers do when they read". Reading is often defined in simple statements like the following : "Reading is the process of receiving and interpreting information encoded in language form via the medium of print" (Urquhart and Weir, 1998: 22), or, " Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (Koda, 2005:4).

It is well known that simple definitions typically misrepresent complex cognitive processes such as reading. Rather, descriptions of basic knowledge and processes required for fluent reading make a more appropriate starting point. A description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing (Anderson, Hiebert, Scott, and Wilkinson, 1985; Hall, White, and Guthrie, 1986; Smith, 1982).

Grabe (2009) observes that although reading is defined in a number of different ways by a variety of experts in the field, when we think of the different purposes for reading and the varying processes that are called into play, it is evident that no single statement is going to capture the complexity of reading. Grabe argues: "A more comprehensive definition will need to address the characteristics of reading by fluent readers and answer questions such as these: What do fluent readers do when they read? What processes are used by fluent readers? How do these processes work together to build a general notion of reading?"(Ibid) For him reading was to be defined as a complex combination of processes. To show how a comprehensive definition it has, Grabe describes ten listed processes that define reading, as follows:

1. A rapid process
2. An efficient process
3. A comprehending process
4. An interactive process
5. A strategic process
6. A flexible process
7. A purposeful process
8. An evaluative process
9. A learning process
10. A linguistic process

For this reason, fluent reading can be said it is certainly a rapid and efficient process. The reader needs to maintain the flow of information at a sufficient rate to make connections and inferences vital to comprehension .It is rapid in the sense that we read most materials at about 250-300 wpm (Grabe, 2009). Even material that is related to learning or professional work will be read at this rate unless we are new to the information and actively trying to learn it (Rayner and Pollatsek, 1989; Carver, 1990; Pressely, 2006; cited in Grabe, 2009).

According to Grabe (2009) reading is efficient not only in terms of the overall reading rate, but also in terms of the ways that various processing skills work together smoothly. "When we read, we coordinate rapid and automatic word inference, critical evaluation, and linkages to prior knowledge

resources, we do this seemingly without effort and with all processes synchronizing in time" (Breznitz, 2006 cited in Grabe,2009).

Reading is more related to a comprehending process. As Grabe (2009) says, "Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more". In order to strengthen his idea, Grabe gives two reasons why reading is defined as a comprehending process: "One reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal. A second reason to highlight comprehension is to point out that reading is not the only a comprehending process, Listening is also a comprehending process, and there may be visual comprehension as well". On the other hand, Cutter and Clifton (1999) cited in Grabe (2009) argue that reading and comprehension should not be equated; comprehension is a more all-encompassing concept than reading. Nonetheless, as fluent readers, we assume that comprehension is a central goal. After all, we seldom pick up a newspaper or magazine and expect not to understand.

Reading is also an interactive process. It is interactive in the sense that many skills work together simultaneously in the process. It is defined as an interactive process in two ways as Grabe says. Reading combines many cognitive processes working together at the same time. This pattern of parallel interaction is essential to fluent reading (Breznitz, 2006 cited in Grabe, 2009). Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she/he actively constructs the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader (Grabe, 2009).

Reading is a strategic process in that a number of the skills and processes used in reading call for an effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals. These strategies include adjusting the reading speed, skimming ahead, considering titles, headings, pictures and text structure information, anticipating information to come, and so on.

These multiple efforts also require that reading be a flexible process. As reader purpose shifts, as comprehension is impeded, or as interest varies, the reader adjusts reading processes and goals. Reading is purposeful; the reader has a purpose for reading, whether it is for entertainment, information, research, and so on. Reading for a purpose provides motivation-an important aspect of being a good reader. The flexibility demonstrated by fluent readers keeps the process and purposes aligned with each other. Reading is flexible; the reader employs a range of strategies to read efficiently. Of course, this alignment between processes and purposes points out the fact that reading is also (and always) a purposeful process.

Reading is also a continuously evaluative process. At one level, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading). Evaluation also occurs when we decide how we should respond to a text. Do we like what the author says? Do we have an interest in the information? Do we agree with the author? How does the text compare with the other texts on the topic? Do we like the attitude and perspective of the author? Do we want to learn more? Do we want to continue reading? This pattern of evaluation of the text calls up our own attitudes and emotional responses to the text and the topic, and it requires a strong set of inferencing processes and the use of background knowledge.

Ongoing evaluations make reading a learning process. In those situations in which learning is expected, this process is obvious. However in combination with evaluation, all reading activity is a learning process in one sense or another. Learning, as rehearsal, occurs even when we decide to review and check a grocery list or see what information is required to fill out a form. With almost any text we read, the evaluation process makes reading a learning process as we make decisions about how to respond to the text.

Finally reading is a linguistic process. It is not possible to read without making graphemic-phonemic connections, without recognizing the words to be read and the structural phrases organizing the words, and without having a reasonable store of linguistic knowledge (i.e. morphological, syntactic, and semantic features) of the language of the text. At one level this is obvious, but it is so easily overlooked or ignored that it must be stated explicitly. If we are asked to read a newspaper in Arabic and we do not know the script or any words in Arabic, no amount of background knowledge on the

topic will assist us in reading that text. There are clear and always limits to background knowledge and reasoning as foundations for reading. The processing of linguistic information is central to reading comprehension (Perfetti, Landi, and Oakhill, 2005).

As can be seen from the account above, all the processes describe a reasonable functional account of what fluent readers do when encountering a text. These processes, however complex they are, provide a good definition of reading (Grabe, 2009).

2.3 A Brief Historical Survey of Reading Research

Reading research was traditionally focused on reading primarily as a vehicle for examining perceptual processes such as eye movement, field of vision, perceptual span, and word recognition. A great deal of such research was carried out between the 1880s and the 1910s (Hudson, 2009).

During the time between the 1880s and the 1910s, most of the language processing issues that are viewed as important today, such as the relation of memory and text, word versus phonic approaches, breadth of eye span, sub-vocalization, and latency times between visual processing and vocalization, were identified and were the focus of research (Ibid). Early studies in L2 reading focused on trying to show that reading was in some way helpful to language learning.

While some studies were questioned for their methodology or design (Miller, 1941; Sachs, 1943; Jenkins, Pacy, and Scheck, 1978), others began to show significant gains in vocabulary learning (Krashen, 1989; Grabe, 1991). Establishing the role of written speech in L2 acquisition has become a by-product of reading research. As source accessibility, or where the words come from, is a frequently occurring issue in teaching vocabulary and more particularly, teaching vocabulary learning strategies. Written language is often seen as being more available, or more reliable, than spoken language, as well as being less fleeting, and more on hand for study (Ong, 1998).

Concomitant with the mounting evidence that reading could help in learning vocabulary was a growing debate about how reading should be taught. Original approaches for teaching reading were

based in the behavioral sciences, and they emphasized the form of the language, and that learners had to habituate themselves to it through practice. Skinner in his seminal work, *Verbal Behaviour* (1957) argued that all language was an evolution of conditioned responses, and that if we wanted our students to speak differently, we would have to provide the appropriate stimuli to change their speech. Behaviorist theories helped create a fertile environment for the germination of many popular phonic approaches to teaching reading, which were designed to teach students how to decode and properly form their voices around what they read, beginning at the phonemic level.

In the mid-to-the late 1960s, as Silberstein notes, reading was seen as little more than reinforcement for oral language instruction. Under the influence of audiolingualism, most efforts to teach reading were centered on the use of reading to examine grammar and vocabulary, or to practice pronunciation (Silberstein, 1987). This view of reading was challenged by two major changes, one related to changing ESL institutional needs, the other related to the changing views of reading theory.

Through the early to mid-1970s, a number of researchers and teacher trainers argued for a greater importance of reading (e.g., Eskey, 1973; Saville-Troike, 1973). By the mid- to late 1970s, many researchers began to argue for a theory of reading based on the work of Goodman (1967) and Smith (1982).

The research and persuasive arguments of Goodman and Smith evolved into a "psycholinguistic model of reading." Goodman's research led him to propose that reading is not primarily a process of picking up information from the page in a letter-by-letter, word- by-word manner. Rather, he argued that reading is a selective process.

Since it did not seem likely that fluent readers had the time to look at all the words on a page and still read at a rapid rate, it made sense that good readers used knowledge they brought to the reading and then read by predicting information, sampling the text, and confirming their predictions. Smith concurred with Goodman's arguments that reading was an imprecise, hypothesis-driven process. In effect, for Smith (and others), the reader contributed more than did the visual symbols on the page.

Two efforts to translate this theory into ESL contexts have been extremely influential on ESL reading theory and instruction from the late 1970s to the present. Clarke and Silverstein (1979) outlined implications for instruction which could be drawn from a psycholinguistic model of reading. Reading was characterized as an active process of comprehending and students needed to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.). For teachers, the goal of reading instruction was to provide students with a range of effective approaches to texts- including helping students define goals and strategies for reading, to use pre-reading activities to enhance conceptual readiness, and to provide students with strategies to deal with difficult syntax, vocabulary, and organizational structure. It should be noted that many of these instructional implications still remain as important guidelines though no longer motivated by the psycholinguistic model of explanation.

Coady (1979) reinterpreted Goodman's psycholinguistic model into a model more specifically suited to second language learners. Coady argued that a conceptualization of the reading process requires three components: process strategies, background knowledge, and conceptual abilities. Beginning readers focus on process strategies (e.g., word identification), whereas more proficient readers shift attention to more abstract conceptual abilities and make better use of background knowledge, using only as much textual information as needed for confirming and predicting the information in the text. His implications for teaching are similar to those of Clarke and Silberstein (1977).

While the 1970s was a time of transition from one dominant view of reading to another, the 1980s was a decade in which much ESL reading theory and practice extended Goodman and Smith's perspectives on reading (Bernhardt, 1991). At the same time, second language research began to look more closely at first language reading research for the insights that it could offer.

Soon, however, educators began to react to the results of this approach, which sometimes included students who appeared to be able to read, meaning that they could sound clear and fluent, but who could not understand what they were reading (Nunan, 1999; Smith, 1978). Smith's (1978) work on the psycholinguistic side of reading, and Goodman and Burke's (1972) miscue analysis techniques led to an alternative approach to reading, known as 'schema theory'. As stated earlier, it required that the reader draw on his or her experience in the world, thus activating schema, to make sense of the L2

text. Schema theory had many advocates, but it also came under fire for some of its assumptions (Stanovich, 1980), such as expecting that reading be an ongoing process of "developing and testing hypotheses" (Nunan, 1999: 253), since such a process would likely take too long and bog the reader down.

An attempt to overcome the inadequacies of schema theory led to the interactive approach. It is a combination of schema theory, or top-down processing, and decoding theory, or bottom-up processing. It encourages L2 learners to use all of their background knowledge to understand a text, and to decode what is necessary for comprehension. It is a balance between the two approaches, which at their extremes could be characterized by two ends of a scale. On one end, learners pronounce and give conscious attention to every symbol, like a computer scanner, and on the other, they glance at the title and a sentence here and there and guess what the whole text is about, based on their experience. In reality, students work more in the middle of the scale. Hudson (1988) showed that beginner readers needed to be shown how to activate schema, through pre-reading activities, and that when this occurred, their comprehension of L2 texts improved significantly. This step was not so necessary for intermediate and advanced readers.

Almost no research has been done to quantify the relationship between written (or reading) and oral L2 skills. That is, while linguists believe that teaching writing and reading is generally beneficial for all four language skills (Listening, Speaking, Reading and Writing). In fact, Anderson and Vandergriff (1996) found that successful readers did the following when they read:

1. They read ahead silently; they read under their breath.
2. They did not get anxious when they did not understand.
3. They made inferences about the meaning of words based on the 'data' that they had worked out so far.
4. They had doubts about their interpretation.
5. They used awareness of syntax to check comprehension.
6. They divided the text into chunks.
7. They attacked the text holistically as a problem-solving exercise.

These observations indicate that successful L2 students access many valuable tools when they read, including activating schema and decoding as they go along.

Another debated theory in second language reading is the 'transfer hypotheses. It argues that students who are good readers in their first language should also be good L2 readers. Studies have shown, however, that this is not like speaking and listening; they cannot precisely say how strong the positive effect is. What they can and do say is that students who read more usually improve their reading ability, as well as their vocabulary learning and their reading comprehension skills. The same is true for the other skills: that speaking improves speaking; listening practice improves listening comprehension, and so forth. They also state that some attempts at teaching reading strategies have led to higher reading outcomes (O'Malley and Chamot, 1990; Oxford, 1990; Thomas, 1996; Braxtron, 1999; Chamot, et al 1999; Green, 1999; Hedge, 2000) (see to 3.3).

2.4 Research into First Language and Second Language Relationship in Reading

Hudson (2009) argues that there is a strong relationship between first language reading and second language reading abilities, depending upon second language ability level. He extends his argument that the higher the learner's second language ability, the stronger the relationship is between first language and second language reading.

Carson et al. (1990: 65) cited in Hudson further examined the literacy relationships betweens first language and second language. They looked at data for 48 Chinese and 57 Japanese learners studying in four universities in the United States. Using a cloze test and 'stand alone' essays they examined the relationship between first language reading and writing, second language reading and writing , first language reading and second language reading, as well as first language writing and second language writing. They found moderate, but significant, correlations between the first language reading and second language reading scores.

Furthermore, according to Grabe (2009) most of the current views on second language reading are shaped by research on first language learners. For him this idea is true in part because first language

research has a longer history, first language student populations are much more stable, cognitive psychology has seen comprehension research as a major domain of their field, and considerable cognitive psychology and educational grant funding is available. For these reasons, first language reading research has made an impressive progress in learning about the reading process. It makes good sense, then, for second language researchers and teachers to consider what first language research has to say about the nature of the fluent reading process and the development of reading abilities. A primary goal for ESL reading theory and instruction is to understand what fluent L1 readers do, then decide how best to make ESL students move in that developmental direction. A reasonable starting point for this discussion is with definitions of reading.

2.5 The Reading Process

Reading is a complex process of many dimensions (Irvin, 1989). The obvious are variables such as student proficiency, age, motivation, instructional setting all impact the degree of success of reading instruction (Grabe, 2004). Many research studies have been conducted over the years, which have reaped conclusive evidence that, contrary to traditional beliefs, reading is an active process (Carrell, 1981). In the past, reading was thought to be a passive process which involved mere decoding of words. Most of the early information processing models of reading followed the "bottom-up" approach. Carrell et al. (1988) point out that early work in second language reading assumed a passive, bottom-up view of second language reading. Second language reading was viewed primarily as a decoding process using letter and word recognition to build meaning.

Carrell et al (1988: 1) states that for many students "reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language." A vast amount of research has been undertaken into the reading process, although much of it has focused on first, rather than second, language reading. Singhal (1999) writes that various models have been posited by researchers attempting to describe the reading process. These are often categorized as bottom-up, top-down and interactive models of reading.

In the past, it can be said that teaching EFL reading in Ethiopia depended mostly on traditional reading. The secondary school students were not actively engaged in reading; they were trained to read mechanically through memorization and to passively receive information on the page. Together with poor reading background that students would bring, the approach used to teach reading was adversely affecting the performance and attitude of students (see 1.1.1.4)

In addition, regarding to assessment, Ethiopian students were not measured based on their reading lesson which they exercised in the classroom. Testing what students learn in real life, comparing ideas from different books based on their applicability, and modifying these practical ideas to fit their needs are skills that enhance their reading ability.

The present researcher's theoretical stance is based on the interactive model of reading, which recognizes the contribution of both the reader and the text to the reading process and the interaction between bottom-up and top-down processes. Therefore, the next section of the literature review discusses the bottom-up, top-down, and interactive reading models.

2.5.1 Bottom-up Approach

The traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" (Omaggio, 1993:45). Language learning was characterized as a "response system that humans acquire through automatic conditioning processes," where "some patterns of language are reinforced (rewarded) and others are not," and "only those patterns reinforced by the community of language users will persist" (Ibid). Behaviorism became the basis of the audiolingual method, which sought to form second language "habits" through drilling, repetition, and error correction. According to Samuels and Kamil (1988:25), the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words, where "little attempt was made to explain what went on within the recesses of the mind that allowed the human to make sense of the printed page".

In other words, textual comprehension involves adding the meanings of words to get the meanings of clauses (Anderson 1994).

Bottom-up theories of reading view reading as an essentially passive process, wherein the reader decodes the intended message of the writer by moving from the lowest level, such as letters and words, towards the higher levels of clauses, sentences, and paragraphs (Carrell, et al 1988; Samuels and Kamil, 1988). Rivers (1983) also contends that in a bottom-up approach, readers extract information, including the words, letters, and drawings, in a systematic and mechanical fashion from a text. It emphasizes the ability to decode or put in sound what is seen in a text. It ignores helping emerging readers to recognize what they, as readers, bring to the information on the page. Some theorists hold that bottom-up theory best describes how people read and note that a reader constructs the text from the smallest units on up, that is, letters to symbols to words to sentences, etc., and that through repetition of this process, called decoding, the entire process becomes automatic (Eskey,1988; Stanovich,1980).

This model starts with the printed stimuli and works its way up to the higher level stages. The sequence of processing proceeds from incoming data to higher level encodings.

One bottom-up model that of Gough (1972) is described by Urquhart and Weir (1998: 404). In Gough's model a number of processing components are used in order to process text. His metaphorical description explains that the reading process starts from the perception of the letters which make up the text, through to an oral realization of the text. The reader begins with letters, which are detected by the scanner. The strings of letters are then converted into phonemes by the decoder. The output of the decoder then arrives at the librarian where it is recognized as a word. The reader then continues by fixating on the next word in the text until every word in the sentence has been analyzed. The serial nature of Gough's model is criticized by Rayner and Pollatsek (1989) cited in Grabe, 2009) as it predicts that words should take longer to recognize than letters, whereas experimental evidence has shown that this is not the case. In addition, it has been shown that readers utilize 'high level' syntactic information in order to recognize words.

The bottom-up or decoding model of reading was also criticized by Eskey (1973) for its failure to account for the contribution of the reader, whose expectations about the text, which are informed by his knowledge of language, are employed as part of the reading process (Carrell, et al 1988). According to Eskey (1973:3), the decoding model is inadequate because it underestimates the contribution of the reader who makes predictions and processes information. It fails to recognize that students utilize their expectations about the text, based on their knowledge of language and how it works. Samuels and Kamil (1988) cite the work of Stanovich (1980), whose criticism of the bottom-up approach is based partly on the lack of feedback loops that would enable processing stages occurring later in the reading process to inform those occurring earlier. Samuel and kamil (1988: 31) pointed out the shortcomings of these models as follows:

> Because of the lack of feedback loops in the early bottom-up models, it was difficult to account for sentence context effects and the role of prior knowledge of text topic as facilitating variables in word recognition and comprehension.

Due to this limitation, the bottom – up view of reading fell into disfavor.

The perceived importance of the reader's expectations in the processing of text led to the development of top-down approaches to reading theory.

2.5.2 Top-down Approach

According to Omaggio (1993: 57) cited in Tierney and Pearson (1994), in the 1960s a paradigm shift occurred in the cognitive sciences. Behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for learning, which gave new explanatory power to how humans acquire their first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained "how such internal representations of the foreign language develop within the learner's mind". An important distinction was made between meaningful learning and rote learning. An example of rote learning is simply memorizing lists of isolated words or rules in a new language, where the information becomes temporary and subject to loss (Ausubel, 1968). As Omaggio

(1993:58) states meaningful learning, on the other hand, occurs when new information is presented in a relevant context and is related to what the learner already knows, thereby being "easily integrated into one's existing cognitive structure". According to Ausubel (1968), learning that is not meaningful will not become permanent.

This emphasis on meaning eventually informed the top-down approach to L2 learning, and in the 1960s and 1970s there was an explosion of teaching methods and activities that strongly considered the experience and knowledge of the learner (Tierney and Pearson, 1994) as crucial factors for learning. These new cognitive and top-down processing approaches revolutionized the conception of the way students learn to read (Goodman 1967; Smith 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Reading, in this sense, is "a dialogue between the reader and the text" (Grabe 1988:56). It is seen as an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson 1994). Reading is not a passive mechanical activity but "purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making sense of written language rather than decoding print to sound" (Smith, 1994: 2).

In this model, reading was seen as the process in which readers move from the top, the higher level of mental stages down to the text itself. This approach emphasizes the reconstruction of meaning rather than the decoding of form, the interaction between the reader and the text rather than the graphic forms of the printed pages. The reader proves his active role in the reading process by bringing to the interaction his/ her available knowledge of the subject, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text.

This top-down (or 'reader-driven') processing approach is based on the theoretical proposition that successful readers utilize their own intelligence and experience to make predictions, interpret, and draw inferences. In top-down processing, the reader guesses and distinguishes main ideas, overall patterns, and general purpose of the text and focuses less on individual words, verb conjugations, or isolated grammar points (Adair-Hauck, 1996; Adair-Hauck and Cumo-Johanssen, 1997). Central to

top-down theory is the belief that readers bring their own individual assumptions, expectations, intelligence, questions, etc., to the text, and that the text addresses and confirms these expectations. Those that view top-down theory as the best description of the reading process differ from bottom-up advocates in that vocabulary is not central to the reading process in top-down theory (Goodman, 1967). In the top-down approach, a reader fits a text into his/her own individual knowledge and checks further when new information occurs. The approach leads to a successful rate of language acquisition (Adair-Hauck and Cumo-Johanssen, 1997). Specifically, beginning learners benefit from experience in top-down processing as they break from word-for-word decoding and are thus able to read more complicated texts, such as authentic texts . Guided by research findings, top-down or whole-language theme and task-based approaches have become popular and successful in the second language classroom.

Goodman (1967) is closely associated with top-down approaches to reading, although as Urquhart and Weir (1998: 42) indicate, Goodman "himself has denied the association". As we have seen, bottom-up theory relates to text or data driven processes, where the reader processes the text letter by letter, word by word, in order to arrive at the meaning the author intended. Top-down theory, in contrast, is conceptually driven. The reader brings expectations to the text and continues to make predictions as he reads and processes the text, while omitting parts of the text which he considers to be unimportant. If her/his predictions appear to be incorrect, the reader will return to read the text more carefully in order to create further predictions (Urquhart and Weir, 1998; Singhal, 1999). As Urquhart and Weir (1998: 42) point out, "Goodman views reading as a process of hypothesis verification, whereby the readers use selected data from the text to confirm their guesses." Goodman (1967) used the term "psycholinguistic guessing game" to describe the reading process.

Goodman (1988) gives a revised model of the reading process. He views reading as cyclical, in that the reader samples the text continuously in order to construct meaning. In his model, five processes are used during reading. These are recognition initiation, prediction, confirmation, correction and termination.

The recognition initiation process is where the "brain must recognize a graphic display in the visual field as language and initiate reading" (Goodman 1988: 16). The prediction, confirmation and

correction processes are closely linked. The brain makes predictions which are either confirmed or found to be incorrect at the confirmation level, depending on the input received. If a prediction is determined to be incorrect, the brain will reprocess and formulate a new prediction based on prior input. The termination process is where reading stops, at the end of the reading task.

However top-down models came under criticism. For example, Samuels and Kamil (1988: 32) argue that a reader will be unable to generate predictions about a text if s/he has insufficient prior knowledge of the topic. In top-down processing, an individual's predictions are often based on schemata. Schema theorists propose that schemata, i.e. abstract mental structures, enable one to understand the world. For example, based on how one perceived or remembered an event or an occurrence, individuals possess schemata for arrangements of smells, the organization of a typical book, how to shop, etc. (Smith, 2004). In addition, even where a skilled reader can generate predictions, it may be the case that the time taken to arrive at a prediction would be greater than if the reader had simply recognized the words. Eskey (1988: 95) observes that "poor readers are just as likely as good ones to rely on prior knowledge in deciphering texts" and adds that this is not always the most effective way of reading. He observes that the use of top-down processing to facilitate higher level interpretation of texts is characteristic of good reading, whereas the use of such processes to facilitate the recognition of words is not. This model is good for the skilful, fluent reader for whom perception and decoding have become automatic, not for the less proficient, developing reader. Good reading is a more language – structured affair than the guessing-game metaphor seems to imply. According to Weber (1984), a top-down model of reading is essentially a model of the fluent reader and does not account for all the needs of students who are acquiring reading skills .As such, top-down models are seen by many as providing an inadequate account of the behavior of unskilled readers.

The belief that both top-down and bottom-up processing are important characteristics of the behavior of skilled reader led to the development of interactive theories of reading, which, according to Signal (1999), are currently endorsed by most researchers.

2.5.3 Interactive Approach

Today, most second language theorists view reading as an interactive process in which readers utilize both bottom-up and top-down processing in individual ways (Barnett, 1989; Carrell, et al, 1988). Reading as interaction characterizes the reader as retrieving relevant information from memory and general knowledge about a topic, while simultaneously considering text-based elements, such as letters, words, formats, illustrations, etc., to aid in the complex process of determining both syntax and semantics, of the text.

According to interactive theories of reading, bottom-up and top-down processes can occur in unison, depending on the reading task. For those reading theorists who recognized the importance of both the text and the reader in the reading process, a convergence of the two led to the emergence of the interactive approach. Reading here is the process of combining textual information with the information the reader brings to a text. The interactive model stresses both what is on the written page and what the reader brings to it using both top-down and bottom-up skills. It views reading as the interaction between reader and text (Rumelhart 1977; Stanovich 1980). Unlike bottom-up theories of reading, in which one stage of the reading process follows another in sequence, each stage waiting for the previous one to finish before it begins, there is no such sequential order in interactive theories. As Samuels and Kamil (1988: 27) note, an interactive model "permits the information contained in higher stages of processing to influence the analysis which occurs at lower stages of processing."

In Rumelhart teaching's model, the Visual Information Store receives input from the text to be processed. This data then pass through the Feature Extraction Device into the Pattern Synthesizer, which utilizes input from the Syntactical, Semantic, Orthographic and Lexical Knowledge components, all of which can operate in unison in order to provide an interpretation of the input. The various knowledge sources therefore communicate and interact in the Pattern Synthesizer, thereby allowing higher order stages to influence lower order stages of processing.

Stanovich (1980) refers to his model as an 'interactive compensatory' one. It is an interactive model of reading that allows for weaknesses in any of the processing levels to be compensated for by processes

at other levels. For example, a reader who has a weakness at the level of word recognition can compensate for this by the use of knowledge about the topic of the text. Therefore top-down processing could compensate for weaknesses in bottom-up processes. In contrast, a reader who has little knowledge about the topic of a text can compensate for this deficiency if he is skilled at word recognition by relying more on bottom-up processes.

Interactive theories of reading have been favored by many writers interested in the teaching of second language reading. Nuttall (2005:16) writes that top-down and bottom-up processing are "complementary ways of processing a text. They are both used whenever we read; sometimes one predominates, sometimes the other, but both are needed." She continues by adding (2005:17) that "in practice a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to a bottom-up approach to check whether that is really what the writer says."

In summary, interactive reading is a mental activity during which textual elements are taken in and acted on by linguistic processes mediated by the individual reader's characteristics (Lee and VanPatten, 2003). Also, socio-cultural theory adds to the understanding of interactive reading by maintaining that the meaning of a text may be socially defined and that an ongoing process of meaning-making may occur after the initial reading of the text (Roebuck, 1998).

Having looked at bottom-up, top-down and interactive models of reading, another important focus of research into second language reading will now be examined, that of schemata .

2.5.4 Schema Theory

The term interactive has more than one meaning when applied to reading. Work by Widdowson (1979) and others led to reading being regarded as an interactive, not a passive process. According to this view, the reading process involves the activation of knowledge in the mind of the reader. Knowledge of relevant schemata is essential for reading comprehension. As an example, a student with no concept of the game of volleyball will have difficulty with a story about volleyball players or a game of volleyball. Schema theorists note that students understand more of a text when they know the

content schema and that the instructor plays an important role in helping students build schema via classification and categorization activities (Aebersold and Field, 2002). This knowledge is then used by the reader and may be extended or refined according to the new information provided by the text (Grabe, 1988: 56). Meaning is not seen as being fully present in the text but is created as a result of the interaction between the reader and the text.

This view of reading as interaction is in accordance with interactive models of the reading process. As was noted earlier, the model presented by Stanovich (1980) allowed for the reader's background knowledge to compensate for deficiencies in bottom-up processes. Schema theory is concerned with the abstract knowledge structures which the reader possesses based on his or her prior experiences, and which may be activated in the mind of the reader and utilized as s/he attempts to interpret the text (Nuttall, 1996; Carrell and Eisterhold, 1988).

So far a number of models of reading have been discussed, and it has been mentioned that the most commonly held view among researchers at present is that interactive models of reading provide the most accurate description of the reading process. In addition, schema theory, which attempts to describe the knowledge which a reader brings with him to the reader-text interaction, has been examined. Implications of both interactive models of reading and schema theory for second language reading will be discussed below.

2.6 Implications for Second Language Reading

2.6.1 General Implications

Grabe (1986) argues that successful second language reading is dependent on the reader possessing a "critical mass of knowledge" consisting of linguistic knowledge, formal and content schemata, and background knowledge assumptions. Background knowledge assumptions develop largely as a result of prior reading experience and allow the user to both think creatively and discover new knowledge by making connections between different spheres of pre-existing knowledge. As we saw earlier, Stanovich (1980) offered an interactive model of reading in which deficiencies in one processing stage

could be compensated for by relying on other processing stages. On interactive reading models, Parry (1987), cited in Eskey and Grabe (1988: 225), writes:

> The reader starts with the perception of graphic cues, but as soon as these are recognized as familiar, schemata derived from both linguistic knowledge and knowledge of the world in general are brought into play. The proportion of graphic cues that must be perceived varies with individual texts and with individual readers according to the difficulty of the former, and the knowledge, and confidence in that knowledge, of the latter.

As such, both bottom-up and top-down skills are utilized by skilled readers. Eskey and Grabe (1988: 227) conclude that there are two general implications of interactive theories of reading for second language reading pedagogy. Firstly, they contend that time should be spent ensuring that students have a sufficient foundation of bottom-up identification skills, such as the "rapid and accurate identification of lexical and grammatical forms". Secondly, they argue that time must also be spent on the development of top-down skills such as reading for global meaning and the willingness to take chances, as well as on the development of "appropriate and adequate schemata for the proper interpretation of texts".

This review will now look at some suggestions on the development of students' bottom-up and top-down processing skills can be encouraged in the context of second and foreign language reading.

2.6.2 Bottom-up Skills

Carrell, et al (1988:241) stress, the importance of grammatical knowledge and vocabulary development for second language readers. Citing a number of studies they contend that the development of bottom-up processing skills "should include classroom instruction on the cohesive devices of English viz., reference, conjunction, substitution, ellipsis, and lexical cohesion), and their function across sentences and paragraphs. Such instruction can make students aware of how ideas in a text are unified by these cohesive elements".

With regard to vocabulary development, Carrell, et al (1988) relates vocabulary knowledge to schema theory and background knowledge. They argue that vocabulary cannot be taught in isolation from the conceptual knowledge necessary to understand the vocabulary items. They state that "to be effective,

an extensive and long term vocabulary development program accompanying a parallel schemata or background knowledge development program is probably called for" (ibid: 244).

Eskey and Grabe (1988) discuss two additional bottom-up skills that are worthy of attention, namely "automatic identification skills" and "rate building". They suggest that word recognition and phrase recognition exercises can be used in class to encourage the development of identification skills. However, they also note "that doing exercises is not the primary means of developing identification skills. The primary means is reading itself, extensive reading over time. But such exercises, taken in small doses perhaps the first few minutes of a class do serve some important purposes" (ibid: 233).
For rate building, which is concerned with "reading real texts at a reasonable rate with comprehension appropriate to the reader's purpose" (Eskey and Grabe, 1988: 233), the use of paced and timed readings is suggested, but again for only a few minutes per lesson, and with the focus on consciousness-raising, problem identification and the removal of psychological barriers to reading (Eskey and Grabe, 1988: 23-45). In their view, increases in reading rate can only be achieved through extensive reading over a period of time.

Clarke (1988), in his study of Spanish speaking readers reading in Spanish and English, suggested that a deficiency in the second language could lead to a "short circuit" in the good L1 reader's system, which could cause "him/her to revert to poor reader strategies when confronted with a difficult or confusing task in the second language (ibid: 120)". However, Carrell, et al (1988: 244), refer to a study by Hudson (1982), which showed that schema production, an example of top-down processing, can be an even greater determiner of comprehension than language ability. They discuss a number of teaching techniques and strategies to encourage the development of the reader's top-down processing skills. These skills are examined below.

2.6.3 Top-down Skills

Carrell, et al (1988) divide their strategies into two distinct types: those concerned with building background knowledge, and those whose aim is to activate background knowledge. They state that schema theory research has shown that superior background knowledge of the content area of the text

can lead to better comprehension of the text by the reader. They proceed by arguing that the reader's background knowledge can be augmented through pre-reading activities, and advocate the use of a variety of ways to achieve this, such as role plays, lectures, movies, and the discussion of key vocabulary items prior to reading. However, they add that pre-reading activities should not just build the background knowledge those second language readers need, they should also "show them how to activate or access such knowledge in the process of reading once it exists" (ibid: 244).

Carrell et al. (1988) examine several methods for training the reader to access and utilize her/his background knowledge. They look at a number of "organized methods" which share certain key characteristics. They all involve activation of knowledge, through, for example, predicting content or sharing prior experiences on the topic at the pre-reading stage. In addition, all the methods need the reader utilizes this activated knowledge while reading the text, and then involve the reader in post-reading activities which "synthesize the new information gained from the text with their prior knowledge" (ibid: 248). This can be achieved through, for example, discussions based on the text, or through relating content from the text to previously acquired knowledge.

Singhal (1999) adds a note of caution with regard to the implications of schema theory for second language reading instruction. She states that readers are not only able to read about what they know, and that "it is therefore important to realize that it is not necessary, nor desirable or realistic for teachers to prepare students for everything they will encounter in texts."

On the development of top-down reading skills, Eskey and Grabe (1988: 230) suggest that "the content and quantity of texts that second language readers are asked to read may be the most important determinants of whether, and to what degree, such students do in fact develop these skills". They state that reading materials in second language classes should be both interesting and relevant, and should also be set in sufficient quantities over a substantial period of time.

2.6.4 Implication of the Teaching Reading Skills in Secondary School

Reading is fundamental for learning, yet many students may not be obtaining the reading help that they need in order to be successful. This lack of skill in reading and comprehension in secondary

school translates into failures later in life. Students are unprepared for the academic language they encounter in college and little advancement is being made in developing the reading skills of secondary and high school students (Snow, 2002). Educators have made little advancement in teaching students how to comprehend and appreciate a text, especially for struggling readers (Cappella and Weinstein, 2001).

One aspect of reading is the construction of meaning from the text (Snow, 2002). Sadly, fewer than five percent of adolescents, students in Grades eight through twelve can extend or elaborate the meanings of materials they read (Moore et al., 1999; NCES, 2001). This simply translated, this means secondary and high school students cannot combine information from their own background knowledge or information in other texts with materials that they are currently reading in order to construct meaning and solve problems. They are unable to generate new meaning from the text. Their inability to construct meaning from text puts them at risk of reading failure.

Failure to read has resulted in students' alienation from education (Vacca and Vacca, 2002). The children most at risk for reading failure are the poor and otherwise estranged from school (Cappella and Weinstein, 2001). While a portion of students lack the basic reading skills and are failure at school, almost all students require support in learning vocabulary, managing reading styles, developing a positive attitude toward literacy, and learning and applying reading skills independently (Meltzer, 2001; Moore et al., 1999).

As students move from middle school to high school, demands on literacy skills increase and students must become more adept at meeting the challenges of sophisticated reading and information (Baer and Nourie, 1993; Tomlinson, 1995; Musthafa, 1996; Meltzer, 2001; Jacobs, 2002; Snow, 2002). While reading in elementary school focuses on learning to read, secondary school reading focuses on reading to learn (Baer and Nourie, 1993; Moore et al., 1999). Although students have learned to read, they begin to struggle with reading comprehension after fourth Grade (Allington, 2002). After elementary school reading courses, students receive few opportunities for intensive instruction in reading and comprehension in middle or high school (Durkin, 1978; Forget and Bottoms, 2000; Meltzer, 2001; Snow, 2002).

This lack of instruction leads to the widening gap of reading abilities among students and their subsequent alienation from reading (Bryant, 2003; Baer and Nourie, 1993; Tovani and Keene, 2000).

These struggling, alienated readers develop a downward spiral of reading experiences (Cibrowski, 1995: Readence et al., 1989). They expend more time and energy constructing meaning from text and exhibit a "labored and choppy reading style that strains their attention and interest" (Cirbwoski: 96). Struggling readers over-attend to individual words and are unable to use context to predict meaning and improve their comprehension. In essence, their over-involved endeavors at comprehending text elicit poor performance and attitudes toward reading, resulting in less time spent on reading. For students struggling with reading, "school becomes a period of life to endure, rather than a pathway to success" (Bean, 2001).

Time spent on reading directly relates to reading success and is associated with positive attitudes toward additional reading, increased knowledge of the world, and provisions for worthwhile life experiences. The National Assessment of Educational Progress (NAEP) Reading Report Card reported that students who read more for school and pleasure had higher average reading scores than students who did not read (Donahue, Voelkl, Campbell, and Mazzeo, 1999). However, the amount of time students devote to reading for pleasure declines through high school (Guthrie, 2001; Moore et al., 1999; Readence, Bean, and Baldwin, 1998). Encouraging students to read is vital for their success even outside of school (Bean, 2001), yet content area teachers rarely receive praise as positive role models for reading in secondary schools (Readence et al., 1998).

Reading in secondary schools is vital to students' development of comprehension skills. Unfortunately, many students lack the basic skills necessary to understand and derive meaning from texts. Further, texts often contain complex and difficult vocabulary, structures, and concepts (Kim, Vaughn, Wanzek, and Wei, 2004). Many of the reading activities in the secondary school classrooms are demanding and involve problem solving and critical reasoning skills which students still struggle with. Teachers often feel unprepared to teach reading skills and do not employ reading on a regular basis (Digisi, 1993; Bintz, 1994; Menke and Davey, 1994 Cresson, 1999). As the context of reading in secondary school classrooms shifts with each passing period, students are required to modify knowledge, thinking skills, and contexts in order to comprehend coursework. Additionally, students

often fail to recognize the connection between reading in texts and applications of this experiment in their own lives.

Readence, Bean, and Baldwin (1989) proposed assumptions and misconceptions regarding reading that must be overcome for learning to take place. These assumptions and misconceptions include:

1. Students learned to read in elementary school.
2. Students have sufficient prior knowledge to cope with important information in texts.
3. The processes involved in efficiently reading and comprehension are identical to those utilized in reading in elementary school.
4. Remedial reading classes will provide struggling readers with the necessary reading skills for success in subject matter reading.
5. Reading means teaching skills not directly related to subject areas.
6. Subject matter specialists are information dispensers.

2.7 Reading Motivation

Students who consciously apply knowledge and strategies to clearly understand a text tend to have a high level of reading motivation. They are intrinsically or extrinsically motivated to exert themselves. Students who have a clear desire to read a text with understanding and are thus engaged also meet an important prerequisite for becoming good readers and thereby enriching themselves via the written word (Verhoeven and Snow, 2001). Guthrie et al. (1999) describe motivation as those personal characteristics which influence the activities and achievements of individuals in the form of objectives, convictions and needs.

An important aspect of reading motivation is reading attitude, which pertains predominantly to the feelings of the individual with respect to reading. Research has demonstrated an indirect relation between reading motivation and reading comprehension (Baker and Wigfield, 1999). In their study, Guthrie et al. (1999) found reading motivation to exert a direct and significant effect on the number of texts and books read by a group of third- and fifth-Grade children, but not on their reading comprehension. In a follow-up study among secondary school pupils, Guthrie et al. (1999) showed

reading motivation to exert an indirect effect on reading comprehension via the number of texts and books read.

Furthermore, a clear relation has been demonstrated between people's opinions regarding their own reading competence and their actual reading achievement (Schunk and Rice, 1993). A similar relation holds for the value which people attach to reading or reading-related tasks and their reading comprehension (Wigfield et al., 1996). A strong connection exists between the interest of pupils in texts and their comprehension of texts (Renninger, 1992). Different researchers have emphasized that motivation is of critical importance for the acquisition and application of reading strategies (Alexander et al. 1998; Pressley, 1998). Research has shown a reading skill relation to exist between reading motivation and the use of reading strategies: reading motivation influences the use of reading strategies and the use of reading strategies influences reading motivation (Carr and Borkowski, 1989; Van Kraayenoord and Schneider, 1999). In addition, the afore-mentioned studies and a study by Van Elsa¨cker (2002) have shown reading motivation to exert an indirect effect, via the use of reading strategies, on achievement in the domain of reading comprehension.

2.8 Reading Strategies

Strategy-focused instruction also plays a role in reading comprehension. Teaching reading strategies leads to better reading recall (Grabe, 1997). For example, underlining the answer in the text is a strategy that raises awareness of text structure (Lapp and Flood, 1992). Underlining also increases learning and recall (Carrell, et al, 1988), as well as student retention and reading comprehension (Myers, 1984; Moffett and Wagner, 1983). Students come to comprehend the coherence and logic of the reading material and will be able to distinguish main ideas from less important information (Grabe, 1997). Aebersold and Field (2002) note that comprehension questions are one of the most frequently used strategy-focused instruction devices to help students review and understand a second language text. At the intermediate level, providing the majority of comprehension questions linking to knowledge and comprehension facilitates strong basic student comprehension of the text (Ibid: 122).

Anderson (2003:68) defined reading as the interaction of four things. He said that together with the reader and the text there must also be fluent reading, or "the ability to read at an appropriate rate with

adequate comprehension," and strategic reading, or "the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading". Discovering the best methods and techniques for achieving fluent reading with adequate comprehension, and identifying what techniques or processes learners choose to access, is the goal of research in reading strategies.

Oxford (1990) lists a large number of strategies which she argues have been shown to correlate positively with those who use reading successfully to learn language. Among those, she lists the following strategies for reading: repeating, or "saying or doing something over and over;" "formally practicing with sounds (pronunciation, intonation, register, etc.) in a variety of ways, but not yet in naturalistic communicative practice;" "using resources for receiving and sending messages," which she says includes "using print or non-print resources to understand incoming messages or produce outgoing messages;" and "placing new words into a context," which includes "placing a word or phrase in a meaningful sentence" in order to remember it. Oxford's research suggests that reading something repeatedly, and aloud, benefits the L2 student. She also suggests that print materials can be used to produce L2 utterances.

Brown (2001: 306-310) suggests the following reading strategies for those learning a second or foreign language:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate and advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Brown also stresses the importance of giving instruction in reading skills. Grabe (1991:379) listed several "knowledge areas" which are necessary for effective second or foreign language reading:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structural knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills

These knowledge areas have implications for what skills are taught during reading strategy instruction. Some of them, such as background knowledge, clearly apply to top-down processing, while others, like structural knowledge, are necessary for bottom-up processing.

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur. "Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16). The teaching previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay.

Pre-reading activities are an excellent way for students to draw on their current knowledge and develop schemata prior to reading a given text. Connections between details and the overall structure of a particular schema are explored in class before students do any reading. The technique can be as simple as brainstorming on the blackboard. The teacher writes a keyword on the blackboard and then elicits associated words from the students. If all goes as planned, lines are drawn on the blackboard between words and a network of connections becomes apparent to the students as they participate in the brainstorming activity. While doing this, the teacher has a chance to gauge the students' level of

schematic knowledge about the topic. After the blackboard is full of networked information, the teacher can draw the students' attention to the student-generated associations that are most relevant to the reading that will follow (Brown,2001).

This simple activity need not be limited to words. Visuals like photos and drawings can also be used. This procedure provides a visual representation of the important schematic associations needed to comprehend a story; it allows for cultural differences (if any) between the reader's native culture and the reading passage's source culture to be identified and discussed before any reading is done.

Pre-reading activities include: asking questions based on the title, brainstorming, reviewing familiar stories ,considering illustrations and titles, making predictions based on previewing, skimming and scanning (for structure, main points, and future directions), reading the introduction and conclusion first.

While-reading (during, through reading) exercises which follow pre-reading help students develop reading strategies, improve their control of the foreign language, and to decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; drawing pictures to show what you see in your mind's eye skipping unknown words; and learning to use the dictionary effectively.

In the third stage, i.e., Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate to different text types. For example, scanning is an

appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts such as revising, rereading, expectations, making an outline, chart, map, or diagram of the organization of the text, retelling what you think the author is saying and relating the text to your own experience (Williams, 1984).

Chamot's (1990) research supports many of those strategies and skills already listed. She also says that learners should:

1. Use what they know (background knowledge) about the phrase to understand it.
2. Ask themselves if it makes sense.
3. Use selective attention or focusing.
4. Cooperate with other readers.
5. Use deduction to apply language (grammar) rules when reading.
6. Evaluate the strategies they are using while they read
7. Predict what will happen next.
8. Summarize what they have read.
9. Infer meaning.
10. Use other resources to check meaning.

2.9 Oral and Silent Reading

Reading aloud is closer to pronunciation than to comprehension. The reader shares information that the members of the audience want. The "real-life" purpose of reading aloud to others is to convey information to them, to entertain them, or to share a good story that they do not have (Zintz and Maggaut, 1989: 425). Silent reading is considered to be a "see and comprehend process" rather than a "see, say and comprehend" process. Buswell (1947) noted that silent reading should be a process of association between perceptual stimulation and meaning "without a mediating sub- vocalization". Silent reading focuses on comprehension based on background information, some visual data, and

predicting and confirming strategies. To this effect, Grade 10 students in Ethiopia are encouraged to practice on silent reading to improve their reading skills ability.

2.10 Types of Reading

2.10.1 Skimming and Scanning

2.10.1.1 Skimming

Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for its gist. One of the effective series of procedures for approaching a reading text (Nuttall, 2005; Brown, 2001) starts with skimming the text for an overview of main ideas and then readers embark on more focused reading. It is also a common part of many reading tasks. When introducing new lessons in the textbook, I believe it is more desirable to start with skimming, rather than interpret the text word by word or sentence by sentence, in terms for enhancing reading skills.

2.10.1.2 Scanning

Scanning or searching reading is also a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text. It is also a useful skill especially in daily life, for example in searching through a telephone directory, reading a timetable or advertisements for getting information. The spread of the Internet may well accelerate the need for this type of reading (Nuttall, 2005). Brown(2001:308) points out "For academic reading, scanning is absolutely essential."

Although skimming and scanning reading techniques are included in Ethiopian secondary syllabus, teachers do not give much attention to employ them on a regular basis.

2.10.2 Intensive and Extensive Reading

2.10.2.1 Intensive Reading

This type of reading seeks to grasp the whole message, including both arguments and supporting details and encourages careful, literal processing of the text. Teachers should provide students with some opportunities to engage in intensive reading depending on the purpose of reading by a careful selection of texts. Anderson (1999), while highlighting the superiority of extensive reading, still emphasizes the importance of intensive reading through which readers can develop strategies and skills which they can transfer to extensive reading contexts. Nutall (1996) also states the importance of teaching how meaning is produced through intensive reading which is intended to train readers to cope with texts.

Teaching complicated grammatical forms, discourse markers and other structure details should be done in the class because most students have difficulty in understanding them by themselves. Teachers' instruction should facilitate students' reading. However, teachers should be careful not to put too much emphasis on intensive reading, so that students will not think that it is the only way of reading(Brown , 2001).

Although the curriculum and syllabi contains the intensive reading to be used in Grade 9 and 10, teachers are not observed to arouse the interest of the students to read intensively. In fact, intensive reading needs much time to be read. More over, Students should have to get opportunity to interact with the idea of the text. But it is unfortunate that, Grade 10 students fail to use this technique.

2.10.2.2 Extensive reading

Extensive reading—reading individually and silently for the purpose of enjoyment—also promotes fluency (Tierney and Pearson, 1994 ; Brown, 2001).

Studies have shown that extensive reading is the key to achieving higher reading proficiency (Krashen, 1993). Krashen (1993) has even suggested that free voluntary reading (FVR) is the key to student improvement in reading skills, linguistic competence, vocabulary, spelling, and writing. According to Hayashi (1999), extensive reading provides learners with rich background knowledge, vocabulary recognition skills, and higher motivation for more reading. In addition, it can also lead to the development of rapid reading skills, and the discovery of reading strategies.

According to Tierney and Pearson (1994), in the case of extensive reading, "reading" should not be confused with "reading instruction." As Rigg (1998: 216) cited in Tierney and Pearson (1994) points out, "reading is what the student does alone, with the text. Reading instruction is what the teacher does with the students to help them when they read." The teacher is indirectly involved in the process, motivating the learners to read and facilitating the provision of material. Currently, texts for extensive reading are rarely included in ESL textbooks (most likely for economic and space constraints). For this reason, it is necessary to make interesting wide reading selections together with opportunities for silent reading available to learners in and out of class (Tierney and Pearson, 1994).

Quite a few ESL or EFL experts emphasize the importance of extensive reading and many teachers realize its value. However, in reality, extensive reading is not promoted in many schools in Ethiopia. Grabe and Stoller (2001:198) point out several reasons why extensive reading is not promoted in L2 reading courses.

- Teachers sometimes do not feel that they are teaching when students are reading silently in class; they think that extensive reading is something that should be done at home.
- Sometimes there are limited resources for good class or school libraries.
- In some cases, schools have resources but they do not include books that interest students or they do not allow students to check out books to be read at home.
- There are cases in which teachers do not believe that reading large amounts of level-appropriate text is an appropriate goal for academic-reading development.
- Some teachers would like to involve their students in extensive reading but do not know how to incorporate it into their lessons.

Almost all the reasons above are true in the senior high school context in Ethiopia. Especially, in many schools, availability of a wide variety of English books is very low. One of the ways to solve this problem would be the use of the Internet. Students in Ethiopia do not seem to be interested in reading itself even in Amharic which is their first language. Students are too busy to read extra reading materials.

The present researcher thinks it is difficult to make students involved in extensive reading in normal class because the curriculum is very crowded. However, if students do not know the pleasure of reading, it is necessary to give them some passages which are interesting and provide some extra reading time to read them in class. The teacher can also provide some interesting articles and passages as homework.

2.11 Vocabulary in Second Language Reading

Building vocabulary is listed as one of the instructional dilemmas for second language reading because " a large vocabulary is critical not only for reading but also for all L2 level skills, for academic performance and for related background knowledge"(Grabe and Stoller 2002:76). Virtually all second language reading researchers agree that vocabulary development is a critical component of reading comprehension. Barnet (1986) and Strother and Ulijn (1987) have demonstrated that vocabulary is an important predictor of reading ability.

According to Eskey and Grabe (1988:226) all models of reading recognize the importance of vocabulary, but the interactive model goes further. Not only is a large vocabulary important, but it also is a prerequisite to fluent reading skills. Since automatic word recognition is more important to fluent processing of a text than context clues as a first strategy, large-scale development of recognition vocabulary is crucial (Perfetti 1985). The importance of vocabulary is not only related to the number of words, but also to the number of times that these words are encountered and retrieved in texts. What is important is that "learning vocabulary is also learning the conceptual knowledge associated with that word" (Carrell, et al, 1988:242); thus, by enlarging vocabulary we can also build schemata in a parallel way (Tierney and Pearson 1994:12).

2.12 Factors Influencing Second Language Reading

A number of studies have been conducted to explore the unique complexity of L2 reading, focusing on isolated factors such as word recognition skills, language proficiency, background knowledge, and metagonitive abilities. While such a componential approach has limitations in accounting for the actual reading processes due to the heavy reliance on off-line data(Shiotsu andWeir,2007; Urquhat and Weir), it can potentially show how distinct constituents of L2 reading interact with and constrain each other, and in so doing, cause individual differences among L2 readers (Cars and Levy,1990)..

Many factors may influence the skills of reading. Some of the conditions needed by children to make maximum progress in learning to read are physical and mental health, abilities of visual and auditory recognition, intelligence, background experience, knowledge of the language, desire to read, purpose for reading, interest in reading, confidence and certain other environmental factors.
These factors are discussed in the following subsections.

2.12.1. Physiological Factors

Various physical deficiencies cause reading disability. Visual, auditory, speech impairments and neurological status are some physical deficiencies, which cause reading disability. Correction of visual defects enables children to learn to read more easily. Kavale (1982), on the basis of a meta-analysis of 161 studies, concluded that visual perception is an important component of reading achievement. Both the ability to pronounce words correctly and the ability to understand what the mean is based on a child's language ability, which has been acquired through listening. Although children with severe and extreme hearing losses always have great difficulty in learning how to read, those with lesser impairments often do reasonably well if the hearing loss is identified early and appropriate medical and educational measures are taken (Guy Bond et al., 1989: 53). It can be said that good health is conducive to good reading and poor health is associated with reading deficiency. Physical inadequacies also contribute to reading problems. Physical inadequacy makes it difficult to become enthusiastic about learning.

2.12.2. Sociological Factors

Language background depends on the extent of experience. Though the school can do much in the matter of language background and general experiences with speech and vocabulary, reading ability is a concomitant of home conditions. There is a close relation between reading and social factors. Home background can include economic condition; opportunities for play and for social experiences; nature and amount of speech and language patterns of children particularly as they are influenced by the talk of the parents; amount of reading done at home and the availability of books; and quality of family life in terms of inter-parental relationships. In connection with this, Gessesse (1999:18) argues, "parents, who themselves do not know how to read and write, do not read to their children, and because of these children do not have anyone around to emulate."

A background full of meaning and experience provides clues to the nature of word patterns and enables pupils to make maximum use of content in word recognition. According to Seigler and Gynther (1960) cited in Shermila(1999) there is more evidence of family conflict in the homes of poor readers than in those of children with no reading difficulties. Likewise school environment also plays a significant role in the development of the skills of reading.

To achieve progress satisfactorily in learning to read, there should be a balance between the type of skills and abilities to be developed and the type of home and school environment available for the pupils.

2.12.3. Psychological Factors

Reading is an interpretation of graphic symbols. It is the identification of the symbols and the association of appropriate meanings with them. Reading involves an interaction between the writer and the reader. The reader interprets what he reads, associates it with his past experience, and projects beyond it in terms of ideas, relations and categorization. Horn (1937) cited in Shermila (1999) points out that the writer does not really convey ideas to the reader; he merely stimulates him to construct them out of his own experiences. The one who takes the most to the printed page gains the most.

Therefore the psychological factors such as interest, intelligence, reading readiness, attitude towards reading, cognitive style etc. may influence the reading competence of pupils.

2.12.3.1. Attitude towards Second Language Reading

Reading attitude is a complex theoretical construct. It is defined in various ways, for example, "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander and Filler, 1976: 1) or "a state of mind, accompanied by feelings and emotions that make reading more or less probable" (Smith, 1990: 215). According to an extensive and in-depth review of literature by Reeves (2002), there is considerable agreement among contemporary researchers that reading attitude is defined by three components: cognitive (personal, evaluative beliefs), affective (feelings and emotions), and psychomotor (action readiness and behavioral intentions). This tri-component view is most explicitly stated by Mathewson (1994), and these components can also be identified in other major models dealing with reading attitude, such as those of McKenna (1994) and Ruddell and Unrau (1994). Attempts to understand students' reactions to reading by using this tri-component model have now been reported (e.g., Mizokawa and Hansen-Krening, 2000).

The child should develop a favorable attitude towards school, classmates, and reading. Positive attitudes faster progress in learning to read and negative attitudes result in reading difficulties. Personal and social adjustment, home conditions, peer relationship, teacher-pupil relations, and the instructional programme all influence attitude toward reading (Guy Bond et al., 1989: 77).Kantawala (1980) cited in Shermila(1999) states that the higher the socio-economic Status, the better was the reading attitude. Due to the lack of independent reading, students may not have developed a positive attitude towards reading.

2.12.4. Teacher Related Factors in Second Language Reading

Reading is a complex process of many interrelated skills and abilities. Success in teaching children to read depends on the teacher. A teacher, who is inept because of poor training, lack of experience or a

slavish devotion to an inflexible routine, is unable to adjust reading instruction to the varied needs of his students (Guy Bond et al., 1989: 86).

In order to help students learn from textual data, every teacher should be a teacher of reading.

Good instruction is the most effective means of increasing student comprehension and developing skilled readers (Tomlinson, 1995; Snow, 2002). Due to the fact that many content areas are used in texts, the responsibility for teaching reading strategies belongs to all teachers in all subjects (Alexander and Kulikowich, 1991: Vacca, 2002). Yet few teachers employ reading strategies within their classrooms (Durkin, 1978; Irvin and Connors, 1989; Menke and Davey, 1994; Morawski and Brunhuber, 1995; Bean, 1997; Barry, 2002; Ivey, 2002).

Teachers have three primary reasons for failing to use reading strategies: 1) teachers feel inadequate to handle reading problems in their classrooms, 2) teachers believe that reading instruction infringes on their content area time, and 3) many teachers deny the importance of reading techniques (Durkin, 1978; Stewart and O'Brien, 1989; Digisi, 1993; Bean, 1997; Cresson, 1999; Moore et al., 1999; Rhoder, 2002, Barry, 2002; Snow, 2002). These reasons provide the explanation as to why many content area teachers do not teach or reinforce reading in their subjects.

Many teachers deny responsibility for teaching students to read and write (Moore et al., 1999; Forget and Bottoms, 2000; Vaughn, Klinger, and Bryant, 2001; D'Arcangelo, 2002; Jacobs, 2002). Secondary school teachers expect students to have the reading abilities necessary to read in the content areas (Readence et al., 1989; Snow, 2002). They perceive their primary function as preparing students in their subject for high school or college (D'Arcangelo, 2002; Forget and Bottoms, 2000; Jacobs, 2002; Moore et al., 1999; Vacca, 2002). Regrettably, some teachers even strive to minimize the amount of reading and writing in their classes (Allen, 2000; Cziko, 1998).

Teachers can make a difference in students' education by incorporating reading strategies into mini-lessons as they teach their content area repertoire (Baer and Nourie, 1993; Vacca, 2002). Reading instruction includes "promoting active, mindful reading and teaching students to use strategies" (Rhoder, 2002). In the reading classroom, the teacher is a motivator/stimulator. The teacher should

foster student expectations about the reading and arouse their interest to read. This can be done by asking them warm-up questions or giving them a purpose for reading. In this way, students will enjoy learning language and develop a positive attitude towards reading.

Teachers can teach strategies that help active students' prior knowledge and clearly define the purposes for reading (McKenna and Robinson, 2002). This instruction in the development and use of reading strategies requires explanation, modeling, practice, and application (Vacca, 2002). Teaching collections or packages of reading comprehension strategies improves student comprehension of many kinds of texts (Duke and Pearson, 2002).

A comprehension lesson has two interrelated areas. They are the thematic and the linguistic. The Thematic content of a comprehension lesson is composed of the ideas pressed in the linguistic fabric of the lesson. The linguistic area covers the lexical items and structures, which constitute the linguistic body of the lesson. The objectives of teaching a comprehension lesson are:

- to enable the pupils to understand the ideas inherent in the linguistic fabric of the lesson (a piece of writing or passage);
- to enable them to recall, analyze and classify the ideas expressed in the passage;
- to enable them to understand contextual meanings of lexical items and structures fitted into the build- up of the passage;
- to enable them to understand the usage of lexical and structures involved; and
- to enable their penchant for reading with understanding.

A comprehension lesson requires a goal-oriented silent reading on the part of students. The teachers' language teaching competence influences the reading skill of pupils. Teachers themselves are not voracious readers. They seldom give illustrations from other books. In schools teachers never encourage students to read anything other than the text. They prepare students only for the examination and their language teaching is syllabus and examination oriented.

Moreover most of the children fail to take reading as a leisure time activity. They read texts only to memorize for the examination. So there is no chance of developing the essential reading skills. Hence

contrary to the earlier conceptualization, the attainment of the skill of reading may not be to the expected level.

2.13 Conceptual Framework

2.13.1 Mental Discipline Theory and Reading

According to Tracy and Morrow (2006), although Mental Discipline Theory is over 2,000 years old, many educators still view its primary premise, time on task, as a critical component of reading success.

Associationism also dates back to the work of Aristotle and the fourth century B.C. "Applying Associationism to the students reading problem, one would investigate the types of mental connections that the student makes before, during, and after reading. Weaknesses in student's thinking would be remediated by an intervention that focused on strengthening student's mental connections before, during, and after reading" (Tracy and Morrow; 2006).

For Tracy and Morrow, brainstorming prior to reading is a good example of a contemporary application of Associationism that might help students if they were not making sufficient mental connections before reading.

2.13.2 Behaviorism and Reading

Slavin (1997) cited in Tracy and Morrow (2006) points out that in behavioral perspective learning is seen as "a change in an individual caused by experience." In this theoretical perspective, reading is left to be conducted more by the classroom teacher. In this regard, Williams (1984:16) points out, "The behaviorist approach does not encourage learners to help themselves. The emphasis is on teaching rather than learning, and the learner is spoon-fed with selected language, rather than given a chance to reflect upon it in his own time and try to work things out for himself." Students are made to follow their teacher when he/she reads the text. In addition, the reading task itself would be viewed as

composed of isolated skills that could be individually identified and reinforced. This shows that it is believed that students should to be stimulated to read the materials.

In the past, similarly in the Ethiopian secondary schools, students were not given opportunities to read the text independently. They were encouraged to read mechanically through memorization and passively receive information on the page. They were ordered to listen only what their teachers read. Even today, in plasma classes, students listen passively the reading text which is read by the plasma teacher.

2.13.3 Social Constructivism

Social Constructivism, proposed by Vygotsky (1978) is based on the belief that "children's knowledge, ideas, attitudes, and values develop through interaction with others" (Woolfolk, 1998:44). Social Constructivism also emphasizes the critical importance of the mastery of sign systems (e.g., oral language, writing, and counting) in children's development. A key concept in Social Constructivism is the zone of proximal development, which refers to the ideal level of task difficulty required to optimize learning. Scaffolding, another prominent Vygotskian idea, refers to the assistance that adults and more competent peers provide to children during educational episodes.

Social constructivist approach to reading provides tools and principles which can help language teachers to draw their students into energetic participation in text events, entering into active dialogues with texts and their authors, not as outsiders, but as active participants. Social constructivism strongly supports a variety of discussion and group work as part of reading and learning (Calfee and Patrick, 1995).

A Social Constructivist perspective on students' reading problems would study their interactions during literacy learning with their teachers, parents, and peers. Care should be taken to ensure that all of students' literacy tasks completed during social collaboration fall within their zone of proximal development and that high-quality scaffolding techniques are used by others with whom they interact. The instructional techniques of a partner, and cross-age reading would be likely choices for educators

trying to address the student's reading problems using a Social Constructivist perspective since the primary emphasis in all these approaches is learning from one's peers. Bandura (1969, 1977, 1986, and 1997) developed Social Learning Theory, recently renamed as Social Cognitive Theory. Bandura's primary reason for creating Social Learning Theory was his belief that the behavioral explanations of learning did not account for the phenomena of vicarious learning, the notion that people learn from observing others. In fact, Bandura argued that people learn more from observing others than they do from the consequences of experiencing things themselves.

Social Learning Theory suggests that the models and the modeling in the student's life would be important areas to examine regarding their reading problems. The models in the student's life would include their family members, classroom teacher, and classmates. Social Learning Theory recommends that these models should engage in the kinds of behaviors that are desired for the student, such as sustained silent reading of a wide variety of materials, display of positive attitudes about reading, writing for a variety of purposes, and thoughtful discussion of materials that have been read. These modeling behaviors would be helpful in developing the student's reading skills.

2.13.4 Constructivism

Constructivism is a theory of learning and knowledge closely associated with the work of several well-known psychologists: Jean Piaget, Lev Vygotsky, Jerome Bruner, and Howard Gard-ner. As Woolfolk (1998) points out, "Constructivism is a theory of learning that emphasizes the active construction of knowledge by individuals".

According to Fosnot (1996: ix) constructivism is a theory about knowledge and learning; it describes both what "knowing" is and how one "comes to know." Based on work in psychology, philosophy, and anthropology, the theory describes knowledge as temporary, developmental, non-objective, internally constructed, and socially and culturally mediated. Learning from this perspective is viewed as a self-regulatory process of struggling with the conflict between exciting personal models of the world and discrepant new insights, constructing new representations and models of reality as a human meaning-making venture with culturally developed tools and symbols, and further negotiating such

meaning through cooperative social activity, discourse, and debate.

Constructivist focuses extensively on the active construction of meaning by the reader. Despite this shared orientation, however, each of the theories suggests unique ways of viewing the student's reading difficulty and unique approaches to its remediation (Tracy and Morrow; 2006).

In this theoretical perspective, the integration of new knowledge with existing knowledge can only occur when the learner is actively involved in the learning process. John Dewey was one of the first American constructivists. Dewey (1916) emphasized the growth of the individual, the importance of the environment, and the role of the teacher in students' learning. His work also emphasized the importance of problem-based learning and social collaboration.

In addition, knowledge for constructivists is learning viewed as a self-regulatory process of actively constructing new understanding from the learner's experience, prior knowledge, and collaboration with others. Active learning is a key principle of constructivism. As a concept, active learning stresses that learners develop knowledge construction through vigorous physical and mental activities. As a process, active learning means that learners are highly engaged in a variety of meaningful problem-settling and problem-solving activities with real-world applications (Martin, et al., 1997). Learning is an activity in which learners' self-construct knowledge, and this construction can not be replaced by others. Learners construct their own knowledge by testing ideas and approaches on the basis of their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs (Martin, et al., 1997). Students should be given reading material in a subject area about which they are very curious and that a problem related to the reading material should be posed for them to solve. The students would then be organized to read and write to solve the problem (Tracy and Marrow, 2006).

Constructivism is situationalized learning. That is, it stresses that learning is highly tuned to the situation in which it takes place (Resnick, 1989). Learning is enhanced in functional, meaningful, and authentic contexts (Harris and Graham, 1994). Knowledge and skills are strongly related to the situation in which they are learned. According to constructivist ideas, it is not possible to teach knowledge and skills detached from the context. Knowledge and skills are embedded in contextual

information. This also implies that students cannot simply transfer separate knowledge and skills to different contexts.

This principle requires teachers to develop ways of organizing learning that permit skills to be practiced in the environments in which they will be used (Resnick, 1989). Teachers should provide their students with authentic tasks which illustrate the applicability of knowledge and skills and motivate students to learn. In an authentic learning environment the cognitive demands are consistent with the demands in the environment for which the students are prepared (Savery and Duffy, 1994). When teachers offer students practice in different authentic contexts, the students separate the knowledge and skills from a specific context. They need sufficient practice in different settings before they can translate and use knowledge and skills.

The constructivist approach asserts that learning is an active, creative, and socially interactive process in which learners construct new ideas based upon their current and past knowledge (Bruner 1990). Knowledge develops via the negotiation of meaning through dialogue with the target language and its many socio-cultural expressions. Successful language learning is, therefore, achieved through exposure to and interaction with language in authentic contexts. Typically a learner in a constructivist-inspired program would be required to perform tasks and solve problems involving listening, reading, writing and speaking in the foreign language, concerning a high level of interaction. The constructivist philosophy is closely tied to communicative teaching approaches and indeed is the force behind many initiatives in interactive computer assisted language learning. Television is difficult to square with the Constructivist approach, which is oriented towards productions rather than comprehension. One answer is to advocate, with for instance (Broadly, 1997), that learners should make their own videos for broadcast. Another option is to develop extra functionality that allows learners to create their own learning space, a concept that comes close to the constructivist vision of active learners creating their own knowledge model.

There is a clear parallel here with Vigotsky's notion of the Zone of Proximal Development (ZPD) (Vygotsky 1978). The ZPD is an area of cognitive achievement beyond those tasks that a child can do on her/his own including those tasks that a child can succeed at with help from an adult or more capable peer. Thus, this area of growth emphasizes the part which others can play in assisting

individual development, and the social nature of cognitive change. "Unique quality to human thought" (Jones and Mercer, 1993:22) which is cultural as language is derived from human communication. Secondly, it provides a medium for teaching and learning. This input contributes directly to acquision of (incidental and implicit learning) which is largely responsible for developing comprehension and subsequent productive fluency in a second language. According to this theory, learners are not required to actually speak or write in order to acquire language .Acquisition takes place internally as learners read and hear understandable samples of the language. In other words, after a great deal of listening, speech will emerge spontaneously in a natural order. Motivation to learn also appears to be one of most important determinants in successful language acquisition (Krashen, 1980, 1982; Trueba, 1987). Krashen suggests that language learning environments must be highly motivating and designed in ways that make learners to forget that they are hearing or reading another language.

2.13.4.1 The Constructivist Views of Reading

Dewey, (1916) argued that to optimize learning, students need to work together to formulate hypotheses, collect data to test hypotheses, draw conclusions, and reflect on the original problem and the thinking processes needed to solve it. The application of Dewey's view of learning to the reading difficulties would consider the effects of a problems-based approach and the impact of social collaboration on the student's reading skills. Constructivists who follow this learning theory would suggest that the student should be given reading material in a subject area about which they are very curious, and that a problem related to the reading material should be posed for them to solve. The student would then be required to read and write to solve the problem.

According to Tracy and Morrow (2006), Schema Theory is another constructivist theory. Anderson and Pearson (1984) extended Bartlett's (1932) work on the topic. In their work, a schema refers to knowledge and the way it is organized in the mind.

An application of Schema Theory to the reading problem would investigate the quality of the student's existing schemata (background knowledge) related to the reading topic and the process of reading. Schemata Theory would also examine whether or not the student was able to activate existing schemata and suggest ways to build the student's background knowledge if existing schema were not

sufficient. Using instructional techniques related to Schema Theory, the teacher might also teach his students to pose questions prior to reading, and review the questions after reading (Ibid).

Rosenblatt (1994) further extended the application of Schema Theory to the field of reading. Based on the idea that every individual is unique with regard to what constitutes his or her schema in any particular area, Rosenblatt argued that every reading experience is therefore unique to each individual as well. The notion that all readers have reading experiences that varies from one another form the cornerstone of Rosenblatt's Transactional/Reader Response Theory.

Tracy and Morrow (2006) forwarded their opinion that Psycholinguistic Theory (Goodman, 1967) is another theory that can be classified as Constructivist in nature. At the core of the Psycholinguistic Theory of reading is the assumption that reading is primarily a language process. A central component of the Psycholinguistic Theory is that readers rely on language cueing systems to help them rapidly read text. Although readers use multiple cueing systems, those most often cited in conjunction with Psycholinguistic Theory are the syntactic system, the semantic system, and the graphophonic information system. These systems are listed as follows:

Syntactic cues are those related to the grammatical structure or syntax of the language that enable readers to predict the next words in the text.

Semantic cues are those related to the meaning of the words and sentences that allow readers to predict the next words in the text.

Graphophonic cues are those that are derived from the visual patterns of letters and words with their corresponding sounds that, again, allow readers to predict the next words in the text.

Application of Psycholinguistic Theory to the reading problem would suggest that the teacher should examine the student's miscues (i.e., oral reading errors) to see which cueing systems the student is and is not effectively using during reading. For example, an analysis of the student's miscues might reveal that they are not correctly sounding out words—in other words, not making adequate use of graphophonic cues. This profile would indicate that the student needs additional instruction in this skill

area. Alternatively, the student's miscue analysis might reveal that the student is reading aloud words that do not make sense in a sentence. This profile would suggest that the student is not adequately using their semantic cueing system, and would indicate that this area is in need of remediation. In short, the miscue analysis system of Psycholinguistic Theory will show the student's strengths and weaknesses during reading and reveal areas for instructional intervention.

Metacognition is the process of thinking about one's own thinking. While studying the topic of metacognition, researchers determined that proficient readers employ a number of metacognitive strategies during reading that assist them in understanding their texts (Pressley, 2000). For example, proficient readers are aware of whether or not they comprehend what they are reading and employ "fix-up" strategies such as re-reading, slowing down, or looking up word meanings when comprehension failures occur. Research consistently shows that, in contrast to the effective use of metacognitive strategies by good readers, poor readers do not possess these skills (Baker, 2002). As a result, Metacognitive Theory indicates that poor readers' comprehension can be enhanced through direct and explicit instruction of metacognitive skills. The application of Metacognitive Theory to the student's reading difficulty would question whether or not they were employing metacognitive strategies during reading, and if they were not, would provide direct and explicit instruction in these areas to remediate their reading problems.

The cognitive-constructivist view of reading emphasizes that reading is a process in which the reader actively searches for meaning in what he or she reads. Readers must actively engage the mistakes with the text, consider what they are reading, and link the information they are gleaning from the text with ideas, topics, and events they already know. The cognitive-constructivist view of reading also emphasizes that the reader's search for meaning depends very heavily on the reader's having an existing store of knowledge or schemata that he or she draws on in that search for meaning, and that the active contribution of the reader is significant enough to justify the assertion that the reader actually constructs the meaning he or she arrives at (Graves, M., 1998, 2001).

The constructivist view of reading has many implications for language teachers (Wilson, 2003). First, teachers need to stop teaching reading by simply practicing reading, and focus on assisting students to extend their capacity to read constructively. Second, teachers need to avoid teaching reading through

the kind of disembodied texts which are so common in EFL classrooms. Third, teachers need to ensure that teachers are not reading on behalf of the students in the reading classes. Instead, English teachers need to empower students to choose what and how to read in ways that suit their needs and purposes.

To sum up, constructivist theory challenges the traditional beliefs about knowledge and learning. It encourages and accepts learners' autonomy and initiative. It views learners as persons of will and purpose, considers learning as a process, encourages learners' inquiry, acknowledges the critical role of experience in learning, emphasizes performance and understanding when assessing learning, considers how the student learns, encourages learners to engage in dialogue with other students and the teacher, supports co-operative learning; involves learners in real world situations, emphasizes the context in which learning takes place; considers the beliefs and attitudes of the learners, and provides the opportunity for learners to construct new knowledge and understanding from authentic experience.

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. From a constructivist viewpoint learning occurs when individuals integrate new knowledge with existing knowledge (Trace and Moor, 2006).

The constructivist view of the reading process conceives of the reader as an actively engaged participant who uses a variety of prior knowledge and frequently interacts with others as he or she constructs meaning from the text. A construction theory of learning emphasizes the active construction of knowledge by individuals (Woolfolk, 1998). Additionally, the meaning one constructs from a text is subjective, because a particular reader's processing is influenced by the sum total of the reader's experience as well as by his or her unique intellectual makeup, and each reader constructs a somewhat different interpretation of the text, as he or she conceptualizes it (Fosnot, 1996).

2.13.4.2 Constructivism-based Reading Teaching Activities

These activities tend to divide the whole process of reading into three stages altogether. The first stage which is called pre-reading activities generally entails four aspects. They are defining a target and topic, building up students' background knowledge through creating situations and warming-up activities, introducing new vocabulary by means of situations, and predicting the content and the organization of the text. The second stage of constructivism-based reading teaching, while-reading, is the central process of reading activities. It consists of the following five parts: overall understanding of the text, detailed understanding of the text, discussions for a deep understanding of the text, and language points and grammar. And the third stage, post-reading, includes four parts: revision of the reading and language points, doing exercises for consolidation of the text, doing vocabulary exercises, and doing supplementary readings. Each stage has its reading target, reading tasks and specific activities for reaching the goal of reading(Brown,2001).

Having looked at several theories of reading and their implications for second language reading, our focus will now move to educational television application and its role in the teaching and learning of second language reading.

Television, as a source of authentic second language material, seems to be an excellent medium for this approach. Motivation can be maintained via the provision of the high quality material already available from conventional TV. Interactive services could then improve the comprehensibility of language input by providing scaffolding for understanding of language items according to learners' motivation, interest and knowledge levels, for example by annotating new words with translations, labeling objects in a scene and so on.

2.14 Educational Television

Television is an important medium widely used to broadcast information to its viewers. It combines audio and video technology, and considered to be more effective than audio media. It serves multiple purposes of entertainment, information and education. Besides performing the motivational function it helps in providing discovery learning and cognitive development of its viewers. "The most prevalent use of television is for the communication of cognitive content. This use of television assumes that television stimulates cognition and learning" (Jonassen, 1981: 242). In addition, because of its better accessibility, TV can bring learning materials to the masses in more direct, effective and personal way than other educational media. Although every media has some strengths and weaknesses, much more depends on how the media is used. This is confirmed by some researchers. According to the researches conducted by Salomon (1979) and Bates (1988), television differs from other media in the way that it can represent knowledge, and such differences have certain pedagogic implications.

Television which was used as an instructional medium was first reported in 1932 by University of Iowa in the USA on an experimental basis in a world fair. But after some time , due to the World War II , the use of television was not that much active ; and as a result by 1948 there were very few educational institutions involved in using television as an instructional medium in spite of the great interest in television evinced by educationalists. Realizing the power of television for educational purpose, "the Federal communication commission in USA reserved 242 frequencies for educational broadcast on no profit and non-commercial basis in 1952 (Magnuson, 1965).

According to Hull (1962), the use of educational television tended to grow slowly but by 1961, 53 stations were affiliated with the national Educational Television Network (NET) with the primary goal of sharing films and coordinating scheduling. A number of educational stations increased more rapidly in the 1960s (Carnegie Commission, 1979). Ohio University, the University of Texas and the University of Maryland were among the earliest universities to create networks which reached both on-campus and off campus student populations (Brientenfield, 1968). Some other universities also started considering how to promote distance learning, selecting student populations, with the help of television.

In principle, the aim of education is to give quality to human nature; students' want to see the face of the teacher where it is not possible in books and texts. Educational television provides an answer to this end.

In line with this, Hizel (1983) lists various functions of television in delivering education through a distance mode, like supporting and enhancing teaching; instructing; explaining, clarifying; motivation and encouragement; imposing study speed (determining rate of study); presenting a reference to large masses; changing behavior and presenting unreachable facts and events. It can be said that television can be an effective devise as a distance education delivery system. It can also be integrated into the curriculum to provide information either on a single lesson, or a specific unit or even a full course. The instructional television can be interactive (allowing the viewers to interact with instructor or other students live) or passive (airing pre-recorded programs). Lochte (1993) describes an experiment using two-way television with two-way audio wherein all students could view and interact with the teacher, and simultaneously the teacher could view all participating students through the cameras at remote sites.

Walker (1995) also preferred television for its dual purposes, i.e. audio and visual effects and reported that it can be used to show processes or physical skills; to show movement; to show visuals that reflect on the color depth cues and motion of the object; can be used for those who lack reading skills; help make distance learning more personalized; making teaching learning live, attractive and dynamic; and it is useful for skills development. Hence, it can be affirmed that television can be used for supporting education, gathering attention, attracting direction, filling the gaps, reaching the masses, presenting the facts for both students and adults in terms of decreasing the problem of education. In all aspects of education and teaching television is the widely spreading medium.

In sum, television instruction has been found to motivate students to engage in problem solving and to improve their attitudes about problem solving. It can also help them overcome some hazardous situations, and a number of physical limitations. Its capability to use a wide range of audio-visual materials like graphs, pictures and samples, in its transmission, makes it a superb medium for instruction. With its capabilities of video, audio and motion, it is a strong, modern mass medium of transferring information to mass audience in the present modern age.

2.14.1 Using STV to Teach Language

Since the early 1960s, language teachers have witnessed dramatic changes in the ways that languages are taught. The focus of instruction has broadened from the teaching of discrete grammatical structures to the fostering of communicative ability (Warschauer and Kerv, 2000). Together with the appearance of communicative approvals, the emergence of multimedia tools in language teaching has attracted the attention of teachers, academicians and educators.

As we know, technology and foreign language education are no strange to one another. In the sixties and seventies, language laboratories were installed in numerous educational settings. The traditional language laboratory was comprised of a series of booths, each providing a cassette deck and accompanying microphone and head gear here. Teachers monitored their students' interactions by using a central control panel. The basic premise behind their technology was that if verbal behavior was modeled, and then reinforced; students could quickly learn the language in question. The language lab activities therefore were grounded in a stimulus-response behavior pattern. The more drill practice the students received, the faster they would learn the second language. While the language laboratory was a positive step in linking technology and language education it was soon recognized that such activities were both tedious and boring for both students and teachers. Furthermore, the amount of student-teacher interaction was minimal, and individualized instruction was irrelevant. Besides, the pedagogical deficiencies, the audio equipment were cumbersome and prone to breakdown, had only one function-to disseminate auditory input. These factors put together led to a shift to the communicative approach to second language education that is namely, television- assisted language learning. Oxford, et al. (1993:31) contended that, "Distance education via satellite television is an important means by which many students now learn foreign languages around the world".

So, it can be said that technology has also changed the life of the language teacher. It has increased the range of resources in ways which ease the task of the teacher and it has facilitated access to these regarded. As Brinton (1991:456) observers, "Instructional Television as medium has been facilitating the task of language learning. It helps the classroom teacher to motivate students by bringing real life situations to the classroom and presenting language in its communicative situation."

Moreover, the nature of the resource and the facility of access to it suggest that television can be a rich source of data for language learning, beyond and within the classroom. Where learning goals are related to communication skills, the authority of such data is an important consideration. Thus, television can be said that it affords authority to language learning in three ways:

- It presents language in cultural contexts.
- Language learners tend to be able to 'read' such cultural contexts, in terms of participants' social and economic status, and purposes and motivation in interactions.
- Television viewing activity which language learners are familiar with, engages them for information, education and recreation.

In line with this, Tomalin (1986) argues that television offers visual and audio clarity to meaning; it brings the outside world into the classroom; it gives the class and the teacher something to talk about; it is a powerful stimulus to communication in class; it can introduce the culture of the target language into the classroom; and TV is a powerful motivator. Similarly, Oxford, et al. (1993: 31) report:

> Satellite television provides a single teacher or small instructional team to meet the needs of a very large number of students in far flung locations. This allows the students to be saved who would not otherwise have the opportunity for the foreign language learning and potentially saves significant costs for instructional personnel. Hence television is a valuable tool. Teachers use a variety of basic skills, basic vocabulary and spelling. This helps students to work at their own pace.

2.14.2 Some Drawbacks of the Educational Television

Educational television is not without its drawbacks although it has many advantages. Mander (1978) asserts that educational television is an effortless media which transmits huge quantities of exposure. Moreover, it is educationally and socially harmful.

For Mander, electronic media particularly television should be eliminated because of some reasons. He believes that television destroys the neutrality of the environment, it is a mechanism for economic and political domination; it hinders the psychological development of the mind since it facilitates passivity and sleep learning and it is undemocratic since it confines the content of information.

Similarly, Dale (1969:358) argues, "Television gives incorrect time and size concepts and like, radio, it is one way communication device, it reduces the learner to only a passive viewer." It is clear that learning is an interactive process, while television is a passive, receptive process (Jonassen, 1981). Jonassen argues that since passive learning produces an absence of arouse resistance to what is learned, passive learning can occur only so long as the material remains acceptable. Observational learning, as Jonassen added, severely limits the type of learning that can result from viewing television. "It reduces learning to a mechanical, associative process whereby the viewer copies the behaviour (not the thought process, reasoning, intention, or other internal mental processes) of the TV model without regard to its importance, inference, or meaning."

In like Mander, Amare (1998) remarks that the disadvantage of television is that it discourages mental engagement making short thinking spans and ultimately including this habit of using automatic processing while trying to engage in thinking.

The local literature on this area is scarce. Practically, there is no published study on the area. Related studies which conducted in the Ethiopian context only on the reading skill (with non-plasma television) are unpublished PhD dissertations: Gebremedihn (1993) studied on Individual Reading for EAP for Social science first Year Students in AAU. In this study, Gebremedihn focused on showing how the teacher can assist the university students to acquire reading skills using for English for Academic purposes to help them cope with their studies by using an 'individualized' reading approach'. According to Gebdremedihin, this approach enables the students to read at their own pace and do exercises individually without worrying where their classmates were. He further stated in his study that this approach assisted the students in reading. However, this experiment was conducted in classes of around 30 students. In reality the class size in Ethiopian schools is more than this.

Taye (1999) carried out his study on the social background knowledge, academic background knowledge and language proficiency and their role in reading proficiency on freshman students at AAU. T-tests and stepwise regression analysis on the results of the tests were undertaken. It was concluded that academic background directly affected results, whereby students from the arts stream scored better at social science courses than those from the science stream. He pointed out that the differences in the amount of extra-text and intra-textual background knowledge affected reading only

up to a certain level after which the effect diminished. Reading comprehension was directly affected by language proficiency, and language proficiency had a stronger effect than background knowledge on reading comprehension.

Gessesse (1999) conducted his research on 'The Effect of Process Approach to Teaching Reading on First Year Students at Kotebe College of Teacher Education'. The design of his study included an experiment with untreated control group with a pre-test, post-test measures using ANOVA, as well as observing classes and collecting data through questionnaires and open-ended reports. He concluded that the experimental groups both showed a perceived effect in improving their reading ability as well as positively evaluating the approach in their reports. Further, their attitude towards reading showed a significant change in comparison with that of the control group.

These research studies mostly go along similar lines. They were carried out on first year students using experiment and control groups. Then the students' reading abilities, which they inevitably found to lack some major skill or component, were measured.

Abiy (2006), on the other hand, worked on 'Effects of Teacher Mediation on Student Conceptions and Approaches to Reading'. The study tested whether or not the teacher's mediation could bring a change in students' conceptions and approaches to reading, and develop their reading ability. He employed a case study on Grade 9 students. In this case study, he used different instruments: tests, interviews and class observation. He concluded that teacher mediation could help students to develop qualitative conceptions and deeper approaches to reading, and improve their reading capacity. Although this study was conducted at Grade 9 students in which teaching learning process took place via plasma television, it is difficult to implement this approach at this Grade level since the plasma teacher used teacher-centered method to teach reading skills. .

MA theses include studies on Instructional Radio(e.g. Tefera,,2001; Kahsay,1998; and Abere,2004); On Computers in schools (e.g. Dessalegn, 2004) ; On IT Syllabus Implementation (e.g. Abate, 2004) ; Preparation and Utilization of Instructional Materials (e.g. Abraham, 2001; Betsate,2000), and some of the studies are on Instructional Television (Ali Yasin (2005), Aberash (2005) ; Getachew (2003), etc).

Emphasis in most of these studies of instructional television is on the technical application of the educational technologies, and their findings include the following:

- Teachers do not have adequate qualification or training (in IT, computer or instructional media preparation and utilization).
- Teachers do not use media even when they are available;
- There is shortage of instructional media in schools followed by shortage of time and support for classroom teachers

In fact, Girma (2007) conducted his study on Teaching and Learning Reading through Plasma: Issues of Attitude and Implementation with particular reference to Grade 11. He used questionnaires, classroom observation and interview as a data collecting instruments. The responses were analyzed through descriptive analyses using frequency, percentage and mean values. His research finding revealed that although both teachers and students have positive attitude towards plasma television, rather they were found to develop negative attitudes towards time allotment of the program.

Furthermore, he focused on the time constraint, aggravated by the students` poor background of the English language and the large class size, was also reportedly found causing a serious problem on the implementation of the program. Both teachers and students failed to play active roles in the before, during and after transmission sessions of the program.

Negash (2008) also carried out a research study on "a Comparative Study of The Methods of Teaching Reading Employed by the Televised Teacher and the Classroom Teacher with Especial Reference to Grade Nine". Classroom observation, questionnaire and interview were employed to collect the data. Based on the findings, he concluded that relative to the classroom teachers, the televised teacher seems to employ the techniques and procedures that experts and researchers of reading propose. Furthermore, he argued that there are areas that are found difficult for the televised teacher but easy for the classroom teacher and the vice versa. It was, therefore, recommended that reading should be better taught by the televised teacher with active involvement of the classroom teacher. But in the present research, the experimental study (that used pre-test and post-test) was designed as a major instrument

to find out teaching reading skills in English as a foreign language through interactive classroom teaching.

To this effect, to the best knowledge of the researcher, none of these studies, however, examined teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching in their investigations

So, since the present study focuses on teaching reading skills in English as a foreign language through interactive classroom learning versus plasma television teaching, the research explores whether the student-centered and teacher guidance approach can be applied in the classroom in comparison to using this new technology.

2.15 Chapter Summary

This chapter focuses on two main related literatures: the theory of reading skills and educational television. It reviewed a theory of reading including definitions and process of reading, and basic approaches to understanding reading together with models of reading. The chapter, then, presented definitions and characteristics of reading skills and concepts of reading skills in English as a foreign language. It also included the social constructivism view of teaching reading skills and related this view the second or foreign language acquisition.

The second section dealt with a discussion on the Educational Television (Satellite Television) based on the reading program. An attempt was also made to review a few local studies in reading skills studies in English as a foreign language.

The next chapter justifies the research approach that is taken, reveals the perspectives and paradigms that underpin the study, and deals with the research methods used in the study and reports of the pilot study which was conducted prior to the main study to ascertain the strengths and weaknesses of the instruments to be used for the main data collection.

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

This chapter describes the research methods used to investigate teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching.

In this study, an experimental study is designed with two categories of students, i.e. the control and experimental groups of students. The first category concerns the teaching of reading skills in English as a foreign language through interactive classroom teaching. The second category concerns the teaching of reading skills as a foreign language with the use of plasma television. These categories are concerned as comparison to find out whether learning intensifies with interactive classroom teaching or with plasma television.

This chapter attempts to discuss the school of thought about knowledge and philosophical stance (paradigm) of the research, pragmatism of the study as a background of the research method. It also discusses the research design, the research samples, and the research instruments, and the process of data collection as well as the pilot study used in the study.

3.2 Paradigms and Perspectives Underpinning the Research

To develop a research method, it is very important for researchers to evolve a conceptual framework for the research methodology being applied. From lots of different types and terms in the literature, Creswell (2003) focused on three approaches: quantitative, qualitative, and mixed methods approach. The first two have been available for decades, and the last is new and still developing in form and substance. Furthermore, three framework elements can be considered as follows: philosophical assumption about what constitutes knowledge claims, general procedures of research called strategies of inquiry, and detailed procedure of data collection, analysis and writing, called methods. For that, Creswell (2003) proposed three questions to the design of research:

1. What knowledge claims are being made by the researcher (including a theoretical perspective)?
2. What strategies of inquiry will inform the procedures?
3. What methods of data collection and analysis will be used?

With regard to a knowledge claim, it means that researchers start a project being certain about how we will learn and what we will learn during our inquiry. They might be called paradigms, philosophical assumptions, epistemologies, ontologies.

A philosophical stance (paradigm) is a theoretical perspective informing the methodology and thus providing the context for the process and grounding its logic and criteria (Crotty, 1998: 3). Philosophically, researchers make claims about what is knowledge (ontology), how we know it (epistemology), what values go into it (axiology), how we write about it (rhetoric), and the process for studying it (methodology). According to Creswell (2003), there are four schools for knowledge claims: post-positivism, constructivism, Advocacy/Participatory and Pragmatism. Among these schools of thought, pragmatism which is appropriate for the present study is discussed in the following section.

3.3 Pragmatic Knowledge Claim

Knowledge claims arise out of actions, situations, and consequences rather than antecedent condition as in post positivism. The pragmatists look to the "what" and "how" to research based on its intended consequences-where they want to go with it. Instead of method being important, the problem is most important, and researchers use all approaches to understand the problem. In other words, they are "free" to choose the methods, techniques, and procedures to collecting and analyzing data rather than subscribing to only one way. Thus, it opens the door for mixed methods researchers (Creswell, 2009:11).

In this study, therefore, the researcher has followed the pragmatic knowledge claim as it allowed him to adopt a mixed method approach.

3.4 Methodology

As stated above, the present study employs the mixed method research approach which involves the mixing of quantitative and qualitative research methods (Johnson and Christensen). This method is based on the situationalist perspective that each method has usefulness in a specific situation or phase of the research process (Rossman and Wilson, 1985: 631). In this study, the two approaches are not accorded equal weight. The researcher relied primarily on an experimental research design which is associated with the quantitative research tradition, and buttresses the findings of an observation, and follow-up interviews which are associated with the other tradition -- qualitative. Two main rationales for combining methods are: (a) to achieve a fuller understanding of a target phenomenon, and (b) to verify one set of findings against the other (Dörnyei 2007: 164) given that a combination of quantitative data (i.e., quantifiable data) and qualitative data (i.e., text or observations) provide a better understanding of a research problem than either quantitative or qualitative data by itself (Creswell 2009:61-62).

Thus, the present study which has adopted a mixed approach collected and used both quantitative and qualitative data. The quantitative data were collected through an experiment and a questionnaire while the qualitative data were obtained from interviews and classroom observation. The quantitative data were classified, analyzed and interpreted using simple statistical methods whereas the qualitative data were presented, described and interpreted.

3.5 The Research Design

In this study, an experiment was designed and conducted to investigate the difference between teaching reading skills in English as a foreign language with and without Plasma television. The design of the study is experimental in the sense that it deals with untreated control group with a pre-test, post-test, and follows up (Cook and Campbell, 1979). The experimental group of students received non-plasma instruction in reading skills. The control group of students was taught through plasma television.

The hypothesis underlying the experiment was that there is no significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching. As a corollary, it is hypothesized that there is significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

To test these two hypotheses, an experiment was designed and it was conducted in the pilot study, as a preliminary step before the main study was undertaken. The control group was taught reading skills through plasma television lessons and the experimental groups of students received non-plasma instruction in reading skills. At the beginning of the semester, both groups of students took a pre-test which revealed their initial level. After this pre-test, the students in the experimental group received instruction through the non-plasma interactive method while the students of the control group received the usual plasma television instruction. At the end of the semester, all the students were tested once more in a post-test.

3.6 Subjects of the Study

This study targeted Grade 10 students at two Secondary Schools, Entoto Amba High School and Kechene Debre Selam High School (for the Main Study) and one school, Kokebe Tsibah High School (for the pilot study) in Addis Ababa. The selection is purposive because it is believed that students presently in Grade 10 were taught English without the help of plasma television until they had completed Grade 8. Learning English through plasma television exposed them to a new teaching-learning experience to them when they joined Grade 9 and reached Grade 10. So, it was assumed that it would not be difficult in the case of these students to examine which method of teaching reading lessons was appropriate. For this reason, targeting Grade 10 students was believed to be convenient for this study. In addition, Grade 10 teachers of English participated in the study. Each teacher has two control groups and two experimental groups. The experiment lasted for a semester and each group had four class hours per week. The teachers were given training concerning teaching reading skills through non-plasma classroom interactive method (see in Appendix N).

3.7 Sampling Procedures

As discussed above, the study was conducted at Entoto Amba Secondary School and Kechene Debre Selam Secondary School (for the Main Study) in Addis Ababa. The schools offer education for first cycle (Grades 9 and 10) secondary level students .Entoto Secondary School is located in the Northern part of Addis Ababa. During the year in which the data for the study was collected, school census information indicated there were 1069 Grade 10 students and 10 Teachers of English in total studying at Entoto Secondary School. The school timetable from that year (2011/2012) also showed that there were 25 classes with class lists showing the number of students ranging from 38-40 in each class.

The second study site, Kechene Debre Selam Secondary School, is also located in the Northern part of Addis Ababa. During the year in which the data for the study were collected, school census information indicated there were 491 students and 7 teachers of English in total studying at Kechene Debre Selam Secondary School. The school timetable from that year (2011/2012) also showed that there were 12 classes with class lists showing the number of students ranging from 40-42 in each class. The schools were chosen because both schools have plasma television screen in each classroom which has access to this for a 20 minute daily session. The other reason was they were more convenient to the researcher and had proximity to the situation the researcher work in. The sampling technique was chosen because it would give each school equal chance of being selected.

3.8 Instruments and Procedures of Data Collection

3.8.1 Measurement

There are four main measurement tools employed in the pilot as well as the main study: 1) The pre-and post-tests reading comprehension and vocabulary tests, 2) a questionnaire 3) an interview and 4) classroom observation. The pre-and post-tests aim at measuring reading comprehension and vocabulary. The last three tools namely a questionnaire, an interview and a classroom observation measure the attitudes of both teachers and students toward teaching reading skills and they are used in the post-test only. Details are described below.

3.8.1.1 Pre-test and Post-test

A pre-test was given to both the control and the experimental groups before the experiment began. As during the pre-test, the students started with the standardized reading comprehension and vocabulary test (Florida Comprehensive Assessment Test (FCAT) Grade 10 Reading by Ortiz and Davenport (2006). The official Florida University Department of Education website (http://www.firn.edu/doe/sas.fcat.htm) notes that the 10th Grade reading FCAT tests include performance tasks, which are typically moderate to high complexity items.. This helped the researcher to see if there was any difference in reading abilities between the two groups and to confirm that their background of abilities is equal or the same. At the end of the training, a post-test was given to both groups and finally they responded for the questionnaire which comprised questions about attitude. The purpose of the post-test was to find out whether or not there was any improvement achieved over the pre-test results of each group, and also to know if there was any significant difference between the post-test results of the experimental and control groups. In each case a t-test was used to determine any such differences. The pre-test and post-test consisted of various types of questions designed to test the student's reading abilities. For reading comprehension, the following types of questions were used in the tests.

1. Detailed questions which ask for bits of information directly stated in the text.
2. Inference questions which ask for information that are implied, but not directly stated, in the passage.
3. Sequence questions which require knowledge of events in their order of occurrence.
4. Cause-and-effect questions which name cause and ask for its effect or mention an effect and ask for its cause.
5. Vocabulary questions which ask for the meaning of words or phrases used in the text.

3.8.1.1.1 Pre-Test

The main objective of the pre-test in the study was to find out if there was any significant difference in reading abilities between the students of the experimental group and the control group. That is, to test the two groups' equivalence in reading comprehension, the pre-test was given. The pre-test

consisted of a comprehension passage and six true/false, nine fill in the blank spaces (cloze test), nine multiple choice, one sentence arrangement, two sentence completion and four matching questions. The passage was taken from the Florida Comprehensive Assessment Test (FCAT).

3.8.1.1..2 Post-Test

In this study, after the experimental groups were taught reading skills through the interactive method by their class teachers, a post-test was also given in order to find out if there was any significant difference between the control and the experimental groups in reading skills. The control group was taught skills by the plasma-teacher. A post-test for reading comprehension was prepared. It was identical to the pre-test, chosen from Florida Comprehensive Assessment Test (FCAT) Grade 10 Reading by Ortiz and Davenport (2006). The participants were given the same questions for the pre and post-test. The reason for giving identical pre and post-test was to ensure that the quality of the question paper was the same . The post-test consisted of one reading comprehension passage with thirty questions of true or false, close test, multiple choice, sentence arrangement and matching items.

3.8.1.2 Questionnaire

The questionnaire which consists of 39 items was used as a research technique and it has derived considerable credibility from their widespread acceptance and use in academic institutions. They are considered an appropriate technique when enough general information is known or can conveniently be obtained about the subject matter under investigation (Hague and Harris 1994: 2). Thus, the questionnaire is one of the important tools designed to gather information about students' attitudes towards teaching reading skills. It is made up of closed questions (fixed responses) which require the respondent to choose between limited numbers of answers (Hague 1998: 52-54). The questionnaire was used in this study as one of the two research tools for data collection on teacher's and students' attitude towards reading skills, the other being an interview.

In this study, the questionnaire items were designed for both control and experimental groups on the basis of the students' attitude towards the teaching reading skills in English as a foreign language and also on the basis of the review of related literature on managing teaching reading skills in English as a foreign language through interactive classroom versus plasma television teaching.

This questionnaire was developed and administered after the researcher had conducted studies in the fields of language learning and educational psychology. It was also developed using existing instruments for measuring perception in a reading setting. It was used in the pilot study and then revised and administered at the end of the treatment in order to investigate the students' attitudes toward teaching reading.

Owing to a body of research suggesting that learners' attitudes toward the learning situation affect their degree of success (Mueller and Miller, 1970; Gardner et al, 1986; Larsen-Freeman and Long 1991: 178-179). The questionnaire was revised due to some ambiguity and redundancy which was found after interviewing the students.

The questionnaire for the present study was formulated by revising and complementing the questionnaires in the related research studies as follows. The questionnaire was composed of two

parts: The first part, i.e. consisted of perceived effectiveness of teaching practices (23 items) that were developed into a Likert-type questionnaire, i.e. it employs Likert scale. Attitudinal questions seek information about what the students think of teaching reading skills, their image and rating of teaching reading skills (TR) and why the students do teaching reading skills (TR) were posed and were written in English. These 23 items were answered on the scale of 5 to 1 to assess the students' coincidence degree. The five points on the scale were: 5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree. The second part consisting of 18 items aimed to investigate the students' attitudes towards the reading class, and their use of reading strategies. The 18 items were answered on the three-point scale of 2 to 0: 2=always; 1=sometimes; 0=never.

The researcher has borrowed two questionnaires with 3-degree system from Öncel (2006) in accordance with the related survey of literature in order to find out to what extend reading texts are studied and comprehended in reading classes. The degrees to be employed are as follows: Never - Sometimes – Always.

3.8.1.3 Interviews for Students and Teachers

The interview used a semi structured-interview format as a guideline with a set of specific questions with predefined answers as well as those where the respondents were free to say whatever they liked. These questions were intended to find out basic information for the research objectives by eliciting their perspectives. One advantage of an interview over a questionnaire is that interaction with the students can improve the chances that the information elicited is accurate and complete (Gradman and Hanania 1991). Interviews were held with the teachers and students to supplement information and to cross-verify the data collected through the questionnaire and classroom observations, i.e., it was done to support it with information obtained from the questionnaire and classroom observations.

The purpose of the interview was to ask the informants to clarify questions of attitudes (Færch and Haastrup, 1984) and to learn more about their attitudes toward teaching reading skills in English.

The questions used in tests, questionnaires and interviews were refined and shaped on the basis of the findings of the pilot study. The pilot study provided the researcher with an opportunity to identify the weakness in his interviewing techniques before proceeding with the interviews of the main study.

3.8.1.4 Classroom Observation

The researcher observed particularly how a classroom teacher and a plasma teacher spent their time during the lesson in reading skills. Every two minutes, the researcher noted in writing which activities were taking place in the lesson, which lesson content was discussed, what type of setting was applied (whole class, co-operative group work, or individual work), what kind of interactions were taking place and whether the teacher was involved a whole group, small groups, or individuals. Because the incidence of observed behavior is in itself not informative about the quality of the observed behavior (Burgess et al, 1993), a yes/no rating instrument was used.

Observation was also focused on students' activities, problems and challenges that the teacher had faced while s/he was conducting the reading skills lessons with plasma television or non-plasma television. As is well known, language classroom observation would help understand the language–learning contexts and discover how learning environments contribute to the goals of language learning in the classrooms.

The students along with their teachers were observed during one lesson in reading lesson, before the training started. The researcher visited all the students and teachers for observation.

3.9 Data Analysis Methods

The design of this study was mixed a method design which consists of first collecting quantitative data and then collecting qualitative data i.e. both quantitative and qualitative data analysis techniques were employed to analyze the data collected. After the administration of the tests, the data were collected and subjected to statistical analysis. A computation of means of pre and post tests were administered

to the two groups of subjects, that is, those learning reading skills in English through plasma television (control group) and learning reading skills in English without plasma television(experimental group) two different types of raw scores were identified and classified. The descriptive and inferential statistical tool t-test was employed for the data obtained from the tests and the questionnaire. The data obtained from both the observation and the interviews were qualitatively analyzed and interpreted. For quantitative data, descriptive and inferential statistics were used; these included means, medians, standard deviations, independent sample t-test analyses, and paired sample t-test analyses. The data obtained for this study were analyzed using the S.P.S.S. statistical analysis program.

3.10 Teaching Materials

The new syllabus of English for Ethiopian students was prepared by the Ministry of Education (MoE) in the Department of Languages. According to MoE (2008) the syllabus of the English language was designed on the basis on the new curriculum framework for Ethiopian schools and on the needs assessment conducted prior to revision work.

Regarding the change of the syllabus MOE stated that the syllabus lacked some important points which now incorporated in the new one. The main changes to previous English syllabus are listed below:

- The content has been reduced and teachers should be able to cover the content in the allotted time.
- The syllabus is based on minimum learning competencies for each Grade against which students will be assessed. Each unit provides the content and activities needed to build up students' competency.
- There is spiral progression throughout the four Grades of secondary: the four language skills, grammatical and vocabulary items and other language components are taught at increasing levels of difficulty and sophistication within the topic areas. This spiral progression is demonstrated in the minimum learning competences and the topic flow chart.
- The content is relevant to all students whether they are leaving school after Grade 10,

continuing to Grades 11 and 12 or moving into the vocational stream.

- The syllabus demonstrates practical implementation of active learning and learner-centeredness. It is designed to inform the production of quality textbooks that will inspire confidence and develop competence in teachers so they can use a broader range of methodologies in their teaching.
- The approach to language teaching is communicative and skills based: students learn and practice language which is meaningful to them and which has a real purpose and context. For this reason the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. Language is about communicating with others and learners are encouraged to interact with each other in a variety of patterns: pairs, groups and plenary. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through debates, surveys, games and stories appropriate to their ages(Appendix P).

In addition, the new edition English book for Grade 9 and 10 has been used since September 2011 academic year. The book has two parts: The first part which has six units (unit one to six) is prepared for semester one and the second part (unit seven to twelve) is also for semester two. This book is intended for classroom use and for academic purposes only. Each unit is intended to be covered with in 11 periods based on 34 week school year. Furthermore, Grade 9 and 10 students have 4 periods of English per week and 136 periods per academic year.

Regarding to units and periods allocation, Grade 10 text book is broken up into a number of units based around a topic. In addition, the book is prepared to have four revision units which give opportunities for teachers and students to recycle language and skills and assess competencies (Ibid). The activities included in the book are skills integrated and made to be enjoyable and engaging but should also include examples of national test types such as multiple choice(see the syllabus in Appendix P).

3.11 Classroom Teaching Methodology

The experimental group teachers of English were given two days interactive teaching of reading skills of as EFL training before they started teaching the experimental group. The training mostly focused on how to teach reading skills by using effective strategies when teaching reading in a foreign language. Before the training started, the researcher adopted the reading materials (The titles of the texts are Steam Car and Einstein's Expanding Legacy; (see Appendix N1). The teachers were advised to develop simple exercises to elicit information via targeted strategies. These exercises were divided according to the stage of reading in which they occurred. "Pre-reading" (warm-up, before reading) activities introduce students to a particular text, elicited or provided appropriate background knowledge, and activated necessary schemata (Phillips, 1985). Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay.

In the Pre-reading activities the classroom teachers (trainees) initiated discussing, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

The classroom teachers were trained to make exercises that would help students to develop reading strategies, improve their control of the foreign language, and to decode problematic text passages in While-reading (during, through reading). Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

Finally, for Post-reading (after, follow-up, beyond reading) exercises, the classroom teachers were trained first to check students' comprehension and then to lead students to a deeper analysis of the text,

when warranted (Phillips, 1985: 16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize a text content, but rather to see into another mind, or to mesh new information into what is already known, foreign language reading must go beyond detail-eliciting comprehension drills to help students recognize that different strategies are appropriate for different text types.

Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper complication of the texts. Follow-up exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Ibid, 1985).

After they had the two-day training, the classroom teachers started teaching the experimental group.

3.12 Validity and Reliability of the Instrument

3.12.1 Validity of the Instrument

Since the full research study focused on those aspects of reading programs that lead to quality in the program, content validity of the questionnaires was achieved by using literature on effective reading practices to develop each questionnaire. Each questionnaire was developed based on the literature review to ensure that it included the indicators of quality programs about which experts in the field and professional groups generally agree (Wharton-McDonald et al., 1998; Snow et al., 1998; Taylor et al., 1999; Duffy-Hester, 1999; Morrow et al., 1999; National Reading Panel, 2000). A number of measures were taken to ensure instrument validity, which is defined as, "[the] degree to which a study accurately reflects or assess the specific concept that the researcher is attempting to measure" (Sudman and Bradburn, 1982). The idea of validity to questionnaire design refers to the steps taken by the researcher to ensure clarity, wording, and ordering of the questions. One measure of validity as described by Smith and Glass (1987:107) is that of face validity. In describing face validity, they stated that "researchers attempting to support the interpretation of the measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure's content and the construct as theoretically defined".

To achieve the content validity of the test, the pre-test/post-test material was given to two test experts, one TEFL Professor and two Teachers of English in Etoto Amba and two other teachers in Meskerem High School for their comments regarding its reliability, validity, suitability and appropriateness .The selection was held by their Director and vice-director (Teachers were selected on their teaching performance, smooth relationship with their students, etc). A panel of judge was designed to evaluate the 30 items test. These 30 items were rated on the scale of 3 to 1 to assess the suitability and familiarity of the items. The points on the scale were: 3= high suitable; 2=average suitable 1= Low suitable. The result shows that four English language teachers evaluated each item and gave their judgment. Based on their judgments, most of the items (28 items) were rated average, only item 19 rated low because this item was not written properly. This means the pre and the post-test seemed to be appropriate to use it for this study.

After getting important comments from them, some words were added and some others were dropped and the final version of the pre-test was made ready before it was administered. The raw data of the pre-test and post test can be seen (Appendix G).

With regard to the questionnaire, the researcher presented the questionnaires were evaluated for face validity by the experts in the field and by the four teachers in a school. Both teacher and student questionnaires were modified based on feedback from interviewees in the target school (Kokebetsibah) during the pilot study. They were given the first version of the instrument to comment on the clarity of items and suggest changes. Some changes regarding the wording of statements, their order, and clarity were made to the final draft .Content validity was achieved by submitting the questionnaire to experts in the field of educational research and the field of teaching English as a second/foreign language to examine and evaluate the content and the format of the questionnaire before the final version was distributed among the participants.

3.12.2 Reliability of the Instrument

Reliability refers to the degree to which the instrument measures phenomena in a consistent manner. According to Oppenheim (1966:69),"reliability refers to consistency; obtaining the same results gain".

This consistency can itself be measured in the form of a statistical coefficient of reproducibility, often Cronbach's alpha, which is similar to a correlation coefficient. Moreover, to measure the internal consistency of the reliability of the test, researcher uses the test/re-test reliability.

3.12.2.1 Test/Retest Reliability

The main purpose of the test/re-test reliability is to assess the consistency of measure from one time to another. In this study, therefore, the researcher used Pearson product moment correlation coefficients(r). The test/re-test reliability was prepared and administered before the pilot study was carried out during 2009/10 academic year. The pre-test and the post-test reliability were conducted in Grade 10 at Meskerem Secondary school in Addis Ababa. In this school, there were 7 sections. Among these sections, one section (Grade 10B) which consisted of 25 students was randomly selected. All these students took the pre-test and post test in the first and second week of September, 2009.

The pre-test and post-test were marked by the researcher and the correlation coefficients were computed. The raw data and the results of the pre-test and post test can be seen (Appendix B). Since the p-value is 0.77, the pre-test and post-test is consistent.

Regarding the questionnaire, Cronbach's alpha test was run to measure the internal consistency and the reliability of the questionnaire. The alpha coefficient for the questionnaire 'Perceived Teaching Effective Scale (23 items) was at 0.82, which is considered a high level of reliability and for the questionnaire 'Attitude towards the Reading Skills' was at 0.694. According to Mueller (1986), a well-constructed scale should have a reliability coefficient of 0.80 or higher.

Cronbach's alpha was also run for the subscales of the questionnaire (reading stages). The alpha coefficient was 0.66 for pre-reading (10 items), 0.69 for while reading (9 items), and 0.66 for post reading stage (4 items).

3.13 The Pilot Study

Through a pilot study the researcher can identify unexpected problems and judge the feasibility of the overall research plans and then make modifications as necessary such as changing inappropriate strategies to the more effective and feasible ones. The following sections present the report of the pilot study conducted by the present researcher.

3.13.1 Method of the Pilot Study

A mixed design was used in this pilot study. The quantitative aspect of the design consisted of measures, two-groups pre-test and post-test design that was used to evaluate the effectiveness of teaching reading skills with plasma and without plasma television.

The pre-test and post-test design allowed the researcher to determine the immediate effect of treatment of which the pre-test was to establish learners' initial level of ability and post-test to measure learning achievement (Mackey and Gass, 2005). Another aspect of the design involved the completion of an attitude questionnaire using a 5-point Likert scale and a ranking scale ,interview and observation.

As already indicated, Kokebe Tsibah Secondary School was selected for the pilot study. In this school there were 16 sections of Grade 10. Among the 16 sections one section was randomly selected for control group and one for experimental group. The subjects involved in the pilot study were totally 79, 41 students in the control group and 38 in experimental group.

The pilot study was conducted over a period of eight weeks (beginning in February, 2010 and ending in March, 2010) for Grade 10, on the basis of, five hours per-week, with the group size remaining constant. The researcher approached the director of Kokebetsibah Secondary in Addis Ababa and the two teachers of English of the school involved in this study for permission to conduct this study. The length and purpose of the study were explained to them. After selecting Kokebetsibah Secondary School, two tenth Grade sections were randomly chosen from this school. The teachers of two sections in the study were involved in completing the teacher questionnaire (Appendix E2), the semi-structured

interviews (Appendix F) and videotaping of lessons.The purposes of the study were also explained to the students.

3.13.2 Subjects of the Pilot Study

This study targeted Grade 10 students at Kokebetsibah Secondary School in Addis Ababa. The selection of these students was purposive because it was believed that the current students in Grade 10 have been taught English without the help of plasma television until they have completed Grade 8. Learning English through plasma television brings a new teaching-learning method for them when they join Grade 9 and 10. So, it was assumed that it would be reasonable in the case of these students to determine which method of teaching reading lesson was more useful. For this reason, targeting Grade 10 students was believed to be appropriate for this study. In addition, two Grade 10 teachers of English were selected and both are bachelor degree holders in English. Each teacher had one control and one experimental group. The experiment lasted eight weeks and each group had five class hours per week. The teachers were given training concerning the teaching of reading skills before the experiment started (see section 3.12.6).

As stated above, the control and the experimental groups were taught by their English language teachers who had bachelor degree in English. The purpose and the procedures were explained to the teachers of English of both the experimental and the control groups. The teacher of the experimental group was provided with the whole materials needed for him and his students before the pilot study started.

3.13.3 Instruments and Procedures of Data Collection

In order to make sure of the homogeneity of control and experimental groups in terms of English language abilities and to verify the adequacy and appropriacy of the data collection tools, a pre-test was administered for the pilot study to a similar group of ten students who were randomly selected by a lottery method from their class. The objective of the pilot study was to test and improve instruments

and to have awareness for possible problems that may be encountered while administering the instruments in the main study.

The pilot study data were intended to determine changes in questions format for better data recovery. Changes were also made where necessary(See Section 4.2.6).

3.13.4 Measurement

3.13.4.1 Pre-test and Post-test

A pretest was given before the experiment began for both the control and the experimental groups. It took one hour and thirty minutes. Similarly, the post test material was shown the two teachers. After giving it to the same experts as for the pre-test, the post-test was finalized before it was administered. The total score of each pre-test and post-test was out of a hundred.

After the students in the experimental group were taught for eight weeks by their classroom teacher using the textbook but following the interactive method in which he was given training (see Appendix N for experimental group), and the control group was taught using the same text book through plasma television and again both groups were given a post-test at the end of the eighth week in order to see if there was any significant difference. A t-test was used in order to determine the significance of the mean difference between the experimental and control groups.

The question types used in the tests correspond to area of reading research as well as the nature of the treatment, teaching reading skills, that is to read for general reading comprehension (See Appendix C: Pilot instruments).

Both the control and experimental groups took the post-test on the same day after eight weeks (the end of the pilot study). The students were given an hour and thirty minutes to complete the test. Then their answer scripts were collected and corrected by the researcher. The reading passage and the whole activities of the post-test were the same to the pre-test.

3.13.4.2 Questionnaire for students

A student questionnaire was used as one of the data gathering tools in the pilot study. It was administered to obtain information on the students' attitudes towards the reading class. The questionnaire for the present study was made by revising and complementing the questionnaire in the research as follows. The questionnaire was composed of two parts: The first part, directions, only consisted of perceived effectiveness of teaching practices (23 items) that were developed into a Likert-type questionnaire, and were written in English. The 23 items were answered on the scale of 5 to 1 to assess the students' coincidence degree. The points on the scale were: 5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree. The second part aimed to find out the students' attitudes towards the reading class, and their use of reading strategies (18 items). The 18 items were answered on the scale of 2 to 0: 2=always; 1=sometimes; 0=never. The questionnaire took about 30 minutes to administer.

3.13.4.3 Interviews for Teachers and Students

A semi-structured interview was conducted in order to crosscheck the data gathered through the questionnaire. The interview questions were intended to collect information from students on their attitude towards reading skills in English and on the problems the students faced during the experiment.

In addition, another interview was held with two teachers to supplement information which could validate the data collected through questionnaire and classroom observation. In this study, the interviews with the teachers and students have been semi- structured, i.e., guided by a set of specific questions. These questions have been intended to find out basic information for the research objectives by eliciting their perspectives. A 15 to 30 minute interview was carried out with 20 students who were selected randomly using a lottery method (10 from experimental group and 10 from control group), outside the classroom at the end of the teaching reading class.

3.13.4.4 Classroom Observation

The students along with their teachers were observed during one lesson in reading, before the training started. The researcher visited all the students and teachers who were in the control and experimental groups for observation.

In the control class observed, the plasma teacher presented some type of reading activity. The passages from the textbook were predominantly used. The average time spent on reading was 26 minutes out of the daily allocated time of 45 minutes. Also, most of the classes focused on vocabulary and reading comprehension as well as reading the text aloud. Although the plasma teacher asked her students to use some reading strategies such as scanning, prediction and text organization, there was no explicit information on these strategies. In addition, the students hardly got a chance to talk about the text. The purpose of reading activity apparently was to do the text activities given in the textbook.

An observation checklist was prepared for this purpose (see Appendix G) and eight week periods were consecutively observed in each class to increase the reliability of the data. Observation was recorded throughout the eight weeks of duration (for both control and experimental groups).

For each classroom, frequency checklists were completed by the researcher and recorded evidence of student can be seen in (Appendix G4).

Responses for each behavior on the checklists were recorded by assigning 0 to the response "No" and 1 to the response "Yes", a few examples of this were observed by the researcher. These were recorded on each day for experimental class with student –to –student interaction during the teaching –learning process.

The researcher observed both experimental and control classes on two separate occasions. While observing the classes, the researcher completed a frequency checklist to record the frequency of the activities taking place in the lesson , the content being discussed, the classroom setting and interactions were taking place and whether the teacher was involved a whole group, small groups, or individuals. The checklists consisted each of these behaviors (Appendix G4).

3.13.5 Data Analysis Methods

This study used one control and one experimental group. Each of the classes of these two groups was 45-minute daytime classes for five days per week. To guard against instructor bias, two other teachers participated in the study (both have bachelor Degree in Teaching English). Each teacher taught one class, consisting of either one control group or one experimental group. This pilot study used a sample size of 79 students.

3.13.6 Classroom Teaching Methodology

Before the class stated interactive classroom teaching, the teachers involved have been given an orientation on how to manage the special classes. The orientation has focused on teacher-student role, facilitating student independent work, methods of follow up of students in the individualized reading classes, maintaining and enhancing student motivation and confidence, and conducting the group work and discussion classes. It is also planned that both the teachers involved in the study and the researcher would share their experiences of the study and their subsequent impressions about and reactions to the experiment.

With the two sections of the control group, on the other hand, it is indicated to the teachers that they should use the conventional approach of developing reading. They should use the textbook and teach their students how to read the passages and ask them to answer the specified reading comprehension questions. They should also give their students explanations of the items of usage.

After the classroom teacher got the two days training of how to teach interactive reading using the material adopted (The title of the texts are Steam Car and Einstein Expanding Legacy… Appendix N1), she immediately started teaching the experimental group the next day.

3.14 The Main Study

The purpose of this study was to find out the teaching reading skills through interactive classroom teaching versus plasma television teaching as mentioned above.

In the main study, as noted in chapter 3, two secondary schools: Entoto Amba and Kechene Debre Selam were randomly selected. The schools are administratively organized the same way—secondary school (first cycle). From these two schools, two sections in each total four sections were selected. This study used the sample size of 78 students with 38 students in experimental class and 40 in the control in Entoto and 35 Experimental and 39 control in Kechene Debreselam high schools. The Experiment was carried out for 16 weeks (September 2011 to January 2012).

It should be noted, however, that the schools should be thought of as representative of all secondary schools in terms of the plasma television resources available and their placement in classes and should the teachers who have participated in the study be considered representative of all teachers in these schools or of teachers in general. For identification purposes, each group will be referred to as Experimental Group and Control Group. Videotaped observations of six lessons from each of two groups (Experimental Group and Control Group) of students from two classrooms in each school were conducted for this study.

The main questions which guided this study were:

1. What is the effect on students' learning when taught reading skills through interactive classroom teaching as compared to the plasma television teaching method?
2. Do students like learning reading skills in English as a foreign Language through interactive classroom teaching as compared to the plasma television teaching method?
3. What role does the classroom teacher play in teaching reading skills through interactive classroom, as compared to the plasma TV teacher, and how important is the teacher's presence (the teacher in the plasma class)?
4. What are the challenges that learners face while learning reading skills through interactive classroom teaching) as compared to learners learning through STV (plasma)?

This section first discusses the results of the pre and the post-test, the second section is related to the students' and teachers' responses to the questionnaire designed to have information on their attitudes towards reading skills. The third section presents the responses of the students and teachers' interview related to teaching reading skills through interactive classroom teaching versus plasma television teaching classroom observation were described in the fourth section.

Since the anonymity and confidentiality of the study's participants are essential considerations, the names teachers and students are replaced with pseudonyms. In September 2011, the investigator visited the directors of the two schools, discussing about the study.

Directors of the two schools agreed to cooperate and facilitate the study and regular contact was maintained with the schools over the data collection period September 2011 to January 2012. The school sites were purposefully selected on the researcher criteria. Based on the pilot study, the schools had to meet the following criteria:

- only involve Grade 10 students;
- have two teachers in each school involved in Experimental and Control groups;
- involve the use of plasma television teaching in the control group.
- use interactive classroom teaching

3.14 .1 Measures

As indicated in chapter 3, there are four main measurement tools employed in the main study: reading comprehension tests, a questionnaire, an interview and observation on attitudes toward teaching reading skills through interactive classroom teaching. The pre-and post-tests are identical. They aim at measuring reading comprehension. The last two tools, a questionnaire and an interview are used in the post-test only.

The procedure for the reading comprehension tests using were similar to the pilot study (see section: 3.7.1.1).

3.14.2 Testing Procedures

In the first 2 days of the first weeks of instruction, two kinds of classes - experimental groups and control groups, did the pre-test. The students were directed to read all the instructions before beginning and took 90 minutes.

3.14.3 Subjects of the Main Study

Four groups of 148 students (Experimental and Control groups) from each classroom were participants in the study. Written permission was received for students involved in the study. Pseudonyms of students were involved in this study.

The investigator revealed all details of the aim and intent of the study to teachers and students and was consciously aware of problems of confidentiality and anonymity that arose. The teachers in the study were involved in completing the teacher questionnaire, the semi-structured interviews and videotaping of lessons.

No attempt was made by the investigator to alter the structure or composition of the groups for the purpose of this study, and the groups of students were selected for videotaping convenience at the first session.

3.14.4 Instruments and Procedures of Data Collection

As indicated earlier in the pilot study, the instruments chosen for this research were pre-test and post-test, questionnaire, interview, and observation. The comprehension passage which was administered as a pretest and posttest to measure the general language proficiency of the participants.

3.14.5 Missing Data

Because the researcher administered the collection of data in both two secondary schools (each consists of two groups), there was no major problem with missing data in this study. Only five students reported that they were not ready to complete the reading test, after they had started working on them. They were also cancelled from the questionnaire and interview lists. These respondents were excluded from the data.

3.14.6 Measurement

3.14.6.1 Pre-test

In the main study, an orientation was given to Grade 10 students about what they would do and why they would be doing it .After signing consent forms, students took the pre-test during normal class hour. The test consisted of a text followed by 30 questions, part I has six true/false questions and part II, III, IV,V andVI have nine fill in the blank spaces, nine multiple choice, one sentence arrangement, one sentence completion and four matching respectively, total 30 items. It was administered before the training was given by reading and explaining the instructions to the students before the test was started. The time allotted the test was 90 minutes.

3.14.6.2 post-test

Similarly, the same test was administered in the post-test for four groups as the same time to measure the reading performance of the students after the end of the treatment. Adequate information about the instruction of the test was given for experimental and control group students before the test was administered . Like the pre-test, the post-test was allotted 90 minutes. All students who took the post signed the consent letter voluntarily.

3.14.6.3 Student and Teacher Questionnaire on Attitudes toward Teaching Reading Skills

This section examines the students' attitudes toward teaching Reading Skills by analyzing the attitude questionnaire administered at the end of this experimental study. In this presentation of the results, the quantitative descriptive data is presented first, followed by the qualitative data from the in-depth interviews in order to gain more information on the students' feeling about teaching Reading Skills.

The purpose of this questionnaire analysis is to see whether the two experimental groups and two control groups have positive attitudes toward interactive classroom teaching as compared of plasma teaching at the end of the experiment. In this analysis, the questionnaire was analyzed on the basis of a questionnaire which contains 39 items (21 perceived effectiveness of teaching reading and 18 attitudes towards teaching reading) to measure students' attitudes. Participants were asked to rate each item from 'strongly disagree' which equals 1 point, 'disagree' for 2 points, 'undecided' for 3 points, 'agree' for 4 points and 'strongly agree' for 5 points (see Appendix: E). Ratings were counted of how many individuals fall into each category and then calculated as a percentage of a total number of units in two experimental and two control groups.

The questionnaire was given to the two experimental groups of 70 students in total (consisting 35 students each) and for two control groups of 78 (each has 40 and 38 respectively) in their classrooms. It was allotted 30 minutes to give the responses. The responses of the students and teachers were combined and calculated to produce descriptive percentage.

3.14.6.4 Interview for Students and Teachers

The interviews with the teachers and students were semi-structured, that is, guided by a set of specific questions. A 15-30 minute interview was carried out with 40 students (20 male and 20 female) who were randomly selected out of 70 experimental and 78 control students, in total 148 students in four sections. A semi structured interview was also conducted with four Teachers of English (two teachers of Experimental group and two teachers of control group) who involved at the end of the training. Those teachers signed consent letter before they gave their responses for both questionnaire and interview(See Appendix A). Interviews took place between December and January 2011/12 with students and teachers nominating convenient times. Interviews with students took place during morning session. All interviews were conducted at the Department of English at the end of the treatment and participants granted permission for the interviews to be recorded for the purpose of transcription. The questions used in the interviews were refined and shaped by the pilot study.

The pilot study provided the investigator with an opportunity to identify weaknesses in his interviewing techniques before proceeding with the interviews of the proper study. Such weaknesses were: In the interview questions, on the other hand, some questions were found unclear for the students as well as to the teachers because of these students asked the researcher repeatedly for clarification.

Interviews were recorded using audio equipment suitable for data collection. Transcripts were made of teacher and student interviews and returned for verification for only teachers.

3.14.6.5 Classroom Observation

The researcher, in the main study, observed the method of the classroom teachers in the experimental groups and the method of the plasma teacher in control groups and how teachers in both groups spent their time during the lesson in reading skills. Similar to the pilot study, the researcher noted in writing which activities were taking place in the lesson, which lesson content was discussed, what type of setting was applied (whole class, co-operative group work, or individual work), what kind of interactions were taking place and whether the teacher was involved a whole group, small groups, or individuals.

The researcher visited all the students and teachers for observation. The students and their teachers were observed particularly in reading lesson but this does not mean that they were not observed while they were learning other language skills and knowledge. In observation session , all the activities took place in the reading class were video recorded. Video recording was used to capture whole class teaching and group interaction at the interactive classroom teaching class as well as the plasma television teaching class. The students were familiarized with the equipment and the video recording process to counteract reactivity.

Moreover, the videotaping focused on whole class teaching, the instructions given to students about group work, teachers' interactions with the students and these students' interactions with each other in interactive classroom teaching as well as in plasma television teaching.

3.14.6.5.1 Ethics of Videotaping

Confidentiality in audiovisual recording is a salient ethical issue hence approval complying with Johnson and Christensen's (2000) characteristics of an ethical study was obtained and involved the:

- informed consent of the research participants;
- freedom of research participants to withdraw from the study at any time;
- protection of research participants from physical and mental discomfort, harm or

danger that may arise from the research procedures; and

- protection of the confidentiality of the research participants' and their data.

3.14.6.6 Classroom Teaching Methodology

Similar to the pilot study, in the main study two teachers of the experimental groups were selected to involve in the study before the class started. The classroom teachers involved got the two days training of how to teach interactive reading using the material adopted (The title of the texts are Steam Car and Einstein Expanding Legacy ...See Appendix N1). The approach in the training has focused on teacher-student role, facilitating student independent work, methods of follow up of students in the individualized reading classes, maintaining and enhancing student motivation and confidence, and conducting the group work and discussion classes. Details about the approach how the trainee use in the experimental group can be seen in Appendix O). After the training was over, they immediately started teaching the experimental groups the next day.

The Classroom teachers were trained to incorporate authentic texts and accompanying interactive socially-mediated peer-group activities. Moreover, using their individual reading activities, students interact in small groups to develop group views and answer a group reading activities. Before the group decides on its answer, each group's leader must orally ask each member for individual responses. The classroom teacher insists on maintenance of the second language throughout the activity. In addition, the classroom teacher provides linguistic support, and language promoting assistance to promote conversation and student-mediated interaction. Lastly, the classroom teachers in the training session were advised to review the reading activities and answers with the class, highlighting any responses that caused difficulty to the students. The training was given for two days at the second week of September 2011 at Entoto Amba Secondary School compound.

3.14.6.7 Chapter Summary

This study was conducted to investigate whether or not teaching reading skills through interactive classroom teaching would improve the reading skills of the students. The study was carried out in one

secondary school, Kokebetsibah Secondary school, for the pilot study and two schools, Entoto Amba secondary school and Kechene Debreselam, for the main study.

The research design was experimental study involving four group of participants, two experimental and two control groups. One identical test which was used for both pre and post-tests was administered on four groups of students. These were a reading comprehension test and vocabulary test. The objective of this test was to investigate whether there would be an improvement in the reading skills of the students. The experimental and control groups were exposed to two different methods of teaching reading skills which lasted for 16 weeks. The experimental groups were exposed to interactive classroom teaching while the control groups were exposed to plasma television teaching method. The last three tools namely a questionnaire, an interview and a classroom observation measure the attitudes of both teachers and students toward teaching reading skills and they were used in the post-test only.

Chapter IV reports the results of the analysis and discussion of the pilot and the main study.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

In this chapter, the results of the study will be presented according to the research questions stated in chapter one. As noted above, this study had two stages, which have been carried out in Addis Ababa. The first stage, a pilot study, which was conducted for two sections(one section for the control group and another for the experimental group) in the first half of the second semester 2009 academic year for two months (February to March 2009), investigated the instruments and procedures used in the study. The second stage, the main study conducted for four months(From the end of September, 2011 to the beginning of January, 2012). In these stages, reading comprehension and vocabulary tests, observation, a questionnaire and interview on attitudes toward teaching reading skills were targeted at Grade 10 students. A pre and post-test on reading comprehension was administered to the participants. The study also attempted to find out whether the reading skills ability of the students showed any significant improvement after undergoing the interactive classroom teaching strategies. The instrument used was a pre and post-test to determine whether participants showed any significant improvement in their reading skills. Questionnaires. interview and observation were used to obtain students' attitude towards the reading skills. This chapter describes how the study data were analysed and reports the results obtained from the pilot and the main study.

It, then, focused on examining the reliability and validity of the instruments based on primary data obtained from students who have the same background as the subjects of the study. The study focused on four main research questions relating to the use of teaching reading skills through interactive classroom teaching as a learning tool in the teaching and learning of EFL in Ethiopia.

The data were analyzed to test the two research hypotheses:

((H0): There is no significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

(H1): There is significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

4.2 Results of the Pilot Study

This section describes the research samples, the research instruments and the analysis and the results of the pilot study.

The pilot study had two main objectives. The first objective was to try out the research tools used and the training material prepared for this study. The second was to use the results of the pilot study as a spring board for conducting the main study of this research. Thus, in the pilot study an experiment was conducted for eight weeks in Kokebe Tsibah Secondary School using the teaching method prepared for the experimental group during the second semester of the academic year (February to March 2010).

The control group was taught using the prescribed textbook through plasma television. The experimental group was also taught by the classroom teacher using the same textbook but he was given training in the interactive classroom teaching method (see Appendix N).

With regard to the analysis and discussion of results, all data were analyzed with the Statistical Package for the Social Sciences (SPSS) version 14.0. Statistical comparison was used to show whether there was any difference in the reading areas of pre-test and post-test within the group in order to determine statistical differences (Connolly 2006). Effect size, a measure that gives indication of the strength of the finding (Mackey and Gass 2005: 282) was also reported. A questionnaire toward different modes of exposure was analyzed by using percentage.

This section looked at the results of the research undertaken in the pilot study. It began by presenting the results obtained in the pre-test and post-test, which were used to measure the teaching reading skills in English as a foreign language through classroom teaching interactive versus plasma television teaching.

These results were analyzed in order to test the two hypotheses stated in Chapter One. This will be followed by a discussion of the results obtained by observation, the questionnaire and interview.

As mentioned above, the research design was experimental. This study utilized a pre-test-post-test design, which is often used to assess the effectiveness of the curriculum (Campbell & Cook, 1979). When using a pre-test-post-test design, the researcher should try to use groups that are broadly similar. However, if groups differ at the onset (on the pre-tests), any differences that occur in concluding post-tests are difficult to interpret (Trichim, 2004).

Research question item 1 used t-test analyses to assess the effect of the treatment variable. A t-test analysis determines if there is a reliable difference between two means. For two groups with broadly normal distributions, the t-test is considered the most powerful test of mean equality, since no other test is more likely to detect actual differences between the two means (Balvanz, 1997). Two types of t-tests, independent and paired, were used in this pilot study. Both t-tests assess statistical differences in the means of two groups; however, an independent t-test is generally used for different subject groups (variable with different groups) and a paired t-test is generally used for within the same subject groups (two variables with the group) (Siegle, 2004). Moreover, independent t-test analyses were used to assess directly whether the post test means of the two groups were statistically different. Pre-test and post-test have significant difference. This comes from the experimental and the control group.

Paired t-test (two variables with the same group) analyses were used in question one to assess the differences in the pre test and the post test means within the control and the experimental groups. These results were then compared to assess potential gain scores between the groups. For a two-group comparison, the t-test analysis was used (Trichim, 2004). Only the t-test analyses are reported in this pilot study.

4.2.1: Results of Statistical Analysis of the Sample T-test

Results of T-test of the mean scores of the two groups in the post-test after eight weeks of treatment are given in Table 1 below.

Table 1: **Results of Statistical Analysis of the Sample T-test***

Groups		Sex	Age	Pre-test	Post-test
Control Group	Min.	0	14	8	9
	Max.	1	22	33	31
	Mean	0.46 (46%Male)	16.83	16.5	22.63
	Standard D.	.51	5.60	5.87	4.35
Experimental Group	Min.	0	15	6	19
	Max.	1	20	46	36
	Mean	.34(34%Male)	16.92	15.55	24,58
	Standard D.	.481	1.24	7.31	3.28

*The row score for both groups are provided in Appendix D

Mean test for the pre-test shows there is no statistically significant difference (t79=.645, P<.521) between the control group and the experimental group. Experimental Mean is significantly higher than the control (t79= 2.23, P<.029).The results in the above table show that the mean score of the experimental group (24.58) was higher than the mean score of the control group (22.63). The results also show that there was a statistically significant difference between the mean score of the control group and the experimental group. The mean scores of the experimental group were significantly higher than the mean scores of the control group in the reading comprehension achievement test after eight weeks of treatment. This means that learning reading skills in the interactive method with instructor support model (non plasma teaching model) had a significantly greater positive effect on the tenth Grade EFL students' reading comprehension achievement scores than plasma television teaching after eight weeks of treatment. When comparing the mean scores of the two groups after eight weeks of treatment to their mean scores of the pre test, it appears that there was an improvement in the

scores of the two groups but the improvement in the experimental group was greater than that of the control group.

The sample t-test analysis in Table 1 above shows that the average scores of the control group of 41 students are 16.5 and 22.63 respectively. The standard deviation of the control is computed as 5.87 and 4.35 respectively for the pre-test and the post-test. Regarding the t-value and the p-value, the t-value is 0.645 and the p-value is 0.52. The difference between the above two scores was found to be statistically insignificant indicating that the post-test means scores of the control group showed no significance difference over its pre-test results. Thus, the students in the control group even after they were taught reading skills through plasma television for eight did not improve their reading performances.

Likewise, the average scores of the experimental group of 38 students' are 15.55 and 24.58 for the pre-test and post-test respectively. Besides, the above table shows that t-value is 2.23 and the p-value is 0.029. The difference between the above two scores was found to be statistically significant, the post-test means scores of the experimental group revealing significant improvement over their pre-test results. Hence, the results seem to indicate that teaching reading skills with teacher support teaching reading skills in English as a foreign language through interactive classroom teaching was more effective than teaching reading skills through plasma television.

4.2.1.1: T-test of Mean Differences between the two Measures and Groups

Below, the independent t-test variables results of the two groups are presented in Table 2.

Table 2: Independent T-test (one variable with different groups) Results

Comparisons	Test	Control Group			Experimental			Df	t	p-value	Sig.
		N	Mean	Sd	N	Mean	Sd				
Between groups (differences between Experimental and Control Groups)	Pre-test	41	16.5	5.87	38	15.55	7.31	79	.6.45	.521	No significant difference
	Post-test	41	22.63	4.35	38	24.58	3.28	79	-2.23	.029	Significant

In Table 2 above (i.e. independent sample t-test table), it can be seen that the average scores of the control group of 41 students and the experimental group of 38 students are 16.5 and 15.55 respectively for the pre test. The standard deviation of the control group and the experimental group are computed as 5.87 and 7.31 respectively for the pre-test. Regarding the t-value, it is calculated to be 0.645. referring to the statistical table showing levels of significance of t-values, it can be noted that this calculated value is significant at 0.521; which in effect means that the mean difference are not significant at an alpha value of 0.05 ($t79=.645$, $P<.521$).

The post-test scores of the control group and the experimental group are also shown above. As can be seen from the table, the average scores of the control group of 41 and experimental group of 38 are 22.63 and 24.58 respectively for the post test. The standard deviation of the control group and experimental group in the post test are computed as 4.35 and 3.28 respectively. Besides, the above table shows that the t-value is 2.23 and the p value 0.029. The difference between the two scores was found to be statistically significant indicating that the experimental group made a significant improvement in its post test compared to that of the control group. The finding of the tests thus seems

to indicate that the reading activities have considerable contribution in enhancing students' performance in their reading abilities.

4.2.1.2: T-test of Mean Differences with in the Same Measure and Group

Below, the Paired t-test variables results of pre-test and post-test of the two groups are presented in Table 3.

Table 3: Paired T-tests (two variables, pre-test and post-test, for the two groups)

Comparisons		Statistics									
		Pretest			Posttest				df	t	Sig.
		N	Mean	Sd	N	Mean	Mean diff.	Sd			
With in measures (Pre-test and post test differences)	Control Group	41	16.5	5.87	41	22.6	6.10	4.35	41	-6.272	.000
	Experimental Group	38	15.55	7.31	38	24.58	9.03	3.28	38	-9.312	.000
	All groups	79	16.05	6.58	79	23.57	7.52	3.97	78	-10.688	.000

df=degree of freedom t=test calculated

sig. = significant

Mean diff. =mean difference (pre-test-post-test)

We have already noted on Table 2 that there are no significant differences in pretest but the intervention seemed to make a difference because the post-test comparisons showed significant mean difference.

Table 3 shows within-group differences. The t-test analysis for pair one compared the control group's pre-test and post-test. The average mean of the control group of 41 students 16.5 and 22.6 for the pre-test and post-test respectively. There was a significant difference within the control group, t (41) = -6.27, p = <.001 indicating that the post mean scores of the control group showed there was significant difference over its pre-test results. The t-test analysis for pair two compared the experimental group's

pre-test and post-test scores. The average mean of the control group of 38 students 15.55 and 24.58 for the pre-test and post-test respectively. With a mean difference of 9.03, there was a significant difference within the experimental group, t (38) = 9.31, p = <.001. Significance shows how likely these results were due to chance. At a significance level of <.001, both pairing results (i.e. mean differences of 6.10 and 9.03) had almost a zero percent chance of being the result of chance. The paired t-test analyses assessed within-group differences individually for the control and experimental groups. To assess gain scores, these mean differences were compared between the control and experimental groups. Comparing the mean differences of the control group's pre-test and post-test (6.10) and experimental group's pre-test and post-test scores (9.03); there is a significant difference between the means of control and the experimental groups. Mean differences were in fact significant both in the experimental and control groups. The two groups were comparable at the beginning (in the pre-test) but the experimental group outperformed as expected in the post-test. Both have achieved significant gains (in means) but the experimental group proved to achieve significantly more than the control group in the post-test measure. This means the post-test mean scores of the experimental group showing that there was significant improvement over their pre-test results.

To sum, this section reported firstly the results of the quantitative analysis of two sets of data obtained from the study. One is from reading comprehension of the experimental group after exposure to teaching reading skills for eight weeks by means of comparison between experimental and control group. The findings reveal that teaching reading skills supported by classroom teacher show positive results in developing reading skills.

The section also reported other results obtained from the quantitative analysis of the questionnaire on students' attitudes toward teaching reading skills supported by classroom teacher together with the qualitative analysis of observation and individual interviews about teaching reading skills. The findings show similar positive results to those of the reading tests - that is, students held a positive attitude toward teaching reading skills in English as a foreign language through interactive classroom teaching. In addition to these findings, during the observation, the classroom teacher was seen making an interactive reading in the classroom. Because of this reason, students were seen participating actively in the classroom procedure. The interview responses displayed, to some extent, their preference for learning reading skills taught by their classroom teacher, indicating that students prefer

to learn reading skills facilitated by their classroom teacher. Some possible reasons for these results will be discussed in Section 4.4.4.1.1.

4.2.2 Results of the Responses to Questionnaire

The questionnaire items, as stated above, were designed for both control and experimental groups on the basis of the students' attitude towards teaching reading skills in English as a foreign language through interactive classroom teaching versus plasma television teaching.

The first part only consisted of perceived effectiveness of teaching practices (23 items) that were developed into a Likert-type questionnaire, i.e. it employs Likert scale. These 23 items were answered on the scale of 5 to 1 to assess the students' coincidence degree. The points on the scale were: 5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree. The second part aimed to investigate the students' attitudes towards the reading class, and their use of reading strategies (18 items).

Table 4: Results of Student Questionnaire

	No. Respondents	No. of Items	Scale Points	Min.	Max.	Mean	SD
PETA	79	23	SA=5 A=4 U=3 D=2 SD=1	33	107	79.90	14.12
ATT.	79	18	Always=2 Sometimes=1 Never=0	0	34	18.27	5.04

PETA=Perceived Effectiveness of Teaching Practices (23 items)

ATT. = Attitude towards reading skills (18 items)

SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly disagree

In this section, an attempt has been made to summarize the important findings obtained from the student questionnaire in the pilot study. A forty-one item questionnaire (23 perceived effectiveness of teaching practices and 18 attitudes towards skills) was designed and administered at the end of the experiment. The questionnaire was filled in by 41 control group and 38 experimental group students. The main objective of the student questionnaires already indicated above was to find out students' attitude towards reading skills.

The questionnaire (the pilot study) was made available to all 79 subjects the subjects responded, which equates to 100 % of the total sample. Of these, 79 subjects answered all 41 questions. The questionnaire, including the response summaries and all can be seen in Appendix E.

All the questions were used to determine students' opinions of the pre-reading while reading activities and after reading activities followed by the classroom teacher or by plasma teacher. The results show that 79.9% of the students had a positive attitude towards learning reading skills through interactive classroom teaching. They felt strongly about this. Only 20.1% of the students viewed the use of plasma television positively.

The results of participants' attitudes were examined using percentages, focusing on (i) reading skills as a foreign language (ii) teaching reading with respect to reading ability development, and (iii) students' reading habits. Findings indicate a positive attitude to reading skills. The respondents most strongly agreed that learning to read English is an important skill for developing proficiency in a foreign language. They also strongly agreed that learning reading through classroom teaching helped them obtain vocabulary knowledge, understand spoken English, write in English and participate in English conversations.

4.2.3 Results of Students' and Teachers' Interview

The main aim of student interview was to find out students' attitude towards reading activities and to investigate whether or not reading activities are helpful in enhancing students' reading abilities. The results of the interview helped the researcher to substantiate the results obtained from the

questionnaire. To this effect, out of 38 students from the experimental group, and 41 students from the control group, 10 students from each group were randomly selected and interviewed for the pilot study. As the investigator was interested in their spontaneous thinking, the questions were not provided in advance to the participants (See the interview questions in Appendix F). After conducting the interview by using an audio recorder, the recorded responses were transcribed. The findings of the interview are summarized below:

4.2.3.1 Students' Interview

The findings of this interview were similar to those of the control group students (Appendix F1). Most of them agreed with the idea of experimental group students. In each case, if the learner is taught by the classroom teacher, they said that it seemed to be very helpful. But they all said that they were not interested to learn reading skills through plasma television. The transcribed data can be seen in Appendix F1.

4.2.3.2 Teachers' Interview

When the classroom teacher was asked about the procedures she follows in the teaching of reading, the classroom teacher said that she used the best procedure. "Firstly, I write the title of the passage on the blackboard and make them think about the title individually and then discuss it in small groups. Secondly, by using skimming and scanning techniques, students are told to read the passage silently. There are also some questions to be answered in the post-reading when they finish reading" (see in Appendix F2).

With regard to the interview question No. 2, which focuses on the effectiveness of teaching reading, the classroom teacher responded that she tried to teach reading effectively as much as possible.

When the classroom teacher was asked to compare the method of teaching she uses with that of the plasma teacher, she said that although the plasma teacher presents the daily lesson with real teaching

aids and she is fluent, she doesn't understand the situation happening in the classroom. She is very fast when she teaches the students. No students can understand what she says because of her pronunciation. "When we come to the classroom teachers, we know the problems of the students very closely; we understand the background of the students. Students are given enough time to read the passage and work for their assignments. They have chances to ask many questions. We can handle our students very carefully" (see in Appendix F2).

For the next interview question, which is about the current problems in the teaching of reading through Plasma Television, the classroom teacher said that the main problem is the time given for each activity. Since the plasma teacher is far from the classroom, she doesn't follow the students directly. In addition, she reads and speaks fast. As a result, students develop a negative attitude towards the plasma teacher. This does not mean that teaching through plasma totally has no advantages. "We know that it helps the students by bringing real things to the classroom. But, it can be said that plasma is not helpful to teach students reading skills" (see in Appendix F2).

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4.2.4 Observation

As noted in section 3.12.4.4 above, while observing each class, the researcher recorded the types of interaction, specific oral communication, or other actions from a student or several students for 8 weeks (for both control and experimental groups). An observation checklist was prepared for this purpose and eight week periods were consecutively observed in each class.

For each classroom, frequency checklists were completed by the researcher and recorded evidence of student can be seen in (Appendix G4).

4.2.4.1 Classroom Teacher (Non-plasma)

The classroom teacher started the reading class by asking students pre-reading questions that were included in the textbook. The students were required to answer text based questions orally. The teacher read each of the questions for which students raised their hands to provide answers. Then the students

were asked to read the passage silently, and it was immediately followed by the students' silent reading. The classroom teacher moved around and checked her students whether they were reading the passage silently. After the students had finished reading, the teacher asked them to guess the meanings of the new words and phrases found in the reading passage. This was followed by students' discussion of the while –reading questions. The variety of questions –multiple choices, matching, and true/false- included in the text was answered together. The students obtained answers directly from the text. Finally, class work and homework were given as a post-reading task.

4.2.4.2 The plasma Teacher

The plasma teacher started the reading class by demonstrating diagrams and pictures and real situation more related to the title of the passage. The students were required to discuss the title of the passage but they were not given enough time. The plasma teacher read the passage loudly but all the students were told to follow her silently. After she finished reading, she asked the students to answer the questions. This time students were found getting confused. A couple of minutes passed but students talked with colleagues about their personal matters. The teacher frequently gave activities and immediately said your time is up. Finally, the variety of questions –multiple choices, matching, and true/false- included in the text was answered by the plasma teacher.

4.2.4.3 A Comparison of Both Non-plasma and Plasma

Basically, as clearly stated in the Review Literature (chapter 2) of this study, most foreign language reading specialists view reading as interactive. To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies.

To this effect, the classroom teacher of the experimental group seems to be aware of the importance of the reading skill and she tried to apply its different activities which are special to each phase in their reading classes. Most students were also aware of the importance of the reading in a foreign language.

Because of that most of them apply different strategies during the reading activity in order to benefit from the reading while learning a foreign language.

Besides, the experimental group teacher used some other techniques such as giving background information about the subject of the work or cultural features of the work. Shortly, it can be said that various techniques and their activities (see Appendix M) were applied by the reading teachers instead of stocking to only one part of the issue during the pre-reading phase.

It is obvious that students do homework and study some worksheets which are very limited for being applied in the after-reading phase. During the after-reading phase, the classroom teacher was able to work the passage between students and the teacher, or students were able to work with each other.

To sum up, following the training given by the researcher, the (non-plasma) classroom teacher made an interactive reading (see section 3.14.6.6) in the classroom during the observation. Because of this reason, students were seen participate actively in the classroom procedure.

This brings the analysis of the results to an end. The next section will offer a summary of the research findings of the pilot study

4.2.5 Insights Drawn from the Pilot Study

Through a pilot study the researcher was able to identify unexpected problems and judge the feasibility of the overall research plans and then make modifications as necessary such as changing inappropriate strategies to the more effective and feasible ones.

This section describes the insights drawn from the pilot study and their implications for the main study. The lessons gained from the pilot study are summarized below:

1. One of the problems I noticed was that some subjects gave me two or more answers for a few items in the questionnaire. I felt that this was because of inadequate orientation, and therefore, I planned to

give adequate orientation to the subjects during the main study. I also observed that item Nos. 8 and 10 are similar and items 18 and 23 contained confusing words which were found difficult to understand. So I learnt that these questions should be rewritten in clear terms (8 and 10) and omitted out (18 and 23) before I conduct the main study.

2. From the teachers' responses received, it was also identified that some of the interview questions were not clear to them and the initial interview questions were, therefore, to be improved.

3. After piloted the 40 items of pretest and posttest, the researcher identified and corrected some items and omitted out some other items. Forty items of pre and post-test was piloted previously. The problems identified in a few of the distracters of the test questions were also improved.

4. In the interview questions, on the other hand, some questions were found unclear for the students as well as to the teachers because of these students asked the researcher repeatedly for clarification. So I learnt that these questions should be written in clear terms before I conduct the main study.

Finally, the researcher gained much more important experience from the pilot study and also paid more attention to the weakness of the preparation and administration of tests, questionnaire and interview.

4.2.6 Summary of the Results of the Pilot Study

As indicated earlier, the pilot study had two main objectives. The first objective was to try out the research methods and procedures. . It was also believed that the results of the pilot study would help to indicate a direction to the main study, and four methods of data collection were used: experiment, observation, questionnaire and interview. I improved the procedures and the problem areas of those instruments in which problems were noticed.

The second one was to use the results of the pilot study as a stepping stone for conducting the main study of this research. The data collected through these methods were analyzed. Some of the results which were believed to reinforce the main study are summarized in this section.

A mixed design was used in this study. Both quantitative and qualitative research methods were employed to collect the data for this study. The quantitative aspect of the design consisted two-groups, pre-test and post-test design that was used to evaluate teaching reading skills in English as a foreign language through interactive classroom teaching . The quantitative data were collected through pre test and post test and a questionnaire (using a 5-point Likert scale and a ranking scale) that was completed by 79 students in Kokebetsibah high school. Qualitative data were collected through classroom observation with follows semi-structured interview.

As noted earlier, an experiment was conducted for eight weeks in one secondary school i.e. KokebeTsibah secondary school for the pilot study. The purpose of the experiment was to find out whether or not teaching reading skills in English as a foreign language through interactive classroom teaching could enhance the performance of students' reading. The result showed that the students' in the experimental group made a significant improvement in their reading abilities compared to those in the control group who were taught reading skills through plasma TV.

It is worth pointing out however, that the study did suggest that a positive effect may indeed exist. The overall performance of the students who received treatment was in most cases superior to that of students who didn't receive a similar treatment. The difference in results between pre-test and post-test showed that experimental group who received treatment clearly, outperformed the other (control group).This suggests that interactive reading with teacher support model did improve the learners' reading performance.

The results mentioned so far suggest that teaching reading skills with classroom teacher support model had a positive influence on the subjects' post-test scores.

With regard to the classroom observation, the researcher prepared the observation check lists to focus on students' activities, problems and challenges that the teacher had faced while s/he was conducting the reading skills lessons with plasma television or non-plasma television.

As the results of the observation indicated the (non-plasma) classroom teacher made an interactive reading in the classroom during the observation. Because of this reason, students were seen to participate actively in the classroom procedure.

The chapter has also reported other results obtained from the quantitative analysis of the questionnaire on students' attitudes toward teaching reading skills through interactive classroom teaching together with the qualitative analysis of individual interviews about teaching reading skills. The attitude questionnaire was given at the end of the pilot only after the post-test. The questionnaire took about 15 to 20 minutes to administer. The questionnaire's reliability using the Cronbach's Alpha coefficient was run to measure the internal consistency and the reliability of the questionnaire. The alpha coefficient for the questionnaire 'Perceived Teaching Effective Scale (23 items) was at 0.82, which is considered a high level of reliability and for the questionnaire 'Attitude towards the Reading Skills' was at 0.694. According to Mueller (1986), a well-constructed scale should have a reliability coefficient of 0.80 or higher.

All the questions were used to determine students' opinions of the pre-reading while reading activities and after reading activities followed by the classroom teacher. The results of the questionnaire revealed similar results to those of the reading tests –that is the results show that 79.9% of the students had a positive attitude towards learning reading skills with the classroom teacher support. They felt strongly about this. Only 20.1% of the students viewed the use of plasma television positively.

In addition to these findings, the student interview responses indicated that students prefer to learn reading skills with classroom teacher teaching method (without plasma television).

In general the results of the pilot study encouraged the researcher to conduct the main study.

4.3 Main Study

4.3.1 Introduction

The main study was conducted at two high schools (four sections), in Addis Ababa, for one semester (From September 2011 to January 2012). There were four groups of participants, two of which were experimental groups while the other two were control groups.

The findings on teaching reading skills were mainly based on reading assessments, i.e. six true/false nine fill in the blank spaces, nine multiple choice, one sentence arrangement, one sentence completion and four matching , total 30 items, whereas learners' attitudes are based on a questionnaire and an individual interview conducted by the researcher.

Since research findings can be interpreted differently in different contexts, details provided about the characteristics of the students who took part in the study as well as the research tools involved should help to reveal the study. These were presented in this section, and the extent of the implications was discussed in chapter 5. The study attempted to answer the four research questions indicated in section 4.1 above.

This study used two control and two experimental groups. Four teachers participated in this study with each teaching one control and one experimental class. This study used a sample size of 148 students, with 70 students in the experimental classes and 78 in the control classes.

This study combined quantitative and qualitative research data. In this section, the major findings of the study in relation to the four research questions as mentioned above will be discussed in the light of the results reported in Chapter 4. The scope of the discussion covers two topics, namely reading comprehension, and attitudes toward reading skills through interactive classroom teaching. Research questions one, and two were answered using quantitative research data, while research questions three and four were answered using qualitative research data(see Chapter 3). For question number one a comprehension and vocabulary test was manipulated . For this research question, an independent t-

test and paired sample t-test analyses were performed and reported. Independent t-test analyses were used in question one to assess directly whether the posttest means of the two groups were statistically different. An independent t-test is generally used for between subject groups and a paired t-test is generally used for within subject groups (Siegle, 2004).

Paired t-test analyses were used in question one to assess the differences in the pretest and the posttest means within the control and the experimental group. These results were then compared to assess potential gain scores between the groups. The data for this study were analyzed using the S.P.S.S. statistical analysis program. For research question two, a questionnaire analyses were performed and reported. For research questions three and four, data were collected using semi structured interview and classroom observation.

Research Question 1

The first research question was "What is the effect on students' learning when taught reading skills through interactive classroom teaching as compared to the plasma television teaching method ?"

The instrument used to answer this question was a pre and post-test on reading skills to test the reading comprehension ability of students. To evaluate this, a t-test was conducted. There was no significant difference in the results. Table 5 shows the means and standard deviations of the pre and post-test results for the control and experimental group. A T-test was used to test the hypotheses in this study. The T-test evaluates whether the mean value of the test variable for one group differs significantly from the mean value of the test variable for the other group. The related data are summarized in the following table.

4.3.2 Results of Statistical Analysis of the Sample T-test

Table 5: Independent Samples Test (one variable with different groups) Results for Control and Experimental Group for Entoto School

Test	Control Group			Experimental			Df	T	p-value	Sig.
	N	Mean	S D	N	Mean	Sd				
Pre-test	40	21.30	7.539	38	19.58	6.250	76	1.095	.096	No significant difference
Post-test	40	19.43	6.093	35	26.33	5.441	73	-5.183	.000	significant

ECG=Entoto Control Group
EEG=Entoto Experimental Group

In Table 5, a comparison was made between the average scores of Entoto Secondary School Control and Experimental group in pre-test. The mean scores of the control group of 40 and the Experimental group of 38 students are 21.30 and 19.58 respectively for the pre-test. The standard deviation of the control group and experimental group are calculated as 7.54 and 6.25 respectively for the pre-test. Concerning the t-value and p-value, they are 1.095 and .096 respectively. Thus, the result of the table shows that there is no statistically significant difference between the mean scores of the control group and Experimental group for Entoto High School in pre-test. It can be concluded that students in both groups have the same reading skills performance.

Similarly, a comparison was made between the average score of Entoto Secondary School control and Experimental groups in post-test. The mean score of control group of 40 and Experimental group of 35 students are 19.43 and 26.33 respectively. The standard deviation is 6.09 for the control and 5.44 is for the Experimental group. Regarding the t-value and the p-value, they are calculated as -5.18 and .000. There fore, the table indicates that there is statistically significant difference between the mean scores of control and experimental group in the post-test. It can be concluded that the post test of Experimental group is outperformed than the control group after getting treatment.

Table 6: Independent Samples Test (one variable with different groups) Results for Control and Experimental Group for Kechene Debre Selam School

Test	Control Group			Experimental			Df	T	p-value	Sig.
	N	Mean	S D	N	Mean	S D				
Pre-test	40	20.45	5.831	36	20.03	5.930	74	.313	.093	No significant difference
Post-test	39	20.10	6.299	35	27.09	5.575	72	-5.059	.000	Significant

KCG=Kechene Control Group
KEG=Kechene Experimental Group

As can be seen in Table 6 , the mean scores of Kechene Secondary School Control and Experimental groups in pre-test and post-test were compared. The mean scores of the control group of 40 and the Experimental group of 35 students are 21.03 and 20.14 respectively for the pre-test. The standard deviation of the control group and experimental group are calculated as 7.54 and 5.99 respectively for the pretest. The t-value is-6.27 and the p-value are 0.000. Both groups obtained a somewhat similar mean value in the pre-test, with the control group and the experimental group obtaining .There fore, this shows that there is no statistically significant difference between the mean scores of the control and experimental group in Kechene high school for the pre-test. Both experimental and control groups had equivalent levels of proficiency.

Similarly, a comparison was made between the mean scores of Kechene Secondary School Control and Experimental groups in post-test. The mean scores of the control group of 39 and Experimental group of 35 students are 20.10 and 27.09 respectively for the post-test. The standard deviation of the control group and experimental groups in posttest is computed as 6.299 and 5.58 respectively. The t-value is -5.06 and the p-value is 0.000. The students in the experimental group achieved higher gain than the control group in their post-test. The difference between the above two scores was found to be statistically significant, indicating that experimental group made significant improvement over its post-test compared to the control group . The experimental group outperformed as expected in the post-test. Because the experimental group working together on reading tasks (Wilson and Lianrui ,2007).

They expand their use of these roles, helping them to become more effective decoders and users of a text, more participatory makers of meaning and more aware of how authors manipulate texts.

Table 7: Independent Samples Pre-Test and Post-test Results for Entoto and Kechene Secondary Schools' Experimental Group

Test	Experimental Group (Entoto)			Experimental Group (Kechene)			Df	T	p-value	Sig.
	N	Mean	SD	N	Mean	S D				
Pre-test	38	19.58	6.25	36	20.03	5.930	72	.317	.093	No significant difference
Post-Test	38	19.58	6.25	35	27.09	5.575	68	.575	.792	No significant difference

EEG=Entoto Experimental Group
KEG=Kechene Experimental Group

In the Table 7, a comparison was made between Entoto Experimental group and Kechene Experimental group for the pre-test and the post-test. The mean score of Entoto Experimental group of 38 and Kechene Experimental group of 36 students are 19.58 and 20.03 for the pre-test .The standard deviation of Entoto Experimental and Kechene Experimental is 6.25 and 5.93 respectively. The t-value and p-value are calculated as .317 and .093. Therefore, from the result of the pre test, it can be concluded that there is no significant difference between the mean score of Entoto Experimental group and Kechene Experimental group. This indicates that Experimental group students in both schools seem to have the similar back ground of reading skills. Since these two schools are government schools, their students are assumed they have the same reading performance and they were provided the same education. Grabe (1986) argues that background knowledge assumptions develop largely as a result of prior reading experience and allow the user to both think creatively and discover new knowledge by making connections between different spheres of pre-existing knowledge.

Similarly, a comparison was made between Entoto Experimental group and Kechene Experimental group in posttest. The mean scores of Entoto Experimental group of 38 and Kechene Experimental group of 35 students are 19.58 and 27.09 respectively in post-test. The standard deviations are also

calculated as 6.75 and 5.57 with the t-value of -58 and with the p-value of 79. There fore, at the level of 0.05 alpha, it can be determined that there is no significant between the mean score of EEG and KEG in the post-test.

Table 8: Independent Samples Pre-test Results for Entoto and Kechene Secondary Schools' Control Group

Test	Control Group (Entoto)			Control Group (Kechene)			Df	T	p-value	Sig.
	N	Mean	SD	N	Mean	S D				
Pre-test	40	21.30	7.539	40	20.45	5.831	78	.564	.57	No significant difference
Post-Test	40	19.43	6.093	39	20.10	6.299	77	486	.628	No significant difference

ECG=Entoto Control Group
KCG=Kechene Control Group

For the above Table, Entoto control group of 40 students and Kechene Control Group of 40 students doing the reading comprehension test, the mean scores are calculated as 21.30 and 20.45 respectively. With a standard deviation of 7.54 and 5.83, the t-value is .56 and the p-value is .57. There fore, there is no significant difference between the mean scores of Entoto and Kechene Control group for the Pre-test. From the result given from the above table, it can be decided that students in both schools have the same background of reading skills. This happened for the fact that they all were taught by teachers of English who had similar background and followed the same method of teaching reading skills. In addition students in both schools were considered as they stayed in the same schools which have the similar environment.

In Table 8, a comparison was also made between the mean score of Entoto control group of 40 students and Kechene control group of 39 students in post-test. The mean score of Entoto is 19.43 and 20.10 is for Kechene. The standard deviation is 6.09 and 6.3 respectively. Regarding the t-value and p-value, they are calculated as -49 and .63. Then, it can be calculated from the above result, there is significant difference between the mean score of Entoto control Group and Kehene control Group for the post-test.

Paired sample t-test analyses were conducted to assess any effect from the pre-test to the post-test within the control or experimental group. A paired t-test is used for within-subject comparisons to assess differences between two means by measuring how far apart in standard units the average difference score is from zero (Trichim, 2004). Table 9 shows the results of the paired sample t-test analyses.

Table 9: Paired Samples Test Entoto Control and Experimental (two variables, pre-test and Post-test, for the two groups)

Comparisons	Statistics									
	Pretest			Posttest			Df	T	p-value	Sig.
	N	Mean	Sd	N	Mean	Sd				
Control Group	40	21.30	7.539	40	19.43	6.093	39	1.5	.142	No significant difference
Experimental Group	35	20.14	5.986	35	26.33	5.441	34	-6.938	.000	Significant Difference

ECG=Entoto Control Group
EEG=Entoto Experimental Group

As can be seen in Table 9, the mean scores of Entoto control group in pre-test against Entoto control group in the post-test and Entoto Experimental group in the pretest against Entoto Experimental group in the post test are compared. The mean scores of Entoto control group of 40 students in the pre-test and post-test are calculated as 21.30 and 19.43 respectively with the standard deviation of 7.539 and .093. In addition, the t-value and p-value are computed as -272 and .000 respectively. Therefore, it can be decided that at 0.05 alpha level of significance there is no significant difference between the mean scores of pre-test and post-test for the control group.

Regarding Entoto Experimental group in the pretest against in the post test, the mean scores of the group of 35 students are computed as 20.14 and 26.33 with the standard deviation of 5.986 and 5.441. The t-value and the p-value are also calculated as -6.938 and .000 respectively. Therefore, the results

from the above table shows that there is statistically significant difference between the mean scores of the pre-test and post-test for Entoto Experimental group

Table 10: Paired Samples Test Kechene Control and Experimental (two variables, pre-test and post-test, for the two groups)

Comparisons	Statistics									
	Pretest			Posttest			df	T	p-alue	Sig.
	N	Mean	Sd	N	Mean	Sd				
Control Group	39	20.41	5.90	39	20.10	6.29	38	.33	.742	No significant difference
Experimental Group	35	20.11	5.99	35	27.09	5.57	34	-6.42	.000	Significant Difference

KCG=Kechene Control Group
KEG=Kechene Experimental Group

In Table 10 above, a comparison was made between the sample t-test of Kechene Control group in pre-test against Kechene Control group in the post–test and Kechene Experiment group in pre-test against Kechene Experimental group in post-test. The mean scores Kechene control group of 39 students in the pre-test and post-test are 20.41 and 20.10 respectively. The standard deviation of Kechene control group is calculated as 5.90 and 6.30 for the pre-and post-tests respectively. Regarding the t-value and the p-value, the t-value is .33 and the p-value is .742. From the result given above, at the level 0.05 of alpha there is no statistically significant difference between the mean scores of Kechene Control group pre-test against the post-test. It can be concluded that the control group did not improve the reading skills ability at the end of the semester because of the methodology the plasma teacher follows through out the semester. It can be concluded that from the results of the pre-test that there are no statistically significant difference concerning on their reading abilities in the passage given before the experimental group was given treatment.

Similarly, as can be seen in the above table, the mean score of Kechene Experimental groups of 35 students in the pre-test and post-test are 20.11 and 27.09 respectively. The standard deviation of the

experimental group is calculated as 5.99 and 5.58 for the pre-and post-test respectively. In addition, the t-value is calculated as -6.42 and the p-value is .000 in the above table. There fore, there is statistically significant difference between the mean score of Kechene Experimental group in pre-test and post-test result. This indicates that the two groups were comparable at the beginning (in the pre-test) but the experimental group outperformed as expected in the post-test. The experimental group proved to achieve significantly more than the control group in the post-test measure. This means the post-test mean scores of the experimental group showing that there was significant improvement over their pre-test results.

Table 11: Results of Statistical Analysis of the Paired Sample T-test of Entoto and Kechene Control Group and Experimental Group in Pre and post-test (Main study)

Test	Control Group (Entoto and Kechene			Experimental (Entoto and Kechene			Df	T	p-value	Sig.
	N	Mean	Sd	N	Mean	Sd				
P re-test	80	20.88	6.710	74	19.80	6.710	152	1.043	.299	No significant difference
Post-test	78	19.76	6.165	70	26.71	5.482	147	-7.23	.000	Significant Difference

EKEG=Entoto and Kechene Control Group
EKEG= Entoto and Kechene Experimental Group

In Table 11, the aggregated results of Entoto and Kechene control group in pre-test against Entoto and Kechene in pre-test are compared .The mean scores of Entoto and Kechene Control of 80 students and the mean score of Experimental group of 74 are calculated as 20.88 and 19.88 respectively for the pre-test with the standard deviation of 6.7 and 6.71. In addition, the t-value and the p-value are computed as 1.04 and .29 respectively. Therefore, the results show that there is no statistically difference between the mean scores of Entoto and Kechene Control Group and the mean scores of Entoto and Kechene Experimental Group for the pre-test at 0.05 level of significance.

A comparison was also made between the mean scores of Entoto and Kechene Control Group of 78 students against the mean scores Entoto and Kechene Experimental group of 70 are calculated as

19.76 and 26.71 respectively with the standard deviation of 6.17 and 5.48 .The table also shows that the t-value of-7.23 and the p-value .000.

Thus, at 0.05 alpha level of significance, there is statistically difference between the mean score of Entoto and Kechene control group and the mean score of Entoto and Kechene Experimental group for the pre-test. From the above result, it can be concluded that the control group students in both schools did not improve their reading skills after taught the whole semester by plasma teacher. But the finding revealed that the experimental groups students who were taught reading skills by their classroom teacher had significant gains in the area of comprehension and vocabulary test. The Experimental groups outperformed the control groups in pre-test and post-test results.

Drawing on the data provided, it can be concluded that the two experimental groups outperformed the two control groups in their reading achievement tests. This can be illustrated in the above pattern of results (see Table 5 to 11).

The results of the study, as already reported, are revealing to the teaching reading skills through interactive classroom teaching approach can play an important role in helping them to become more effective decoders and users of a text, more participatory makers of meaning and more aware of how authors manipulate texts. In the reading class, the teacher needs to encourage students to create their own meaning from the text, rather than to impose the teacher's interpretation of the meaning upon them though, of course the teacher may help as a resource to bridge the linguistic and cultural gap that students experience in reading a text (Wilson and Lianrui ,2007).

Research Question 2

The second research question was "Do students like learning reading skills in English as a foreign language through interactive classroom teaching as compared to the plasma television teaching method?"

This research question addressed the learners' attitudes toward teaching reading through interactive classroom teaching. This element was examined by the quantitative analysis of the questionnaire data and an additional individual interview.

The section examines the students' attitudes toward teaching reading skills through interactive classroom teaching by analysing the attitude questionnaire administered at the end of this experiment study. The attitude of the students was also measured with a questionnaire dealing with different elements , such as attitude towards the lessons in reading comprehension and the perception of skills in reading comprehension. The responses of the questionnaire given to the groups of experimental students, 70 in total, consisting of 35 individuals in Entoto School and 35 individuals in Kechene were combined and calculated to produce descriptive percentage. Similarly, two groups of control students 40 in Entoto and 38 in Kechene, total 78 students were also combined and calculated. The finding as shown in Table 12, 13,14 and 15 below indicated that majority of the participants had positive attitude towards teaching reading through interactive teaching. Further details are presented in the following.

4.3.3 Questionnaire Results

4.3.3.1 Experimental Groups (combined groups) Questionnaire Results

The results presented in the following Tables 12, 13,14 and 15 are related to the Experimental Group. The subjects involved in the experimental group were 70.

Table 12: Pre-Reading Phase

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the classroom teacher gives background knowledge about the subject of the work.	57	77	10	13.5	2	2.7			1	1.4	70	100%
2	Before reading, the classroom teacher gives information about the subject of the work by reading it quickly	26	35.1	21	28.4	10	13.5	7	9.5	6	8.1	70	100%
3	Before reading, the classroom teacher gives information about the subject of the work by using the title of the work.	34	45.9	24	32.4	7	9.5	3	4.1	2	2.7	70	100%
4	Before reading, the classroom teacher gives information about the subject of the work using some related pictures.	17	23	19	25.7	15	20.3	10	13.5	9	12.2	70	100%
5	Before reading the classroom teacher gives the meaning of unknown words by using mimes.	14	18.9	15	20.3	13	17.6	13	17.6	15	20.3	70	100%
6	Before reading, the classroom teacher gives background knowledge about the period in which the work was written.	29	39.2	20	27	13	17.6	6	8.1	2	2.7	70	100%
7	Before reading, the classroom teacher gives the vocabulary of the work using the opposites of the unknown words.	25	33.8	20	27	13	17.6	10	13.5	2	2.7	70	100%
8	Before reading, the classroom teacher gives the meaning of unknown words by using them in sample sentences	43	58.1	15	20.3	4	5.4	6	8.1	2	2.7	70	100%
9	Before reading, the classroom teacher gives the meaning of unknown words by drawing pictures on the board	10	13.5	10	13.5	10	13.5	22	29.7	18	24.3	70	100%
10	Before reading, the classroom teacher gives the synonyms of the vocabulary	23	31.1	20	27	16	21.6	10	13.5	1	1.4	70	100%

f: frequencies; **%:** percentages

The questionnaire items from the questions which are related to the pre-reading activities. This part of the questionnaire consists of ten- questions. In question one to ten it is asked whether the teacher gives background information about the reading task itself, the cultural features of the work and about the unknown vocabulary. All these questions show the rate of importance which is given to the pre-reading phase by the reading teachers.

According to this, Question 1 was used to determine students' opinions of using background knowledge to learn reading skills. The results show that 67 (77%+13.5%=90.5%) of the students responded positively that the classroom teacher told them to use their background knowledge about the subject matter of the work. So, in the reading class, the teacher needs to encourage students to create their own meaning from the text, rather than to impose the teacher's interpretation of the meaning upon them though, of course the teacher may help as a resource to bridge the linguistic and cultural gap that students experience in reading a text (Wilson and Lianrui ,2007).

As the responses to Question 2 showed that all of the students 47(35.1%+28.4%=63.5%) gave their responses positively that the classroom teacher gives information about the subject of the work by reading it quickly.

Question 3 was used to evaluate whether the classroom teacher gives information about the subject of the work by using the title of the work. Majority of the students 58(45.9%+32.4%=78.3%) and responded quite positively, and 5(4.1%+2.7=6.8%) rating them negatively. The remaining responded undecided answer

With regard to the meanings of the vocabulary, which was evaluated by questions 6,7 and 8 and 10 majority of the respondents 49(39.2%+27%=66.2%), 45(33.8%+20%=53.8%), 58(58.1%+20.3%=78.4%) and 43(31.1%+27%=58.1%) respectively agreed that the classroom teacher gives background knowledge about the period in which the work was written, the vocabulary of the work using the opposites of the unknown words, the meaning of unknown words by using them in sample sentences and the synonyms of the vocabulary, and 8(8.1%+2.7%=10.8%), 12(13.5%+2.7%=16.2%) 8(8.1%+2.7%=10.8%) and 11(13.5%+1.4%=14.9%) responded negatively. But the remaining responded the undecided. This simple activity need not be limited to words. Visuals

like photos and drawings can also be used. This procedure provides a visual representation of the important schematic associations needed to comprehend a story; it allows for cultural differences (if any) between the reader's native culture and the reading passage's source culture to be identified and discussed before any reading is done. Grabe 1991.

Question 9 asked the students to evaluate whether the classroom teacher gives the meaning of unknown words by drawing pictures on the board. Only 20(13.5%+13.5%=27%) of the respondents rated this point positively, and 40(29.7%+24.3=54%) indicated their disagreement. The other students responded the 'undecided'.

Table 13: While Reading Entoto and Kechene Experimental

No.	Items	Strongly agree		Agree		undecided		Disagree		Strongly disagree		Total	
		Fre Q	%	Fre q	%	Fre Q	%	Fre Q	%	Fre q	%	Fre q	%
11	While reading, the classroom teacher makes me understand structural differences between our mother tongue and target language which cause a problem.	20	27	17	23	17	23	4	5.4	12	16.2	70	100 %
12	While reading the classroom teacher ,makes me understand unknown words which are problem for our understanding	37	50	13	17.6	12	16.2	3	4.1	5	6.8	70	100 %
13	While reading, the classroom teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	9	12.2	17	23	21	28.4	15	20.3	8	10.8	70	100 %
14	While reading, the classroom teacher makes Me understand only a part of the work	33	44.6	19	25.7	4	5.4	7	9.5	6	8.1	70	100 %
15	While reading, the classroom teacher helps me to have my own interpretations about the whole work.	42	56.8	17	23	4	5.4	4	5.4	3	4.1	70	100 %
16	While reading the classroom teacher, helps me to create a discussion about the characters of the work.	50	67.7	14	18.9	2	2.7	2	2.7	2	2.7	70	100 %
17	While reading, the classroom teacher encourages me to make our interpretations in the classroom discussion.	39	52.7	24	32.4	4	5.4	1	1.4	2	2.7	70	100 %
18	After reading, some parts of the work, I am invited to predict the other parts of the work	42	56.8	17	23	7	9.5	3	4.1	1	1.4	70	100 %

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In the second stage, the questionnaire is related to the while reading phrase. It consists 8 questions. For questions 11,12,14,15,16,17,18, majority of the respondents 32(27%+23.5=50.5%), 50(50%+17.6%=67.6%),52(44.6%+25.7%=70.3%),59(56.8%+23%=81.8%),64(67.6%+18.9%=86.5%),63 (52.7%+32.4%=85.1%)and 59(56.8%+23%=79.8%) agreed that the classroom teacher makes the students understand structural differences between their mother tongue and target language which cause a problem, understand unknown words which are problem for their understanding, understand only a part of the work helps them to have their own interpretations about the whole work, helps them

to create a discussion about the characters of the work, encourages them to make their interpretations in the classroom discussion, and makes them play the work in the classroom, and few students 16(5.4%+16.2%=21.6%),8(4.1%+6.8=10.9%),13(9.5%+8.1%=17.6%),7(5.4%+4.1%=9.5%),4(2.7%+ 2.7%=5.4%), 3(1.4%+2.7%=4.1%)and 4(4.5%+1.4%=5.5%) responded negatively . Others gave the 'undecided' answers. Grabe (2009) argues that a primary goal, for ESL reading theory and instruction is to understand what fluent L1 readers do, then decide how best to make ESL students move in that developmental direction.

Table 14: After Reading Entoto and Kechene Experimental

No	Items	Strongly agree		Agree		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	FreQ	%	FreQ	%	FreQ	%	Freq	%
19	After reading, the classroom teacher makes me write a summary about what I have understood from the passage.	38	51.4	26	35.1	2	2.7			4	5.4	70	100 %
20	After reading,the classroom teacher gives passage reading as homework	40	54.1	19	25.7	6	8.1	1	1.4	4	5.4	70	100 %
21	After reading, the classroom teacher wants me to study the linguistic features of the work as homework	34	45.9	20	27	10	13.5	4	5.4	2	2.7	70	100 %

In the third stage, the questionnaire is related to 'the after-reading phase'. It has 3 items. For questions 19,20 and 21, , most of the respondents 64(51.4%+35.1%=86.5%) ,59(54.1%+25.7%=79.8%) and 61(45.9%+27%=72.9%) agreed that the classroom teacher makes them write a summary about what they have understood from the passage, gives passage reading as homework and wants them to study the linguistic features of the work as homework ,and few respondents 4(5.4%), 5(1.4%+5.4%=6.8%) , and 6(5.4%+2.7%=7.9%) rated negatively and the others chose the undecided answer.

Table 15: Attitude towards Reading Experimental Groups

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never.**

No	Items	Always		Sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	31	41.9	37	50	2	2.7	70	100 %
2	I turn to dictionaries when coming across new words in the English reading	15	20.3	43	58.1	12	16.2	70	100 %
3	I do not bother with the grammatical structure of sentences while reading in English	12	16.2	27	36.5	31	41.9	70	100 %
4	I predict the main idea of the whole passage from its title or subtitles	26	35.1	41	55.4	3	4.1	70	100 %
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	23	31.1	42	56.8	5	6.8	70	100 %
6	I do not pay attention to the implied meaning of the reading material.	8	10.8	35	47.3	27	36.5	70	100 %
7	When I read English articles, I skip the words that are new to me.	11	14.9	30	40.5	29	39.2	70	100 %
8	I pause and analyze the structure of sentences when reading in English.	19	25.7	34	45.9	17	23	70	100 %
9	I try to get the main ideas of the text on the basis of pictures, Charts or figures.	45	60.8	21	28.4	4	5.4	70	100 %
10	I try to understand complicated sentences by analyzing their Structure.	21	28.4	45	60.8	4	5.4	70	100 %
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	16	21.6	31	41.9	23	31.1	70	100 %
12.	I create a situation for classroom discussion on the title of the work.	21	28.4	42	56.8	7	9.5	70	100 %
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	14	18.9	35	47.3	21	28.4	70	100 %
14	I guess the meanings of new words in context when reading in English.	32	43.2	30	40.5	8	10.8	70	100 %
15	I try to interpret the writer's intention while reading in English	19	25.7	36	48.6	15	20.3	70	100 %
16	I use simple words to replace difficult ones in understanding sentences.	17	23	44	59.5	9	12.2	70	100 %
17	I predict the main idea of the whole passage from key words	27	36.5	39	52.7	4	5.4	70	100 %
18	I try to grasp the general idea of a sentence before going to read the next sentence	27	36.5	36	48.6	7	9.5	70	100 %

In Table 15 above, there are 18 questions which are related to the attitude of the students towards reading skills. Again the most chosen choice is the "sometimes" answer and then "always" answer comes and lastly "never" choice comes. Details are described below. In this part the total number of the answers given by students is 54, also the total number of the "never" answers is 0.

The total number of the "sometimes" answers is 8, i.e., they are 1,2,4,5,10,12,16 and 17. For these questions, majority of the respondents 37(50%), 43(58.1%), 41(55.4%), 42(56.8%), 45(60.8%), 42(56.8%), 44(59.5%) and 39(52.7%) respectively chose 'sometimes' to show that they sometimes grasp the main idea of the material while reading English, have the attitude to turn to dictionaries when coming across new words in the English reading, predict the main idea of the whole passage from its title or subtitles, guess the meaning of the new words by analyzing their roots or prefixes or suffixes, try to understand complicated sentences by analyzing their structure , create a situation for classroom discussion on the title of the work, use simple words to replace difficult ones in understanding sentences , and predict the main idea of the whole passage from key words, and the total number of the 'always' answers is 1 For this question (9) majority of the students 45(60.8%) rated 'always' .This shows that students always try to get the main ideas of the text on the basis of pictures , charts or figures. Positive attitudes faster progress in learning to read and negative attitudes result in reading difficulties. Personal and social adjustment, home conditions, peer relationship, teacher-pupil relations, and the instructional programme all influence attitude toward reading (Guy Bond et al., 1989: 77).

The findings suggest that the majority of experimental groups respondents had a positive attitude toward teaching reading skills through interactive classroom teaching, and the interview results confirmed that the students appreciated and valued teaching reading skills through interactive classroom teaching.

As we have already reported (see Chapter 4), students' responses to the 39-item questionnaire in this study indicated that they believe the teaching reading skills through interactive classroom teaching approach helped them to improve reading skills including reading for general information and detail as well as subordinate ideas and main ideas, gaining more knowledge of reading methods, learning to read, bringing out their prior knowledge into reading comprehension, and applying what they had

learned in practice. Students also believed that the teaching reading skills through interactive classroom teaching approach was effective, enjoyable, and interesting and that they would like this type of reading more. This supports the findings of reading programme, which is consistent with the interview responses in this study.

In conclusion, the results of the study have shown that not only is there improvement in reading comprehension of students, but that there are positive attitudes toward teaching reading through interactive classroom teaching as well. The claim that reading through interactive classroom teaching is intended to help learners use a variety of prior knowledge and frequently interacts with others as he or she constructs meaning from the text (Woolfolk, 1998) is in line with the results revealed in this study.

4.3.3.2 Control Groups (combined groups) Questionnaire Results

The results presented in the following Tables 16, 17,18 and 19 are given by control group. The subjects involved in the control group were 78.

Table 16: Pre-Reading Phase for Control Groups(in Plasma Television Teaching Class)

No.	Items	Strongly agree		Agree		Undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the televised teacher gives background knowledge about the subject of the work.	21	26.3	34	42.5	6	7.5	8	10	9	11.3	78	100 %
2	Before reading, the televised teacher gives information about the subject of the work by reading it quickly.	9	11.3	12	15	11	13.8	12	15	34	42.5	78	100 %
3	Before reading, the televised teacher gives information about the subject of the work by using the title of the work.	22	27.5	27	33.8	16	20	8	10	4	5	78	100 %
4	Before reading, the televised teacher gives information about the subject of the work using some related pictures.	37	46.3	20	25	11	13.8	6	7.5	4	5	78	100 %
5	Before reading the televised teacher gives the meaning of unknown words by using mimes.	5	6.3	3	3.8	5	6.3	15	18.8	50	62.5	78	100 %
6	Before reading, the televised teacher gives background knowledge about the period in which the work was written.	7	8.8	6	7.5	8	20	14	35	23	28.8	78	100 %
7	Before reading, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.	6	7.5	5	6.3	11	13.8	15	18.8	41	51.3	78	100 %
8	Before reading, the televised teacher gives the meaning of unknown words by using them in sample sentences	11	13.8	21	26.3	12	15	17	21.3	17	21.3	78	100 %
9	Before reading, the televised teacher gives the meaning of unknown words by drawing pictures on the board.	16	20	18	22.5	8	10	13	16.3	23	28.8	78	100 %
10	Before reading, the televised teacher gives the synonyms of the vocabulary.	6	7.5	12	15	8	10	13	16.3	39	48.8	78	100 %

f: frequencies; **%:** percentages

As indicated in Table 16, items 2, 5, 6, 7 and 10 indicate majority of the respondents 46(15%+42.5%=56.1%),65(18.8%+62.5%=78.3%),42(36.3%+28.8%=65.1%),56(18.8%+51.3%=70.1 %) ,and 52(63%+48.8%=65.1%) of the respondents disagreed respectively that the televised teacher gives information about the subject of the work by reading it quickly, by using the title of the work and by using some related pictures . Moreover, they disagreed that respectively that the televised teacher gives the meaning of unknown words by using mimes, background knowledge about the period in which the work was written, the vocabulary of the work using the opposites of the unknown words, the meaning of unknown words by drawing pictures on the board and the synonyms of the vocabulary. Amare(1998) remarks that television discourages mental engagement making short thinking spans and ultimately including this habit of using automatic processing while trying to engage in thinking.

On the other hand, items 1, 3 and 4 in the above Table show that majority of the respondents 55(26.3%+42.5%=68.8%) and 49(27.5%+33.8%=65.5%) rated positively. They agreed that the plasma teacher gives background knowledge about the subject, information about the subject of the work by using the title of the work and about the subject of work using some related pictures. But 17(10%+11.3%=21.3%), 12(10%+5%=15%) and 10(7.5%+5%=12.5%) rated negatively. The remaining rated the undecided answer.

Table 17: While Reading for Control Groups (with Plasma Television)

No		Strongly agree		Agree		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	While reading, the televised teacher makes me understand structural differences between our mother tongue and target language cause a problem.	2	2.5	12	15	9	11.3	4	5	51	63.8	78	100 %
12	While reading the televised teacher makes me understand unknown words which cause problem for our understanding	4	5	7	88.8	5	6.3	18	22.5	44	55	78	100 %
13	While reading, the televised teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	6	7.5	7	8.8	9	11.3	9	11.3	47	58.8	78	100 %
14	While reading, the televised teacher makes me Understand the whole work.	12	15	11	13.8	17	21.3	15	18.8	23	28.8	78	100 %
15	While reading, the televised teacher makes me understand only a part of the work.	9	11.3	21	26.3	10	12.5	22	27.5	7	17.5	78	100 %
16	While reading, the televised teacher encourages me to make our interpretations in the classroom discussion.	14	17.5	9	11.3	10	12.5	19	23.8	26	32.5	78	100 %
17	While reading the televised teacher, helps me to Create a discussion about the characters of the work.	8	10	16	20	10	12.5	14	17.5	30	37.5	78	100 %
18	After reading, some parts of the work, I am invited to predict the other parts of the work.	6	7.5	12	15	11	13.8	22	27.5	27	33.8	78	100 %

In the above table, the questionnaire is related to the while reading phase. It consists of 8 questions. For items 11, 12, 13, 16, 17, and 18 illustrate, majority of the respondents 55(5%+63.8%=68%), 62(22.5%+55%=77.5%),56(11.3%+58.8%=70.1%),45(23.8%+32.5%=56.3%), (17.5%+37.5%=55%), and 49(27.5%+33.8%=61.3%) of the respondents disagreed that the plasma teacher makes them understand structural differences between their mother tongue and target language cause a problem, unknown words which cause problem for their understanding, understand insufficient cultural background knowledge that causes a problem of understanding, the whole work, them understand only a part of the work, encourages them to make their interpretations in the classroom discussion, helps them to create a discussion about the characters of the work, and after reading, some parts of the work, they are invited to predict the other parts of the work. In the same items, 14(2.5%+15%=17.5%), 11(5%+8.8%=13.8%), 13(7.5%+8.8%=16.3%), 23(17.5%+11.3%=28.8%) and 24(10%+20%=30%) of the respondents respectively rated positively and the remaining gave the undecided answers.

Table 18: After Reading for Control Groups (with Plasma Television)

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
19	After reading, the televised teacher makes me write a summary about what I have understood from the passage.	11	13.8	16	20	10	12.5	12	15	29	36.3	78	100 %
20	After reading, the televised teacher gives passage reading as homework.	5	6.3	6	7.5	4	5	27	33.8	36	45	78	100 %
21	After reading, the televised teacher wants me to study the linguistic features of the work as homework.	3	3.8	11	13.8	10	12.5	18	22.5	36	45	78	100 %

In Table 18, items 19, 20 and 21 show that majority of the respondents 41(15%+36.3%=51%), 63(33.8%+45%=78.8%) and 54(22.5%+45%=67.5%) disagreed the televised teacher makes them write a summary about what they have understood for the passage, gives passage reading as homework and wants them to study the linguistic features of the work as homework. In the same items, 27(13.8%+20%=37.8%), 11(6.3%+7.5%=13.8%) and 14(3.8%+13.8%=17.6%) replied positively where as the remaining rated the undecided answers.

Table 19: Attitude towards Reading Skills

This questionnaire is related to the attitude towards reading skills at Entoto and Kechene Control Group. It has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under 'always, sometimes, never

No	Items	Always		Sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	36	45	37	46.3	5	6.3	78	100%
2	I turn to dictionaries when coming across new words in the English reading	10	12.5	42	52.5	26	32.5	78	100%
3	I do not bother with the grammatical structure of sentences while reading in English.	12	15	37	46.3	29	36.3	78	100%
4	I predict the main idea of the whole passage from its title or Subtitles.	25	31.3	39	48.8	14	17.5	78	100%
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	16	20	39	48.8	23	28.8	78	100%
6	I do not pay attention to the implied meaning of the reading material.	8	10	33	41.5	37	46.3	78	100%
7	When I read English articles, I skip the words that are new to me.	9	11.3	39	48.8	30	37.5	78	100%
8	I pause and analyze the structure of sentences when reading in English.	28	35	34	42.5	16	20	78	100%
9	I try to get the main ideas of the text on the basis of pictures, Charts or figures.	31	38.8	36	45	11	13.8	78	100%
10	I try to understand complicated sentences by analyzing their structure	15	18.8	46	57.5	17	21.3	78	100%
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	21	26.3	23	28.8	33	41.3	78	100%
12	I create a situation for classroom discussion the title of the work.	21	26.3	40	50	17	21.3	78	100%
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	17	21.3	36	45	25	31.5	78	100%
14	I guess the meanings of new words in context when reading in English.	21	26.3	40	50	17	21.3	78	100%
15	I try to interpret the writer's intention while reading in English.	15	18.8	50	62.5	13	16.3	78	100%
16	I use simple words to replace difficult ones in understanding Sentences.	22	27.5	31	38.8	25	31.3	78	100%
17	I predict the main idea of the whole passage from key words.	28	35	29	36.3	21	26.3	78	100%
18	I try to grasp the general idea of a sentence before going to read the next sentence.	32	40	30	37.5	16	20	78	100%

In Table 19 above, the total number of the answers given by students is 54, also the total number of the "never" answer is 0.

The total number of the "sometimes" answer is 5, i.e., they are items 2,10,12,14 and 15. From this, 42(52.5%) ,46(57.5%) , 40(50%) and 50(62.5%) of the respondents rated that they sometimes try to grasp the general idea of a sentence before going to read the next sentence, and the total number of the "always" answer is 0.

These show that because students have no positive attitude towards learning reading skills through plasma television they do not bother with the grammatical structure of sentences while reading in English, pay attention to the implied meaning of the reading material. In addition, when they read English articles, they skip the words that are new to them. They do not always predict the main idea of the whole passage from its title or subtitles and pay attention to the implied meaning of the reading material, when they read English articles, they skip the words that are new to them, they do not try to get the main ideas of the text on the basis of pictures, charts or figures, create a situation for classroom discussion the title of the work. Moreover, they do not always grasp the gist of the reading material through quickly reading the first and the last paragraphs, guess the meanings of new words in context when reading in English and predict the main idea of the whole passage from key words.

Taken together, the results show that students participating in experimental group revealed a positive attitude towards teaching reading through interactive classroom teaching than students the control group students learning reading through plasma television. This finding supports Wilson and Lianrui's (2007) idea that learning is much easier if students feel less uneasy.

In addition to this, a 24 items questionnaire was prepared for two experimental and two control group teachers. Like the students 'questionnaire, the results of the two experimental group teachers' and two control group teachers questionnaire were combined and reported. The results from the experimental group and control group teachers indicated that nearly all of them had a positive attitude towards teaching reading skills through interactive classroom teaching. Even, the classroom teacher in the plasma class showed his disagreement of the method of teaching reading skills undertaken by the

plasma television (See Appendix K2.2). This shows that students in the experimental groups were benefited than the control group students.

Research questions 3 and 4

As indicated in section 4.1, the research questions three and four, "What role does the classroom teacher play in teaching reading skills through interactive classroom, as compared to the plasma TV teacher, and how important is the teacher's presence (the teacher in the plasma class)?" and "What are the challenges that learners face while learning reading skills through interactive classroom teaching as compared to learning through STV (plasma)?" were answered using qualitative research data , data were collected using semi structured interview and classroom observation.

4.3.4 Results of Students and Teachers Interview

The next section deals with the additional data from an in-depth interview about attitudes toward teaching reading skills through interactive classroom teaching as compared to plasma teaching.

4.3.4.1 Results of Students Interview

The purpose of the individual interview was to investigate more about the students' attitudes toward teaching reading skills as a foreign language through interactive classroom teaching as compared to plasma teaching. This study utilized semi-structured interviews to clarify issues related to the subject under investigation (Bryman 1993). The interviews were conducted by the researcher on a one-to-one and in-depth basis at the end of the programme with 40 out of 148 students agreed to have their interviews (20 male and 20 female students) from the two experimental and two control groups. All the interviewees volunteered to give their views. Each interview took approximately 15 to 20 minutes. All of the interviewees were tape-recorded.

The interviews were transcribed and used to supplement the interpretation of the results of the questionnaire data to improve the validity and reliability of the primary data collected through the written questionnaires, and to obtain more accurate and precise information regarding the topic under investigation. The main advantage of interviews, as Hussey and Hussey (1997) argues, is that the researcher is allowed for in-depth clarification and permitted asking of further complex and follow-up questions, which is not possible in a written questionnaire. Therefore, more data were obtained based on the interview questions which were mainly focused on (1) the current problems of teaching reading skills (2) reasons for disliking learning reading through plasma television and (3) the method the classroom as well as the plasma teacher follows.

4.3.4.1.1 Results of Experimental Groups of Students Interview (learning reading with out plasma television)

The interviewee was individually asked seven questions (see Appendix K 1.1). The findings of the interview for experimental group students are presented below under five headings:

1. Methods of Teaching Reading Used by Classroom Teacher

An interview was held with experimental groups .Each of them had just finished learning reading activities although they were still in their first six months of learning English in their present Grade (i.e. Grade 10). They said that they thought that the experience was very helpful. When they were asked what procedures the classroom teacher followed in the teaching of reading they said their classroom teacher told them to do pre-reading questions before they started reading. Next to this, they were told to think well individually, discuss in group based on the prior knowledge they had, they were invited to read the passage silently and then identify the content of the passage whether it was really good or not. Next, they were encouraged to do the exercises. Encouraging students to read is vital for their success even outside of school (Bean, 2001) . The classroom teacher always uses this procedure. In addition, they said, their teacher moved around and checked whether they read the text independently (The transcribed data can be seen in Appendix K 1).

S21: While we are learning, the classroom teacher usually follows three methods. In the pre- reading session, the classroom teacher makes us revise the previous lesson by participating with question and answer. Then he writes questions on the blackboard to discuss in our group. Based on this we share ideas among group members. In the while reading stage, the teacher uses different methods: Sometimes, he tells us to predict the next idea of the paragraph after we have read the first paragraph. We follow this procedure until we finish the passage and then we are told to do the activities written in the text. The teacher makes us to guess the idea of the passage based on the title of the passage. In while reading session also he asks what do we understand from the passage and he also makes to predict the next idea. After reading, he gives exercise to do finding the answers. He uses the reading phases one by one. In the pre-reading stage, we are ordered to close the exercise books and make us predicate what is going on in the reading passage and then he gives us some pictures and invites us what will happen in the reading passage the classroom teacher to read the passage independently.

S25: Our teacher is very clever. He uses the three phases: pre-reading phase while reading phase and post reading phase effectively. First he tells us to give the answers of the pre reading questions and then make us guesses the reading passage if there is also a picture .We are required to generalize the idea of the reading passage he himself summaries the daily lesson.

2. The Role of the Classroom Teacher in Reading Class.

The next question forwarded to the interviewees was whether they thought that the classroom teacher was teaching EFL reading effectively. A majority of them gave a positive answer to this question. They said that their teacher taught them effectively. Most of the students were very interested to read independently. It is said, "In fact, some of their classmates were afraid of reading English. But with the help of our teacher, we tried to improve our reading performance." In general, a majority of the students said their teacher tried to encourage his/her students to read the passage silently (See in Appendix K 1.1).

S21: He always does his best for his students. He encourages us to participate in the class and makes the students be good students. Since he is an experienced teacher, he invites us to participate in the class. He knows his duty and responsibility very well.

S24:He works hard to assist us whenever problems arise. He tells us some related ideas that he reads from other books He encourages us to communicate in English. The classroom teacher always monitors each student whether or not s/he read the passage independently.

Teaching reading through interactive classroom teacher is very important and very participatory. There are several students who are unable to read properly because of many reasons: one of these reasons is that students are very shy. So our reading ability is not that much effective. The classroom teachers are responsible for all these practices. Their contribution is very significant here. The teacher helps us how to comprehend the reading passage very well but it is not recommended to expect all from the teacher. Students should try to do everything by them selves. When they reach this level, it can be said that they develop their actual performance in reading (See Appendix 1.1).

3. The Advantage Students get in Learning Reading Skills Taught by Classroom Teacher

Regarding question number 3, which asked about the effort of the classroom teacher to help weak students' become good readers, they all said the classroom teacher tried to help the students become good readers. But some of the students were not good at reading. Perhaps the cause of this was that they themselves were very shy. If they made mistakes, other students laughed at them. They said that however, their teacher always tried to motivate them to read well. He tried to mix the weak students with the fast learners to help each other. He encouraged his students to read the text not only in the class but also out of the classroom (see in Appendix K 1.1).

4. Current Problems of Teaching Reading

Interview question No. 4 focused on the current problems in the teaching of English in general and reading skills in particular. Most of them said that students were afraid of speaking English freely and they might make mistakes in pronouncing the English words. They thought that they were afraid of reading because they considered themselves that they could not read well. They further explained that experience had shown that in this school, if other students laughed at him, a reader is discouraged to speak in the classroom. Since the English language is not their mother tongue, it is difficult for them to read it. The problem comes from the unknown words found in the reading passage. These words make

the passage difficult to understand. It is believed, they said, that their English language is not that much effective because they had no base when they were in primarily school. Most of them came from government schools. Teachers also seemed to have no capacity to teach reading skill properly there. They did not give any hints on how to read the passage and the other skills there. Since they had no background knowledge the students faced problems in reading here properly, at the high school level (see Appendix K1.1).

S21: The problem lies on the primary school teacher. Basically, in primarily school, the teaching –learning process is conducted using their vernacular language. Students were not given opportunity to use English language properly. I can say that most students have no good background knowledge in English in general and reading skills in particular when they join high school; they developed the same behavior there. As we know, students need special attention while they are reading, writing, speaking, and listening. It should have been better if students had had good background knowledge at the beginning .For this reason, students become shy and fail to communicate with their teachers.

S25: Previously our teachers could speak Amharic in the English period. This had an impact that students could not communicate to their teachers and their colleagues. Because of this and other reasons, I can say that English is terribly deteriorated from time to time.

5. Improvement of Students' Reading performance

Interview question No. 6 is about their feeling on their actual performance in reading skills. Most of the interviewees said that they found themselves improving their reading performance because of the method their English class teacher used. It made them discuss everything individually in pair and in group.

S52: By the help of the classroom teacher, I improved my actual reading performance from time to time. The classroom teacher encourages us to read in and out of the classroom independently. In general, I like reading and I become good readers this time.

S57: The classroom teacher usually makes us read the passage independently. Therefore, when I read the passage frequently, I improve my reading performance unknowingly.

4.3.4.1.2 Results of Control Groups of Students Interview

(learning reading with plasma television)

The findings of the control group students' interview are presented below under six headings:

1. Methods of Teaching Reading Used by Plasma Teacher

The results of the students' interview indicated that the procedure the plasma teacher used was first she presented the topic on the television screen and she gave time to read the passage. The time given was not enough to read the passage, do exercises and take correction.

Many of the students expressed that the plasma teacher simply presented the pictures and analyzing it. She read the passage by her self. She did not give them chance to read the passage individually. As examples, students(S31,S32 and S33) are presented below.

> The plasma teacher directly reads the reading text without giving us time to do the pre-reading questions. In addition, her pronunciation is not clear for us. For this reason, we are unable to understand the instruction she gives us. In fact, the plasma teacher tries to follow the three phases. But she fails to teach us effectively because the plasma does not contribute us a lot, I cannot support this devise to give us reading lesson. We need much help to read because our reading background is not that much. We did not know how to read the passage when we were in primary school. The primary school English teacher did not encourage us to read in English. We brought this poor quality of English when we join high school. Thus, we prefer the classroom teacher to help us read the passage independently.(See Appendix K 1.2).

2. The Role of the Plasma Television Teacher in Reading Class

The second interview question is presented to get information whether or not the televised teacher is teaching EFL reading effectively. Majority of the respondents agreed that since the plasma television teacher was not available in the classroom, there is communication barrier between the teacher and the students. No student could raise a question for clarification because the teacher was far from the students. Thus, the plasma teacher was not described as an effective teacher.

> S31 and S32: As it is known, English is given for us as a foreign language. The plasma Teacher is a native speaker. She considers us as though we were also native speakers. She reads fast and her pronunciation is not comfortable for us rather it challenges us to understand clearly, what she said. Moreover, the televised teacher reads the passage by herself and she has no the mechanism to check whether the students understand the passage or not. In the first place, the time is very short and she cannot help us to read the passage. She cannot transmit important things through plasma.
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> .

3. The Advantage Students Get in Learning Reading Skills Taught by Plasma Television Teacher

The purpose of this interview question is to get information about the benefit of learning reading skills through plasma television. The results of the interview indicated that students were not helped to improve their reading skills. Many of the students said since they did not understand what the plasma teacher said how they could say she was able to make poor students become good readers. It is impossible. It is absolutely unthinkable. In the first place, it was impossible for her to identify which one was poor and which was clever. Therefore, I can say that she did not implement this so far and she will no have access to do it in the future. For example, students S32, S34 and S49 said:

> She can not identify the weak students and help them. Simply, she does not bother about this. In the first place she has no opportunity to identify the poor and clever students because the. The transmission is not live but it is video recorded. The plasma teacher always keeps the interest of the clever students. She is always with them. She does nothing about this. Most of the students in the classroom are idle because the method she follows is not participatory. Therefore, she does not work hard to make weak students become good readers(See Appendix K 1.2).

4. Current Problems of Teaching Reading Skills through Plasma Television

The result for this interview question showed that the main reason for this was students had no base for English language in general and reading skills in particular. They said they were poor at English in elementary school and they were also poor in high school. Since most them came from the government school, they did not get Basic English there. Students 31 and 32 said:

> I can say that we have no a good back ground knowledge of English language. When we join high school, we fail to understand the English language. "Regarding the plasma lesson, the learning and teaching process is getting worse. We cannot communicate with her. We cannot understand what she orders us to do. The method of classroom teacher is more preferable than the method of plasma teacher. We need much time to develop reading skills but it is unfortunate that she does not give us enough time and she said your time is over. I can say that we do not get adequate knowledge regarding reading skills.

5. Comparison of the CLT and PTVT in Teaching Reading Skills

When they were asked how they compared the method of televised teacher teaching with that of the classroom teacher not using Plasma television. They said, "As long as the plasma teacher is too fast, we are unable to follow her normally. The plasma teacher does not give us clarification even if they found something to be unclear. We are not much interested to learn English through plasma. However, the classroom teacher is not fast. He tries to make us understand what she is doing. We can ask the classroom teacher for help because he is available in the classroom. It is felt that they improved their English language because of learning from their classroom teacher (see in Appendix F1.2).

For most of the students, it is very difficult to understand the reading passage because of some unknown words. The Plasma Teacher was too fast. They said they had no chance to ask her questions but it is possible to raise any questions to classroom teacher to make the passage clear. He was very close to help them and she did not hesitate to give them more clarification whenever he was asked to. Moreover, he used his time wisely.

Majority of the students agreed that the classroom teacher is giving better teaching method than the plasma teacher is. They said, generally, learning through interactive classroom teaching was very

comfortable than learning through plasma teaching because the plasma teacher was not with us and she did not understand the over all situation usually happened in our classroom (the school environment). In addition, the results indicated that students complained more about the allocation of time for each activity. They all said that enough time is not allotted for the reading lesson. Moreover, the plasma teacher method is not participatory. Many of them expressed that this does not happen in the interactive classroom teaching. The students can freely ask questions if something gets unclear. Thus, majority of the students agreed the classroom teacher is more preferable for the students to plasma teacher. As examples, students…..said are presented below:

> S26:"When I compare the classroom teacher with the plasma teacher, I can say that the plasma television teaching seems to be designed for the poor teachers who do not like to teach students very well. Because they are usually observed that they operate the plasma television for the students and enjoy sitting idly. In addition, the plasma teacher does not give us enough time to read the passage and she has no access to assist the students, we fail to improve our reading skills and we have no interest to learn reading through plasma television.
>
> But the classroom teacher is not like that. Unless the MOE wants to give uniform lesson for all students in the country, this devise has no contribution for not given special attention." But the classroom teacher is irreplaceable I prefer the method of classroom teacher because if I get something unclear I can ask him for clarification he is available for classroom discussion as well. We can meet our classroom teacher face to face and ask him what we feel and in his regard, he can ask any students that he wants to ask.

The results of the interview indicated that many students refused to learn reading skills through plasma television. The other reasons students raised were the plasma teacher reads fast and she does not care about her students. Her pronunciation was difficult for them to understand. She read the passage simply for her consumption. She did not give special attention for the whole students. They did not get what they want to get. The plasma teacher jumps the important things found in the reading passage.

In general, students get confused learning reading through plasma television. They all claimed that they developed negative attitudes towards reading skills. Because she did not give them assignments, they become idle and did not do more activities in and out of schools. This, therefore, made students to refrain from learning reading skills through plasma television and improved their reading skills ability. "Student dissatisfaction appears to gain momentum day by day as many students find it more and more difficult to follow their studies." Tekeste (2006:32)

6. Improvement of Students' Reading performance

The last interview question was more about the improvement students' performance. The results showed that many students said that they did not improve their reading performance with the plasma television teaching. Because the plasma television was fast, they all agreed that all had the problems to pursue the plasma teacher. Besides her pronunciation was headache for them. For this reason, they failed to improve their reading skills.

> S31:I cannot say that I learn a lot through plasma television particularly reading skills. But I can assure that I increase my speed to read the passage because the plasma teacher gives us very short period of time to read. Thus, this type of method forces me to be fast reader. But this does not mean that I become a good reader. I cannot get a chance to pause and analyze the idea of the passage. Generally, I do not improve my reading ability when I learn reading skills through plasma television.

4.3.4.2 Results of Teachers' Interview

Similarly, the teacher interview is semi structured which was prepared for two experimental and two control groups teachers. The findings are presented below under headings:

4.3.3.2.1 Results of the Experimental Group Teachers' Interview

1. Methods of Teaching Reading used by Classroom Teacher

The first question "What procedures do you follow?" was presented to the experimental teachers. Experimental teacher 1 said that in the first place that he would write the topic on the blackboard and then he made his students ready to open their exercise books. Next, he would write key words rather important words on the blackboard. But he exclaimed that he did not tell them the meanings of the new words.

T1: I will make them guess based on the context of the passage. I do not allow them to use the dictionary. Of course, if there is any difficulty, I will allow them to ask me. After that, I will write the pre-reading questions to make them elicit the background knowledge of my students. This may help the students to guess what is going on in the passage. Next, I will make my students read the passage silently by themselves. After I told them to read the passage silently, I move around to check whether they read silently or not. Some times, I may ask them about the paragraph they read. After they finished reading, the second paragraph and I ask them to predict the following paragraph and it goes on like this.

T2: I follow a procedure like pre-reading, while reading and post reading to teach reading skills in the classroom.

2. The Role of the Classroom Teacher in Reading Class

The experimental teachers were asked about the role they played in reading classrooms, they responded that they tried to do everything well rather they conducted the teaching reading skills effectively. To mention a few, they said that they used the same strategy and sometimes they changed strategies according to the nature of the passage and the exercise. Then, T1 assured, "I can say I have taught the reading passage effectively." (See Appendix K1.1).

3. The Advantage Students Get in Learning Reading Skills Taught by Classroom Teacher

The results of the experimental group teachers indicated that teachers tried to make weak students to good readers. Both teachers said the primary purpose of the teacher in the reading class is to empower students to become good readers. These are the duties and responsibilities of the classroom teachers. In fact, there were a few weak learners in the classroom, they said. Students were helped not only in their classrooms but also out of the classes rather out of the school compounds. The teachers also explained that they sometimes read aloud for them to be a good model for the students although it is not allowed to them. "What I tell the students to do is to open their exercise books." And then students were told to read the passage until they understood .They were told to tell them the key words and given them chances to read the passage and answer for the comprehension.

T2: Of course, this question is related to question No.2. I tried to my best to make weak students become good readers. I use the methodology that I know very well. Due to this reason, my students show progress (improvement).To certain extent there is improvement.

4. Current Problems of Teaching Reading Skills

When the experimental group teachers were asked about the current problems of teaching reading skills, they said that the problem is the incapability of the students to speak, write in English. These made them unable to read any texts written in English. Generally, it can be said that they did not use good English. When they joined high school, they came from with their basic English language problems and lack of back ground knowledge. When we went down the elementary school and investigated the problems, their teachers of English in the elementary school said this is not their problems. They wanted to push the problems to the kindergarten teacher. They all said that the problems lay on the shoulders of the teachers of English in Kindergarten school. Both experimental group teachers further explained that as they had seen that every body pushed the problem to the others. This kind of practice does not make their students effective. Every body should be responsible for the poor background of students' reading skills. To avoid such problems, the experimental group teachers agreed that EFL teachers should work hard and go hand in hand. Majority of the students were working simply to get good marks as though some other students were doing while they were learning other subjects. Teachers did not follow attentively whether their students read the given text or not. But in reality, teachers should move around and monitor the students while they were reading the texts.

5. Comparison of the CLT and PTV in Teaching Reading Skills

The results of the experimental group teachers indicated that the method used by the plasma teacher was not effective since it is one way communication and video recorded but the classroom teacher was available in the classroom and gave them help whenever he was asked to. This supports the finding of Dale (1969:358) that television gives incorrect time and size concepts and like, radio, it is one way

communication device, and it reduces the learner to only a passive viewer. Furthermore, there was access to follow each student closely when he/she read the texts in classrooms. But this did not happen in the plasma television class, such chances were not given there. Sufficient time was not allotted for each activity. When students were in the middle of reading, the plasma teacher said your time is up. Students had no chances to ask for clarification. There was no way to repeat the lesson if students got confused.

This was observed to challenge the ability of the students comprehending the passage. It was not comfortable for students because our students are not first language speakers. English is given here as a foreign language. For this reason, it is believed that it is very difficult to learn reading skills within short period of time. But these did not happen in the interactive classroom teaching. The classroom teacher was free from this. He assisted his students if problems arised.

> T1: As a classroom teacher, I know students' level of reading and their standard. I know what they need. I can give them enough time to do the activities. But the plasma teacher does not know the culture, and the level of the students. These are the main differences of the methods used by the classroom teachers and plasma television teacher as a whole, to mention a few.

6. Improvement of Students' Reading Performance

This interview question aimed at investigating how much the interactive classroom teaching help the students to improve their reading performance. The results from the experimental group teachers showed that students could perform well. In the first place, as noted above, students were not alone they were with their classroom teachers. Whenever they were in need of help, the classroom teacher was available and provided them help: guided them, tutored them, and monitored them. So in four months of stay we used different methodology to teach reading skills. Students usually gave the teacher feed back when they were asked to: "Teacher, you use a good method of teaching. Please continue. In other time, they say this method is not comfortable for us. Please change this." They said. These free discussions could develop their relationship and made students like learning reading skills. This enabled the students to improve their reading performance well.

4.3.4.2.2 Results of the Control Group Teachers' Interview

1. Methods of Teaching Reading Used by Plasma Television Teacher

The results from the two classroom teachers of the control group students indicated that the method used by the plasma teacher was not satisfactory. She did not use appropriate procedures to teach reading skills because she did not know the students background knowledge and the subject she teaches as well. As Wilson and Lianrui (2007) commented, English teaching reading should be focused on the creation of situation favorable to students' reading construction, in which students are brought into a familiar environment, their interest in reading can be aroused. As we know, there are three reading phases: pre-reading, while-reading, and post-reading phases but the televised teacher did not use these strategies properly. Mostly she seemed to incline teaching other knowledge of English, grammar rather than reading skills.

> T3: Most of the time, the plasma teacher does not give enough time for the students to refer back to their back ground knowledge. She uses the system that by introducing the new topic and proceed to the lesson.

2. The Role of the Plasma Television Teacher in Reading Class

The main purpose of this interview question was to get information about the role of the plasma teacher in the reading class. The results showed that the plasma teacher did not teach reading skills effectively. They said that as she is a first language speaker, she had to give more attention for the learners. But it was unfortunate that she did the other way round. In the first place, without considering the level of the students, she was observed that she was always in a hurry to read the texts. Tekeste's (2006) study supports that the lectures though based on the Ethiopian curriculum are read too fast, so that students have no chance of listening to and making notes at the same time. She had no chance to interact with her students because she was far from the classroom. Moreover, the plasma television is a one way communication device. No one could communicate with her if a student was in need of help. Thus, since she was unable to identify which one was clever and which one was not, there is no way to say she taught them reading skills effectively.

3. The Advantage Students Get in Learning Reading Skills Taught by Plasma Television Teacher

Regarding to this interview question, the results showed that both the control group teachers said that it was very difficult for them to conclude students were highly benefited from learning reading through television. The reason was the time constraint in the one hand and the unclearness of the teacher pronunciation was on the other. The major factors associated with their dissatisfaction are the high level of English language skills assumed by the "plasma" teacher, the speed of the presentations which creates difficulties for conceptual understanding, and the lack of class time for the students to discuss with their teachers and fellow students (Getnet, 2008). As noted above, because the plasma teacher was at a distance while teaching-learning took place, it was impossible to identify which one was weaker and which one was stronger. So, how anyone could say students get advantage of learning by plasma teacher. These made the students get confused that I do not think so. The televised teacher is not a good model of reading skills teacher because, as mentioned earlier, she does not consider the level of her students. There is no a chance for her to identify which one is slow, medium, and fast learners.

4. Current Problems of Teaching Reading Skills through Plasma Television

The purpose of this interview question was to find out the current problems of teaching reading skills though plasma television. The results from the control group teachers showed that students were observed to suffer a lot. They were unable to listen the instruction given by her and apply it because as mentioned earlier they had no a good background of English language in general and reading skills in particular. Both teachers said that students had vocabulary and word limitation. In general, they concluded that students could not understand the main idea of the paragraph. In my opinion, learning reading through plasma television is very challenging for them because of the time constraint, the unclearness of her pronunciation, the nature of the device (one way communication) and the poor background of their English language.

T3: The students had no positive attitudes towards the plasma television teaching. In addition to this, students did not have a good base on the English language. Therefore, it was a big difficult for them to understand English by English. We sometimes used their native language to make things clear.

5. Comparison of the CLT and PTVT in Teaching Reading Skills

When we compare plasma teacher with the classroom teacher, plasma teacher was less efficient than the classroom teacher. But the classroom teacher was very close to help the students. He prepared the lesson based on the students performance. The plasma teacher, on the other hand, could not interact with her students. She simply transmitted the lesson through plasma something like the projector, projecting a film onto the screen. Amare (1998) remarks that the disadvantage of television is that it discourages mental engagement making short thinking spans and ultimately including this habit of using automatic processing while trying to engage in thinking. She could not monitor the overall activities of the students. Due to this reason, they concluded, classroom teacher is better than the plasma teacher is. "According to several teachers that I talked to it would have been better if plasma had not been introduced." Tekeste (2006:32)

6. Improvement of Students' Reading performance

As mentioned earlier, it can be concluded that students were unable to read the text and comprehend it. According to Tekeste (2006:32), "Secondary school students have great difficulties to read, write and above all to listen to spoken English." They knew very limited vocabulary and they had the experience they were taught reading skills by translating it into their vernacular language when they were in the junior secondary school. This made them unable to read independently when they joined the secondary school in which teaching-learning was conducted through plasma teaching. The plasma teacher, on the other hand was headache for them. They always complained that the plasma teacher read the text fast and her pronunciation challenged them. Thus, students were not observed to improve their reading performance in plasma television class. This supports the finding of (Getnet, 2008) that students in the Government schools are found spending the majority of their instructional time listening to the

"plasma" teaching without making any live interaction. They are passive and dissatisfied with the current mode of instruction.

4.3.5 Observation

4.3.5.1 Results of Classroom Observation

In order to investigate teaching reading skills through interactive classroom teaching, Grade 10 English language teachers, and students were observed from October 2011 to December 2011 for the main study. Within a semester, six reading lessons were observed while two experimental and two control group teachers were teaching (See Appendix L). Each teacher was observed four days a week.

In the main study, as noted in section 3.5.1.2, the researcher tried to observe how the classroom teacher and plasma teacher spent their time during the lesson in reading skills. Every two minute, the researcher noted in writing which activities were taking place in the pre-reading , while reading and after reading stages. Further more, the researcher recorded which lesson content was discussed, what type of setting was applied (whole class, co-operative group work, or individual work), what kind of interactions were taking place and whether the teacher was involved a whole group, small groups, or individuals. Following the advice of Burgess et al, (1993), the researcher used a yes/no rating instrument because the incidence of observed behavior is in itself not informative about the quality of the observed behavior. The researcher also focused on students' activities, problems and challenges that the teacher had faced while s/he was conducting the reading skills lessons with plasma television or non-plasma television.

The teacher teaching practices were videotaped. The data found indicated that the experimental and control group teachers used varied approaches to teaching reading. Details are described as follows.

4.3.5.2.1 Results of Observation in Experimental Group Classes (Non-plasma classes)

In this section, the results of both Entoto and Kechene Secondary school experimental group students along with their teachers were combined and presented.

In this study, the two experimental teachers are male and bachelor holders. These teachers, as indicated in chapter 3, were given training for two days before the experiment began. The observation started as soon as the experiment ran in the classroom. Each reading lesson in the experiment was observed into three sessions: The pre-reading session, the while –reading session and the post-reading session.

Pre-reading session

In this session, before they moved to the pre-reading session, the experimental group teachers were observed cleaning the blackboard and said hello to the whole class. Then after, they started moving around the class and checked whether or not the students brought their English text books. After finished checking the text books, they stood in front of the classroom and declared that the daily lesson was started. The procedures they followed can be described below:

What do you like to read?

Kechene Experimental Group (KGG)
Pre-reading session

Excerpt 1: lesson 1

T: What book did you read?
S: I read academic books.
T: Did you read fiction? If so who is the name of the author/writer of the books your read? What did you like to read? News paper, fiction, academic books, Novel, or magazine
S1: Most of the time, I focused on text books.
S2: I like to read news paper.
T: What types of news paper?
S: Some times the news paper about sport.
T: Why?

S: I like it most.
T: Because it entertains you much, isn't?
Any other students?
S: I like fiction. E.g. Yelmzat
News paper: E.g. Politics. Because I want to be a politician.
T: Have you ever read books in English? Even short story.
S: No.
T: Not at all.
Now let us talk about Nelson Mandela (page 39)
Do you know Nelson Mandela? Tell us, what do you know about him?
S: Mandela is the first black president of South Africa. He was in prison for 27 years for Freedom of black Africa.
T: Any other? Tell us more about him. Where was he born?

Excerpt 2: lesson 2

Warning Signs and Labels
Entoto Experimental Group (EEG)

T: Please close the door.
Wash the dish before you before you go out (Imperative command)
T: Take out your exercise books.
Tell us what you did yesterday.
S: About either or and neither (to show an agreement/disagreement)
T: Yes, We did this previously. To show the same thing, we can give the negative and positive answers by using so do I, So am I, Either am I, neither do I, etc.
To day, we shall continue to discuss another topic. We are not going to read the passage as usual. We shall read symbols, signs, and letters on page 64
Are you sitting in your group (4 to 5)

Excerpt 3: Lesson 3

Advertisement
KEG

T: What is advertisement?
S: Introduces companies' products to people.
T: Advertisement has many advantages. Advertisement can be introduced to radio and television and different print medias.

Excerpt 4: Lesson 4

Reading: What do you know about Drugs?
EEG

T: What do you remember about the previous lesson?
S:
T: We shall see chapter 6 Reading
What do you know the word abuse?
There are two important words that you should know: abuse and drugs.

What is drug?
S: Drug is a natural/artificial substance which contains different chemicals inside.

S: Drug has two parts: Harmful and Useful.
E.g. alcohol, chat, cigarettes, and cannabis.
S: It is a useful medicine.
T: You have got the concept of drugs.
What does abuse mean? What does it indicate?
S: Abuse means affect.
S: Abuse means something which is bad.
S: Affect somebody's mind in a wrong way.
T: Look at some words in the passage. They are very important. Please read them for two minutes.

List the drugs which you think could be harmful and useful:

harmful	useful
chat	medicine
alcohol	
hash	
heroine	
cocaine	
cannabis	

As indicated above, in the pre-reading session, students were observed to draw on their current knowledge and develop schemata prior to reading a given text. The overall background knowledge was explored in class before students do any reading. The technique can be as simple as brainstorming on the blackboard. The teacher was observed to write keywords on the blackboard and then elicits associated words from the students. The pre-reading stage entails defining a target and topic, building up students' background knowledge through creating situations and warming-up activities, introducing new vocabulary by means of situations, and predicting the content and the organization of the text (Williams, 1984; Wilson and Lianrui, 2007). This was very important for the classroom teacher to investigate the background knowledge of the students.

Pre-reading activities include: asking questions based on the title, brainstorming, reviewing familiar stories ,considering illustrations and titles, making predictions based on previewing, skimming and scanning (for structure, main points, and future directions), reading the introduction and conclusion first.

Excerpt 1: Lesson 1

While-reading

The while-reading is the central process of reading activities. It consists the overall understanding of the text, detailed understanding of the text, discussions for a deep understanding of the text, and language points and grammar.

Ok. Now please copy the chart found on page 37 in your text book (2 m').
Then please take a look at two texts in your books. First select the text which much impresses you and read it silently. (10m')
T: The teacher moves round and discuss with the group of the students.
S: discuss in their group attentively.
T: Let us talk together. What the title of the first extract? Nelson Mandela or Mashak?
S: The title of Nelson Mandela's book is Long walk to Freedom.
T: Who is the author or Hakim's book?
S: Mashak
T: What is the story of this book about?
S: about Halima.
T: Before we summarize, do have any questions?
S: What is phusamandia?
T: It is a cultural food of South African people. It is like Ethiopian food, Chico.

Excerpt 2: lesson 2

T: Look at this sentence.
Read the sentence find in 64.
S; Read the sentences:
Please close the door.
Wash the dish before you go out.
T: Sit in your group
Now let' continue.
Please discuss in group. What kind of sentences are they?
S: These sentences are imperative /command.
Look at the pictures or signs once again (2m)
S: They are looking at the pictures and discuss with their group.
T: Please read loudly.
As one student read, the others should listen silently and do members of the group turn by turn. The teacher moves around and checks whether or not they have books.
He said stop reading.
S: Don't touch by hand (instruction)
T: Take for example fire extinguisher. Extinguish means block the fire. You know if the building catches fire.
The fire brigade comes and uses chemicals as a fire extinguisher.
S: Do not stop car.
T: We will do like this. Please go to the question no. 4. Take piece of paper and write your answers in group.

S: Asks for clarification how to do the activities.
S: Discuss and write in their group.
T: moves around. After a while, he said stop discussing.
S: Give answers by saying: Do not sit around that area.
T: Any other.
S: give the answer by saying: Put it in construction place.
T: What does it mean?
S: Give the same answer.
T: Give sentences on caution.
S: Do not work/do out of instruction.
T: Ok. You are right. We can say keep this instruction.
S: Use this fire burning emergency.
S: Get out this way
T: Strictly no admittance.
S: Do not around this place.
S: Do not cross /move this way.

EGT 2

Excerpt 3: Lesson 3

T: Look at page 80. There are different advertisements. First, please read the six advertisements.
They are sequenced by number.
S: Read the advertisements in their text books silently.
T: I hope you have finished the advertisements used for different purposes.
Again, please look at the same
Advertisements and which are used as adjectives why? (6 minutes)
S: read silently
T: Moves here and there and check whether or not students read silently.
Said stop reading. I hope you read the text twice.
In your text, I think No. 1 is the bank (Birr bank).
No. 5 is the bank (Ethiopian capital bank).

Compare these two advertisements. Which one is stronger? Why? (Time given 2 minutes). Please do this in pair
S: Discuss in pair.
T: Which one is stronger?
S: No. 6 is the best one for our group.
T: Any other.
Yes, No. six is stronger. Because it attracts the people /visitors. Everything is available here:
Photographing lodging, expert guide, all are available here.

Excerpt 4: Lesson 4

Entoto Control Group (ECG)
T: Now, we shall read the passage. It is short.
Keep silent and read. Do not move your lips.
S: read the passage silently.
T: Does the passage relate to the harmful side. The evidence is that all drugs are dangerous. Some are in the side of useful part.
S: Most drugs are addictive. It causes harmful.
S: Drugs ruin our life.

While-reading (during, through reading) exercises which follow pre-reading help students develop reading strategies, improve their control of the foreign language, and to decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual student control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; drawing pictures to show what you see in your mind's eye skipping unknown words; and learning to use the dictionary effectively (Williams,1984; Nuttal ,2005).

Post reading

Excerpt 1: Lesson 1

T: It enough for today. Please read more books to develop your reading skills.

Excerpt 2: lesson 2

T: It is enough for today. We shall finish it tomorrow.
Assignment: Please all of copy the picture and write the letter. Finished.

Excerpt 3: Lesson 3

T: Give a summary for the daily lesson.

Excerpt 4: Lesson 4

T: For tomorrow, try to bring the idea about drugs reading from other materials.

Let us finish our work by doing questions 2 and 4. What does No. 2 say? Please give reasons for this.

2. What should you say "No" to a drug dealer? Do you remember what we discussed last time to make a question sentence?

S: Yes. They are 'who', 'How', etc.
T: Please use these to give your answers here.

In the third stage, i.e., Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate to different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts such as revising, rereading, expectations, making an outline, chart, map, or diagram of the organization of the text, retelling what you think the author is saying and relating the text to your own experience (Williams, 1984).

The post-reading revises the reading and language points, doing exercises for consolidation of the text, doing vocabulary exercises, and doing supplementary readings. To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies (Grabe, 1991). Each stage has its reading target, reading tasks and specific activities for reaching the goal of reading.

As the observation results from the experimental groups show that the teachers made the classroom much Participatory. They were observed encouraging students to read the reading passage individually, mostly in while reading stage. Pre-reading and post-reading stages were discussed in

small groups. Group learning may be chosen because of its power to enhance subject related knowledge and skills (Lee, 1997), and it is also used to develop students' cooperation, communication and social skills.

Observation Results Kechene and Entoto Secondary School Control Group (with plasma) Control group students in both schools were taught by plasma teacher. As noted above, the plasma teacher was assigned to show how to teach the reading passage for 20 minutes in regular classes. The other 20 minutes was left to the classroom teacher. The plasma teacher usually began the daily lesson by saying hello. Since the plasma television she used was one way communication, she couldn't observe what was happening in the classroom. As Dale (1969) argues that the one way communication television reduces the leaner to only a passive viewer. Without considering the situation in the actual classroom, the plasma teacher told the students to read the passage, do exercises, discuss together. But it was unfortunate that students did not give attention for any activities ordered by him but Chamot's (1990) research supports the strategy that learners use selective attention or focusing.Some students were observed got confused. They did not understand the instructions given. Some others held private discussion in personal matters. Moreover the classroom teachers were seen standing somewhere at the back of the students and they seemed to watch the plasma television but in reality they were seen thinking much out of the class about their personal matter. For this reason, students were not actively participating in their learning.

4.3.5.2.2 Results of Observation in Control Group Classes

(Plasma classes)

Excerpt 1: Lesson 1

Kechene Control Group (KCG)

Topic: **What do like to read?**

Pre-reading session

PT: Hello teacher. Hello students welcome to today's lesson on reading. Last lesson, we Practiced speaking English by retelling a story we heard about a man named Poor Ban. We paid special attention to phrases that were used in the story that indicated it that we taught in the past tense. Later in the lesson, we learned social expressions that are commonly used during story telling. We practiced using this with a partner. In today's lesson, we are going to talk about the types of reading that we enjoy the most. We will discuss why prefer specific types of books more so than others. We will also read to extract one from Nelson Mandela's Autobiography, Long walk to Freedom and the other book called Halima by the Ganian writer named Mashak. We will discuss our views or opinions about each and decide which we prefer. Students, let us begin by talking about our reading preferences. On a piece of paper, write about reading that you like to do and describe why. For example, you might say that you enjoy reading adventure novels because they are exciting and imaginative. Perhaps you enjoy reading the news paper you like to know what is going on in your community, your country, and the world. Once you have finished, read what you have written with another student and read about their preference. Students, let's get ready. Begin (4 m')

Excerpt 2: Lesson 2

Topic: Warning, Signs and Labels

Pre-reading session

PT: Hello teacher. Hello students welcome to today's lesson on reading. Last lesson we learned how to arrange social expressions to form apologies. We practiced using the social expressions to create our own apologies .Later in the lesson we looked at several different situation that would warrant an apology such as if you forgot to do something that you said that you are going to do or if you arrived to class and an hour late we talked about social expressions the most appropriate use in each circumstance. We also discussed that there are many different reasons why we might apologize to someone not just because you have done something wrong. In today's lesson, we will practice our reading skills. We will look at override of warning signs and labels and obtain specific information from them. This is a very important lesson, students. It is critical that you learn how to read warning signs and labels because they show you how to avoid breaking lines and they can keep you out danger.

Excerpt 3: Lesson 3

Topic: **Authentic Advert**

Pre-reading session

PT: Hello teacher Hello students. Welcome today's lesson on reading. Last lesson we learned about subjects and objects. We learned they are two different types of objects including they are direct and those are indirect objects. We learned how to identify within sentences. Later in the lesson we practiced using the question words who, and why, to discuss products. We also learned that who could be both as subject and an object depending on how the questions are asked. Many of us see a considerable amount of advertisements every single day. They are in news paper and magazines, on billboard and the television and they are posted on around cities.

In today's lesson, we are going to hear some advertisements for similar products. We will discuss the similarities and differences amongst the advertisements. We will also discuss what makes advertisements more effective by comparison to those that are less effective. I am sure we are going to have a very interesting discussion on the topic.

Shall we begin? Students what are the types of places that you often see warning signs and labels. For example, you might say on the side of the road or container of medicine. Please write a list on piece of paper and we will discuss a few minutes.
Get ready. Begin.

What are the types of places that you often see warning sign and labels?

S: Try to give the answers. But they are few in number.
PT: Time is up. Let us get back to our lesson.
Welcome back to students. I am sure you had no trouble with these activities. You can find warning signs and labels all over the place .Perhaps; you have seen warning signs on the streets or posted on a building. You may have seen them around your school on your community. Paradox that can cause badly harm such as chemicals and medication often have warning labels printed on them. Would you able to think of some places? Were you might find warning signs or labels. I forgot to list. If so, great work.

Excerpt 4: Lesson 4

Topic: **Drug use**

Pre-reading session

PT: Hello teacher. Hello students.
Welcome today's lesson on reading. Last time we worked on an owner English speaking skills by learning how to describe graphs using appropriate language .After learning the language of graphs such as words like increase, decrease, and constant. We describe climate graphs of different African cities over a year long period. In today's lesson, we are going to read a factual article drug use world-wide. Using the article, we are going to obtain specific information about different types of drugs such as where they are grown or produced the value of the drug trade and how they are distributed.

In the pre-reading stages, as indicated in the above excerpts, the plasma teacher spent much times. She was observed to read and speak without considering the classroom situation. No one was observed, in the plasma class, give attention to the reading lesson, and participate actively.

Excerpt 1: Lesson 1

While-reading session

(KCG)

S: A few students read the passage. Most of them were observed sitting idly.

CT: Did nothing. In both schools, the classroom teachers were observed standing at the back of the students.

PT: Time is up! Let us get back to our lesson.
Hello students, I wonder what you enjoy reading? Perhaps you said you like to read magazines because they contain interesting stories along with pictures. You have also said you enjoy reading true stories because you like to learn information when you read. There are no right and wrong answers in these activities. Any reading that you choose to do is beneficial. Let us take a few minute to read an extract from Nelson Mandela's Autobiography, Long Walk to freedom. Pay close attention to the content and the style of writing. Compare Halima's story written by Mashak with the previous one.

Students, now you have read both extracts. Please answer the following questions.
What is different about the two extracts?
What did you like and dislike about each?
Which did you prefer and why?
Students, let us get ready. Begin (4 m').

S: They were observed not to do the exercises given
PT: Time is up! Let us get back to our lesson.

Hello again students. I am curious to know how you answer these questions. There are many differences you might not list between extracts. The first is about Autobiography which means that the author written an account of his own life. Mandela's extracts which quite curious and factual. The second extract is with from fictional story written for a young audience. It is about an adventure taken by a young girl and Mashak writing is very descriptive and light hearted .Perhaps you the gloomy town it had. You might have linked that Mashak extracts with fun and easy to read but dislike his emphasis a descriptive writing. I wander which extract each of you preferred. If you chose Mandela's extract, perhaps you prefer no one is effective fiction stories about important people and events. If you chose Mashak, perhaps you chose fictional books and places. All of these questions base don your personal opinions. Therefore, you are all correct.

Excerpt 2: Lesson 2

While-reading session

PT: Let us continue with our lesson. This is a bottle of pills. If you look at the bottle, you can see there is a lot of writing on the label. This writing includes warnings about how to properly take the medicine. Why do you think this is important? It is important because if people do not know how to properly take the medicine, they might take too much or too little or they might feel worse instead of better. What do you think this sign is trying to worn us about? It is a very popular sign in Australia. This sign is warning us that this is a Kangaroo crossing zone. This is important because drivers need to know that they should watch out for Kangaroos. Otherwise, they might hit one. Hitting a kangaroos can cause a lot of damage to a vehicle and the people inside it. Students, here are some examples of other signs and labels that you may have seen.

Working with a partner and answer the following questions:

Which sign warns you that dogs are not allowed in the building?
Which sign warns you about high voltage electricity?
Which sign warns you that something is not working?
Which sign tells you what to do in an emergency?

Students, let us get ready. Begin. (Time: 2m)

S: Did not give the answers.

PT: Time is up. Let us get back to the lesson.
Welcome back to the lesson, students. I wander how many of the signs you have seen in your every day lives. Would you able too much warns or label to what it is trying to communicate? The first sign warns us about high voltage electricity.

The second sign warns us that something is not working.
The third signs tell us what to do in an emergency.
The last signs warn us that dogs are not allowed in the building.

If you are much correctly, great work.
Let us try another activity. In a moment, you will see several more images of warnings signs and labels. Describe what the signs trying to communicate in the imperative tense. The imperative tense expresses commands or requests. Let us look at an example.

This sign is trying to communicate do not enter here.
Read each of the signs carefully and remember to express them using the imperative tense.
You may begin now.
Students let us get ready. (4 minutes)
Read each of the signs carefully and express them using the imperative tense

S: They did not give attention to the instruction that was given by the plasma teacher.

PT: Time is up. Let us get back to our lesson.
Hello students. Would you able to determine and express what each sign or label is trying to communicate?

Let us go through them together. You must keep out of this construction site. Use this fire extinguisher if there is a fire not to inter this space. Do not smoke in this area. With out your answers students if so, great work. If you are having trouble, identifying warning signs and labels ask your teacher for help.

Excerpt 3: Lesson 3

While-reading session

PT: Students let us begin by reading some advertisement .For this activity please focus your attention on advertisements. 1, 2 and 5 on page 80-81 0f students' textbooks. Each of those promoting a financial institution or service .The first is Express Bank. The second is JDL Real State and the third is Ethiopia Capital Bank. After reading, these three advertisements please compare and contrast them. What is the same about that and what is different. We will discuss the answers after the activity.
Students, let us get ready. Please begin (3 minutes).
After reading advertisement 1, 2, and 5 on pages 80 and 81 of your student textbook, please compare and contrast them.

S: Some students were observed to read the advertisements but immediately reading because of time limitation.

PT: Time is up. Let us get back to our lesson.
Hello, every one .I wonder what similarities and differences you where ever to find in these three advertisements. In terms of similarities, you might have said they all have a big bald title and they all make strong claims about their business. The Express bank claims to be one of the most awarded banks in Ethiopia. JDL real state claims to offer a unique opportunity and bargain prices and Ethiopia Capital Bank states that it aims to be one of the strongest banks in Africa. All of these strong claims are meant to win trust and keep your attention. In terms of differences, you might have no least that the express bank and JDL Real State advertisements have images our name while the Ethiopian Capital bank advertisement does not. Other differences in the express bank and the JDL real state advertisement have slogans. While the Ethiopian bank advertisement does not. Different tactics are used in advertising to a tracked attention and to win over potential customers. I wonder even advertisement has ever persuaded you to do or try something new. Please discuss this with partner.

Students, let us get ready. Begin.
Have you ever been persuaded by an advertisement to do or try something. Why or why not? (Time allotted 2 minutes).

S: Got confused and gazed at the plasma screen.

PT: Time is up. Let us get back to our lesson.

Hello again, students. I am very curious about how you answered these questions. Perhaps you said that No.1 persuaded a type of food or drink because of appealing advertisement you saw you might also purchase a specific brand of clothing because the clothes looked nice in the advertisement. On the other hand, perhaps you said that you have never persuaded to buy or do something because of an advertisement. However, sometimes our discussions are affected by advertisement without our knowledge. Advertisement can be very influential to us. Even if we do not see specific remember having seeing or read them. Let us try one last activity.

You will read three more advertisement. Only this time, we will discuss which one. We think is the most effective and why. As you can see, these advertisements are promoting travel and tourism. Please read through each and decide which one used the most effective bank. Please write your conclusion on the piece of paper and we will discuss them a few minutes.

Students, let us get ready .Begin.

Please advertisements 3, 4 and 6 on page 81 of your students' textbooks. Decide which is the most effective and write the reasons for your conclusion on a piece of paper. (3 minutes).

S: They started to talk each other about other subjects and some others were seen talking about Personal affairs.

PT: Time is up. Let us get back to our lesson.

Welcome back students. I would be surprised if you all chose the same advertisement as the one we think is the most effective advertisement. Advertisement is very subjective and the things you really like about the certain one might be the things someone else finds an appealing. Perhaps you found Ethiopians hidden Jewels the most effective because it has an attractive photograph init of Ethiopian wild life. May be you find Egypt you get way to the world effective because it describes stress trouble or Ethiopia adventure travel because it contains an intriguing description the company services. There is right or wrong answer to these questions. Different people find different advertising techniques to be more effective than others do. This is why we business typically choose specific audience advertisement toward rather they trying entire population. As homework you should seek out an advertisement around your community on your own or with a friend, decide what makes each advertisement effective or not in your opinion. Discuss what good make each advertisement more effective. It you can find advertisement written in English it will be even better because you will be able to the practice reading in English.

Excerpt 4: Lesson 4

While-reading

PT: To begin, please copy the table from page 109 of your textbook into your exercise book. While you are working on that, I will tell you about the first drug in the table, Cocaine and Crack. Cocaine is a highly addictive drug mixes with other chemicals it make users then confident accelerated and a weak with a high lasting around 30 m'. Crack is smoke able cocaine, solid chunks, hold rocks.

It observed much more quickly and often in higher dozes than cocaine which makes the effect more intense. The high, however only last about ten minutes.

Students please continue reading about cocaine and crack in your text books with the bottom of the page 109. Determine where each comes from the value of that specific drug trade and how it is distributed .label on your table accordingly. (5m').

Students let us get ready. Begin.

Continue reading about cocaine and crack on page 109 and 110 of your textbook. Determine where it comes from, the volume that specific drug trade and how it distributed.
Fill in your table accordingly.

S: They seemed to do the exercises given by the plasma teacher.

CT: They were not observed to monitor the students. They looked thinking much.

PT: Time is up! Let us get back to our lesson.
Welcome back students. Were you able to find the correct information to fill in your chart?
Where is cocaine grown or produced? The material comes from coca plants which mostly grown in South America countries such as Peru, Ecuador, Venezuela and Bolivia.

What is the value to the cocaine trade?
The cocaine trade has an estimated annual turnover of $70,000,000,000 dollars.
How is cocaine distributed?
It is distributed by gangs of criminals. The gangs often hire people from the poorest sections of society to smuggle the drugs across international borders. These people are often referred to as 'drug mules'.

Were so your answers students? If so, you are correct. Let us continue by learning about cannabis. Cannabis is one of the world most popular illegal drugs. Regionally used as a medicine in ancient China. The milled Holocene has grown popularity as a recreation of drug and were used one hundred forty three to one hundred and ninety million people around the world in 2007 .According to the USA world drug report also known as Marijuana part, Ganja, and Dope. Cannabis usually comes in the form of Bushy weed, solid ash or oil. People can smoke it with or without tobacco. Eat and drink to induce feelings of relaxation, happiness and laughter. Some users also report tiredness, paranoia and hamper when getting stowed.

Students continue reading about cannabis and choose the correct answer to fill in your chart.

Students, let us get ready. Begin.
Where is cannabis grown or produced?
A, Only in very warm climates
B. In countries around the world, including those with colder climates.
C. only in Asia and Africa

What is the value of the cannabis trade?
A, $29billion
B. $70 billion
C. $113 billion

How is cannabis distributed?
A. It is generally confined to production and consumption within the country.
B. It is smuggled and trafficked.
C. It is legally traded around the world.

S: Kept on watching the plasma screen. Some others were seen to give the answers but they had no enough time.

PT: Time is up. Let us get back to our lesson.
Hello again students. I am sure you had no trouble taking the correct answers to fill in your chart. Cannabis is grown in the countries around the world, including those with colder climates.

The cannabis trade is valued about $70 billion.
The hash trade is valued.

Cannabis is distributed generally confined to production and consumption within a country. The hash trade are, however, smuggling and trafficking. Great work, students. As you know, there are two drugs left on the table, Ecstasy and Heroine. Ecstasy or MDMA is a synthetically produced drug that became farmers in 1980 clubs for its ability to make people drugs. It can be swallowed with water or crushed and snowed and makes users feel happy and energetic and keenly aware of their senses. They can take up to an hour for the high of the drug to kick in. The high is often followed by an intense law which can last for up to 3 days. Heroine is also known as smoke, gage or junk. It is the most ----of the opium family which also includes morpheme, opium, and synthetic oppax. It is considered extremely addictive casing both physical and psychological of creates things in uses. Find in the form of the white crystalline powder. It can be injected or smoked. When injected the drug works almost immediately with an initial rush last several minutes and effect lingering per several hours. Let us finish this lesson with one last activity. In a moment, several statements about these two drugs. Please read through the data that is available and determine whether each statement is referring to Ecstasy or Heroine.

Students, let us get ready. Begin.

Please read through the data that available and determine whether each statement is referring to Ecstasy or heroine.

S: They looked try to give the answers.
A, This drug has a market worth about $16billion.
B. Most illicit forms of this drug are grown in small to medium sized farms in Afghanistan and Pakistan
C. This drug contains a large amount of chemicals.
Time is up. Let us get back to our lesson.
Hello every one. Were you able to determine whether each statement with referring to Ecstasy or heroine?

Let us go to through them together.
A. Ecstasy has a market worth about $ 16 billion
B. Most illicit forms of this drug are grown in small to medium sized farms in Afghanistan and Pakistan
C. Heroines ten times more profitable to grow that wheat
D. Ecstasy contains a large amount of chemicals.

This is why it is produced in illegal laboratories.

Excerpt 1: Lesson 1

Post-reading session
(KCG)

PT: Today we discussed the different types of reading that enjoyed and while we compared two different extracts and determined what we liked and disliked about each. This brings us the end of the lesson. Next time, we will discuss writing skills, short stories. Until next time thank you teacher thank you students.

Excerpt 2: Lesson 2

Post reading session

PT: At the end of this lesson, we learned how to read warning signs and labels. He practiced looking at pictures of different warning signs and labels and we scanned them to obtain specific information. We learned that it is very important for us to be able to read warning signs and labels because they keep us out of trouble and they help us to avoid situations there might be dangerous. They also tell us what to do if we are confronted with the dangerous situation. This brings us to the end of our lesson for today. In our next lesson, we will write stories that offer a message of warning. Remember to keep practicing reading warning signs and labels. Until next time, thank you teacher. Thank you, students.

Excerpt 3: Lesson 3

Post-reading session

PT: Today we read advertisement and compare and contrast them. We also formed opinions on what makes certain advertisement more effective than others. We learned that effectiveness of advertisement is subjective and that advertisements are often tell us to a specific audience. I really enjoyed our lesson today students. I hope you did too. In our next lesson, we will have opportunity to write our own advertisements. This brings us to the end of our lesson today. Until next time, thank you teacher. Thank you, students.

Excerpt 4: Lesson 4

Post-reading Session

PT: Well done. I hope you learn a lot about the drug used and trade worldwide. It is important to be aware. Today, we practiced our reading skills on learned about drug trades and drug used world-wide. This brings us to the end of our lesson for today. Our next lesson will be an introduction to our new unit natural disasters. Until then thank you teacher. Thank you, students.

Similar to the pilot study, the results of the observation in the main study showed that experimental group students were observed working in small groups and they were able to help each other in trying to understand the passage by asking questions about the different paragraphs in the text. The teachers in the experimental groups were also observed to encourage students to work together to understand what the passage is about. According to (Wilson and Lianrui, 2007), English teachers need to empower students to choose what and how to read in ways that suit their needs and purposes. Teachers need to ensure that teachers are not reading on behalf of the students in the reading classes. Instead, English teachers need to empower students to choose what and how to read in ways that suit their needs and purposes. They seem to be aware of the importance of the reading skill and they tried to apply its different activities which are special to each phase in their reading classes. These techniques help to increase the self confidence of the students. The interactive classroom teaching approach used by classroom teacher was also observed to allow each student in the group to assume the role of the reader and the opportunity for them to ask questions and summarize in full of confidence. Chamot (1990) research supports that students should summarize what they have read. Most students were also aware of the importance of the reading in a foreign language. Because most of them apply different strategies during the reading activity in order to benefit from the reading while learning a foreign language. Moreover, students were found to understand that working in group is an important factor in helping them to communicate and help them to improve their performance in their reading skills. These can be supported by students interview as they were able to discuss together to understand what the passage is about and can discuss with each other.

Regarding to the control group students, these students were taught reading skills by the plasma teacher. As indicated in the excerpts above, the plasma teacher was observed to use the three stages for 20 minutes: the pre-reading, the while reading and the post reading stages. These stages were treated

by plasma teacher using her own approach. The results showed that the plasma teacher and students did not communicate each other. Because the unfamiliarity of the approach she used in the reading class. As noted above, the plasma teacher was not exposed to interactive classroom teaching. The observation result also showed that because the plasma teacher was not available in the classroom, students were observed not to participate in the classroom. In general, the classroom was not participatory. Although the students' text books order the students to read the passage individually, in pair and in small group, students were seen not to get this opportunity to work each other. The results also showed that because the plasma teacher did not give sufficient time, there was no significant improvement in the reading skills ability. The results gained from the students' interview supported that the plasma teacher did not allocate enough time for each activity. Furthermore, because of shortage of time, the given exercises were not done carefully. For this reason, students became careless during the reading lesson transmitted by plasma television.

The results from the observation supported by the teacher and student interview showed that teaching reading skills through plasma television was not found much helpful for the students. As a result of this, students developed negative attitude towards the plasma television teaching. The researcher eye witnessed that whenever he went to school to observe the classroom teaching, he found the power was frequently disconnected, particularly the power of the study class. The school technician was usually called and maintained the power very easily. Because the researcher was eager to know the reason of this, he forwarded a question to the students to know why the power usually failed in their class. They all said that because we did not want to learn English through plasma television, the only option that we had was simply to disconnect the power, assuming that the classroom teacher could teach us replacing the plasma teacher. As a result, it was not difficult how much the students disliked learning reading through plasma television.

4.3.6 Chapter Summary

In this study, the results of the quantitative and qualitative data analysis obtained from the study were reported. In quantitative data, a pre-test and post-test and questionnaire were conducted from both experimental and control groups. An experiment was conducted for 16 weeks in the first semester of

2011/2012 in two secondary schools. The findings revealed that teaching reading skills through interactive classroom teaching had positive results in developing reading skills and particularly in reading comprehension.

The chapter has also reported other results obtained from the quantitative analysis of a questionnaire on students' attitudes toward teaching reading through interactive classroom teaching together with the qualitative analysis of individual interviews about teaching reading through interactive classroom teaching. The findings showed similar results to those of the reading tests - that is, students held a positive attitude toward teaching reading through interactive classroom teaching. In addition to these findings, the results of classroom observation displayed the classroom teachers performed the interactive classroom teaching in the experimental groups reading class. They were observed that they made the students to form the small groups and let the students work by them selves. Moreover, they were seen to leave the texts to be read by students. They also moved around and facilitated the reading lessons. Besides, the experimental group students were observed that they made hot interaction with their partners particularly in the pre and post-reading stages. Group work promoted better interaction and discussion among the students and giving them more confidence. They were also seen to read the texts silently. This process helped them improve their reading skills.

In the next chapter, a general summary, conclusions, recommendations and implications of the study will be presented.

CHAPTER FIVE

SUMMARY, IMPLICATIONS , LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this research is to investigate teaching reading skills as a foreign language through interactive classroom teaching versus plasma television teaching. This study combined quantitative and qualitative research data. To collect data for the study, four methods were used: pre-test and post-test, questionnaire, interview, and observation.

This chapter first presents a summary of the main study. Next, a discussion of the findings in relation to the research questions, and the effects of teaching reading on reading comprehension and attitudes are provided. Following this, conclusions and the pedagogical implications in relation to English teaching and learning are included. Some limitations of the study are presented. The chapter concludes with suggestions for further research.

5.2 Summary of the Study

This study builds on the literature and offers context-specific insights on teaching foreign language reading which has pointed out the importance of teaching reading as an approach to teaching and learning languages, for improving reading kills and overall language proficiency while also increasing motivation to learn and positive attitudes toward the target language. Teaching reading skills through interactive classroom teaching has made a significant support to the teaching of English. However, in spite of its effectiveness and popularity, most Ethiopian high school English teachers have not employed teaching reading skills through interactive classroom teaching.

5.2.1 Procedures of the study

The procedure section is generally the most detailed of the methods section. In this section, the researcher described exactly what he did in undertaking the study.

This study targeted Grade 10 students at one school, Kokebe Tsibah High School (for the pilot study) and two Secondary Schools, Entoto Amba High School and Kechene Debre Selam High School (for the Main Study) in Addis Ababa. Four teachers participated in this study with each teaching two experimental and two control classes.

- In this study, an experiment was designed and conducted to investigate the difference between teaching reading skills in English as a foreign language with and without Plasma television. The design of the study is experimental in the sense that it deals with untreated control group with a pre-test, post-test, and follows up (Cook and Campbell, 1979). There were four main measurement tools employed in the pilot as well as the main study: 1) The pre-and post-tests reading comprehension and vocabulary tests, 2) classroom observation 3) a questionnaire and 4) an interview. The pre-and post-tests aimed at measuring reading comprehension and vocabulary. The last three tools namely a questionnaire, an interview, and classroom observation measure the attitudes of both teachers and students toward teaching reading skills and they were used in the post-test only.

- The experimental group of students received non-plasma instruction in reading skills. The control group of students was taught through plasma television.

- The hypothesis underlying the experiment, as noted in chapter 1, was that The hypothesis underlying the experiment was that there is no significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching. As a corollary, it is hypothesized that there is significant difference in teaching reading skills in English to Grade 10 using interactive classroom teaching and plasma television teaching.

- To test these two hypotheses, an experiment was designed and it was conducted in the pilot study, as a preliminary step before the main study was undertaken. The experimental groups of students were taught reading skills through interactive classroom teaching method while the control groups were taught reading skills through plasma television. At the beginning of the semester, both groups of students took a pre-test, which revealed their initial level. After this pre-test, the students in the experimental group received instruction through the non-plasma interactive method while the students of the control group received the usual plasma television instruction.

- A pre-test was given to both the control and the experimental groups before the experiment began. As during the pre-test, the students started with the standardized reading comprehension and vocabulary test (Florida Comprehensive Assessment Test (FCAT) Grade 10 Reading by Ortiz and Davenport (2006). The main objective of the pre-test in the study, as mentioned above, was to find out if there was any significant difference in reading abilities between the students of the experimental group and the control group. That is, to test the two groups' equivalence in reading comprehension, the pre-test was given. The pre-test consisted of a comprehension passage and six true/false, nine fill in the blank spaces (cloze test), nine multiple choice, one sentence arrangement, one sentence completion and four matching questions. The passage was taken from the Florida Comprehensive Assessment Test (FCAT). This helped the researcher to see if there was any difference in reading abilities between the two groups and to confirm that their background of abilities is equal or the same.

- At the end of the training, a post-test was given to both groups and finally they responded for the questionnaire which comprised questions about attitude. The purpose of the post-test was to find out whether or not there was any improvement achieved over the pre-test results of each group, and to know if there was any significant difference between the post-test results of the experimental and control groups. A post-test was the same to the pre-test, chosen from Florida Comprehensive Assessment Test (FCAT) Grade 10 Reading by Ortiz and Davenport (2006). The reason for giving the same pre and post-test was to ensure that the quality of the question paper was similar.

- Before administering the pre and the post-tests and the questionnaire, the validity and the reliability of the tests and the questionnaire were established.

- To achieve the content validity of the test, the pre-test/post-test material was given to two test experts, one TEFL Professor and two Teachers of English in Entoto Amba and two other teachers in Meskerem High School for their comments regarding its reliability, validity, suitability, and appropriateness. The selection was held by their Director and vice-director. A panel of judge was designed to evaluate the 30 items test. These 30 items were rated on the scale of 3 to 1 to assess the suitability and familiarity of the items. The points on the scale were 3= high suitable; 2=average suitable 1= Low suitable. The result shows that four English language teachers evaluated each item and gave their judgment. Based on their judgments, most of the items (28 items) were rated average, only item 19 rated low because this item was not written properly. This means the pre and the post-test seemed to be appropriate to use it for this study.

- After getting important comments from them, some words were added and some others were dropped and the final version of the pre-test was made ready before it was administered.

- Content validity was achieved by submitting the questionnaire to experts in the field of educational research and the field of teaching English as a second/foreign language to examine and evaluate the content and the format of the questionnaire before the final version was distributed among the participants.

- Reliability refers to the degree to which the instrument measures phenomena in a consistent manner. According to Oppenheim (1966:69),"reliability refers to consistency; obtaining the same results again". This consistency can itself be measured in the form of a statistical coefficient of reproducibility, often Cronbach's alpha, which

is similar to a correlation coefficient. Moreover, to measure the internal consistency of the reliability of the test, researcher uses the test/re-test reliability.

- The test/re-test reliability was prepared and administered before the pilot study was carried out during 2009/10 academic year. The pre-test and the post-test reliability were conducted in Grade 10 at Meskerem Secondary school in Addis Ababa. In this school, there were 7 sections. Among these sections, one section (Grade 10B) which consisted of 25 students was randomly selected. All these students took the pre-test and post test in the first and second week of September, 2009.

- The pre-test and post-test was marked by the researcher and the correlation coefficients were computed. It was found out that the scores of the pre-test/post-test on two different occasions for the same group were highly consistent.

- Regarding the questionnaire, Cronbach's alpha test was run to measure the internal consistency and the reliability of the questionnaire. The alpha coefficient for the questionnaire 'Perceived Teaching Effective Scale (21 items) was at 0.82, which is considered a high level of reliability and for the questionnaire 'Attitude towards the Reading Skills' was at 0.694. According to Mueller (1986), a well-constructed scale should have a reliability coefficient of 0.80 or higher.

- Cronbach's alpha was also run for the subscales of the questionnaire (reading stages). The alpha coefficient was 0.66 for pre-reading (10 items), 0.69 for while reading (8 items), and 0.66 for post reading stage (3 items).

- As already indicated, Kokebe Tsibah Secondary School was selected for the pilot study. The researcher approached the director of one Secondary School in the pilot study and two directors of secondary schools Addis Ababa and the two teachers of English of the school involved in the pilot and the main study for permission to conduct this study. The length and purpose of the study were explained to them. After selecting Secondary Schools, two tenth Grade sections were randomly chosen from this school. One section

was randomly as experimental group and the other section for control group in the pilot study. In this school, there were 16 sections of Grade 10. Among the 16 sections, one section was randomly selected for control group and one for experimental group. The subjects involved in the pilot study were totally 79, 41 students in the control group and 38 in experimental group.

- The pilot study was conducted over a period of eight weeks (beginning in February, 2010 and ending in March, 2010) and the main study was for sixteen weeks (beginning in September 2011 to January 1012) for Grade 10, on the basis of, four periods, per-week, with the group size remaining constant.

- The experimental group teachers of English were given a two-day interactive teaching of reading skills of as EFL training before they started teaching the experimental group. The training mostly focused on how to teach reading skills by using effective strategies when teaching reading in a foreign language. Before the training started, the researcher adopted the reading materials (The titles of the texts are Steam Car and Einstein's Expanding Legacy).

- After they had the two-day training, the classroom teachers started teaching the experimental group. The experimental and control groups students were made to use the same text books in their reading classes in the pilot as well as in the main study. The book has two parts: The first part which has six units (unit one to six) is prepared for semester one and the second part (unit seven to twelve) is also for semester two. This book is intended for classroom use and for academic purposes only. Each unit is intended to be covered with in 11 periods based on 34 week school year. Furthermore, Grade 9 and 10 students have 4 periods of English per week and 136 periods per academic year.

- The teachers of two sections in the study were involved in completing the teacher questionnaire (Appendix E2), the semi-structured interviews (Appendix F2) and videotaping of lessons.The purposes of the study were also explained to the students.

- In the main study, the numbers of randomly selected sections were doubled. This means two experimental and two control groups, total four groups of 148 students (Experimental and Control groups) from each classroom were participants in the study .Written permission was received for students involved in the study. Pseudonyms of students were involved in this study.

- As indicated earlier in the pilot study, the instruments chosen for this research were pre-test and post-test, questionnaire, interview and observation,. The comprehension passage, which was administered as a pretest and posttest to measure the general language proficiency of the participants.

- Because the researcher administered the collection of data in both two high schools (each consists of two groups), there was no major problem with missing data in this study. Only five students reported that they were not ready to complete the reading test, after they had started working on them. They were also cancelled from the questionnaire and interview lists. These respondents were excluded from the data.

- In the main study, an orientation told students what they would do and why they would be doing it. After signing consent forms, students took the pre-test during normal class hour. The test consisted of a text followed by 30 questions, part I has six true/false questions and part II, III, IV, V and VI have nine fill in the blank spaces, nine multiple choice, one sentence arrangement, one sentence completion and four matching respectively, total 30 items. It was administered before the training was given by reading and explaining the instructions to the students before the test was started. The time allocated the test was 90 minutes.

- Similarly, the same test was administered in the post-test for two groups in the pilot study and four groups in the main study as the same time to measure the reading performance of the students after the end of the treatment. Adequate information about the instruction of the test was given for experimental and control group students before

the test was administered. Like the pre-test, the post-test was allotted 90 minutes. All students who took the post-test signed the consent letter voluntarily.

- The questionnaire was given to the two experimental groups of 70 students in total (consisting 35 students each) and for two control groups of 78 (each has 40 and 38 respectively) in their classrooms. It was allotted 30 minutes to give the responses.

- The purpose of this questionnaire analysis is to see whether the two experimental groups and two control groups have positive attitudes toward Interactive classroom teaching as compared of plasma teaching at the end of the experiment. In this analysis, the questionnaire was analyzed on the basis of a questionnaire which contains 39 items (21 perceived effectiveness of teaching reading and 18 attitudes towards teaching reading) to measure students' attitudes. Participants were asked to rate each item from 'strongly disagree' which equals 1 point, 'disagree' for 2 points, 'undecided' for 3 points, 'agree' for 4 points and 'strongly agree' for 5 points (see appendix). Ratings were counted of how many individuals fall into each category and then calculated as a percentage of a total number of units in two experimental and two control groups.

- The responses of the students and teachers were combined and calculated to produce descriptive percentage.

- The interviews with the teachers and students were semi-structured, that is, guided by a set of specific questions. A 15-30 minute interview was carried out with 40 students (20 male and 20 female) who were randomly selected out of 70 experimental and 78 control students, in total 148 students in four sections. A semi structured interview was also conducted with four Teachers of English (two teachers of Experimental group and two teachers of control group) who involved at the end of the training. Those teachers signed consent letter before they gave their responses for both questionnaire and interview. Interviews took place between December and January 2011/12 with students and teachers nominating convenient times. Interviews with students took place during morning session. All interviews were conducted at the Department of English at the end

of the treatment and participants granted permission for the interviews to be recorded for the purpose of transcription. The questions used in the interviews were refined and shaped by the pilot study.

- Interviews were recorded using audio equipment suitable for data collection. Transcripts were made of teacher and student interviews and returned for verification.

- The researcher, in the main study, observed the method of the classroom teachers in the experimental groups and the method of the plasma teacher in the control groups and how teachers in both groups spent their time during the lesson in reading skills. Similar to the pilot study, in the main study, the researcher noted in writing which activities were taking place in the lesson, which lesson content was discussed, what type of setting was applied.

- The researcher visited all the students and teachers for observation. The students and their teachers were observed particularly in reading. In observation session, all the activities took place in the reading class were video recorded. Video recording was used to capture whole class teaching and group interaction at the interactive classroom teaching class as well as the plasma television teaching class. The students were familiarized with the equipment and the video recording process to counteract reactivity. Moreover, the videotaping focused on whole class teaching, the instructions given to students about group work, teachers' interactions with the students, and these students' interactions with each other in interactive classroom teaching as well as in plasma television teaching.

5.2.2 Major Findings of the Study

The study focuses on four main research questions relating to the use of teaching reading skills through interactive classroom teaching as a learning tool in the teaching and learning of EFL in Ethiopia. An attempt was made to present the findings obtained through the four research questions.

1. What is the effect on students' learning when taught reading skills through interactive classroom teaching as compared to the plasma television teaching method?

2. Do students like learning reading skills in English as a foreign Language through interactive classroom teaching as compared to the plasma television teaching method?

3. What role does the classroom teacher play in teaching reading skills through interactive classroom, as compared to the plasma TV teacher, and how important is the teacher's presence (the teacher in the plasma class)?

4. What are the challenges that learners face while learning reading skills through Interactive classroom teaching) as compared to learners learning through STV (plasma)?

The design of this study was mixed method design which consists of first collecting quantitative data and then collecting qualitative data i.e. both quantitative and qualitative data analysis techniques were employed to analyze the data collected. After the administration of the tests, the data were collected and subjected to statistical analysis. The computation of means of pre and post tests were administered to the two groups of subjects, that is, those learning reading skills in English through plasma television (control group) and learning reading skills in English without plasma television(experimental group) two different types of raw scores were identified and classified. Independent and paired t-test were employed for the data obtained from the tests and the questionnaire.

Research questions one and two answered using quantitative research data, while research questions three and four answered qualitative data.

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For question number one a comprehension and vocabulary test was manipulated. The data for this study were analyzed using the S.P.S.S. statistical analysis program. For research question number one,

independent t-test and paired sample t-test analyses were performed and reported, and for research question two, a questionnaire analyses were performed and reported number two. For research questions, three and four, data were collected using semi-structured interview and classroom observation.

Research Question 1

The first research question was "What is the effect on students' learning when taught reading skills through interactive classroom teaching as compared to the plasma television teaching method?"

The instrument used to answer this question was a pre and post-test on reading skills to test the reading comprehension ability of students.

An independent and paired t-test were used to test the hypotheses in this study. The t-test evaluates whether the mean value of the test variable for one group differs significantly from the mean value of the test variable for the other group. An independent and paired t-test showed that there is no statistically significant difference between the mean scores of control group and experimental group students in pre-test. This showed that students in both groups have the same reading skills performances before the treatment was started. Moreover, both the experimental and control groups had equivalent levels of proficiency.

Similarly, a comparison was between the control and experimental groups. There fore, the result revealed that there is statistically significant difference between the mean scores of control and experimental group in the post-test. This shows that the students in the experimental group achieved higher gain than the control group in their post-test. The difference between the above two scores was found to be statistically significant, indicating that experiment group made significant improvement over its post-test compared to the control group . The experimental group outperformed in the post-test after getting treatment. This indicated that the two groups were comparable at the beginning (in the pre-test) but the experimental group outperformed as expected in the post-test. The experimental group proved to achieve significantly more than the control group in the post-test measure. This means the

post-test mean scores of the experimental group showing that there was significant improvement over their pre-test results.

In Table 7, a comparison was made between Entoto Experimental group and Kechene Experimental group for the pre-test. From the result of the pre test, it can be concluded that there is no significant difference between the mean score of Entoto Experimental group and Kechene Experimental group. Similarly, a comparison was made between Entoto Experimental group and Kechene Experimental group in posttest. There fore, at the level of 0.05 alpha, it can be determined that there is no significant between the mean score of EEG and KEG in the post-test. This indicates that Experimental group students in both schools seem to have the similar back ground of reading skills. Since these two schools are government schools, their students are assumed they have the same reading performance and they were provided the same education. Grabe (1986) argues that background knowledge assumptions develop largely because of prior reading experience and allow the user to both think creatively and discover new knowledge by making connections between different spheres of pre-existing knowledge.

Entoto control group of 40 students and Kechene Control Group of 40 students doing the reading comprehension and vocabulary test were compared. The result from Table 8 showed that there was no significant difference between the mean scores of Entoto and Kechene Control group for the Pre-test. This revealed that students in both schools had the same background of reading skills. This happened due to the fact that they all were taught by teachers of English who had similar background and followed the same method of teaching reading skills. In addition, students in both schools were considered as they stayed in the same schools which have the similar environment.

Paired sample t-test analyses were conducted to assess any effect from the pre-test to the posttest within the control or experimental group (see Table 11). A paired t-test is used for within-subject comparisons to assess differences between two means by measuring how far apart in standard units the average difference score is from zero (Trichim, 2004).

As can be seen in Table 11, the mean scores of Entoto control group in pre-test against Entoto control group in the post-test and Entoto Experimental group in the pretest against Entoto Experimental group

in the post test were compared. Therefore, it can be decided that at 0.05 alpha level of significance there is no significant difference between the mean scores of pre-test and post-test for the control group.

Regarding Entoto Experimental group in the pretest against in the posttest, the mean scores of the group of 35 students are computed as 20.14 and 26.33 with the standard deviation of 5.986 and 5.441. The t-value and the p-value are also calculated as -6.938 and .000 respectively. Therefore, the results showed that there was no statistically significant difference between the mean scores of the pre-test and post-test for Experimental group in Entoto. Similarly, the result in Table 11 revealed that at the level 0.05 of alpha there was no statistically significant difference between the mean scores of Kechene Control group pre-test against the post-test. This means that the control group did not improve the reading skills ability at the end of the semester because of the methodology the plasma teacher follows through out the semester.

The aggregated results of Entoto and Kechene control group in pre-test against Entoto and Kechene in pre-test are compared. The results show that there is no statistically difference between the mean scores of Entoto and Kechene Control Group and the mean scores of Entoto and Kechene Experimental Group for the pre-test at 0.05 level of significance.

At 0.05 alpha level of significance, there is statistically difference between the mean score of Entoto and Kechene control group and the mean score of Entoto and Kechene Experimental group for the pre-test. According to the results noted in the above Table, it can be concluded that the control group students in both schools did not improve their reading skills after taught the whole semester by plasma teacher. But the finding revealed that the experimental groups students who were taught reading skills by their classroom teacher had significant gains in the area of comprehension and vocabulary test. The Experimental groups outperformed the control groups in pre-test and post-test results.

Drawing on the data provided, it can be concluded that the two experimental groups outperformed the two control groups in their reading achievement tests. This can be illustrated in the above pattern of results (see Table 5 to 11).

The results of the study, as already reported, are revealing to the teaching reading skills through interactive classroom teaching approach can play an important role in helping the students to become more effective decoders and users of a text, more participatory makers of meaning and more aware of how authors manipulate texts. This supported by Wilson and Lianrui (2007) study that in the reading class, the teacher needs to encourage students to create their own meaning from the text, rather than to impose the teacher's interpretation of the meaning upon them though, of course the teacher may help as a resource to bridge the linguistic and cultural gap that students experience in reading a text.

Research Question 2

The second research question was "Do students like learning reading skills in English as a foreign Language through interactive classroom teaching as compared to the plasma television teaching method?"

This research question addressed the learners' attitudes toward teaching reading through interactive classroom teaching. This element was examined by the quantitative analysis of the questionnaire data and an additional individual interview in qualitative.

The section examined the students' attitudes toward teaching reading skills by analysing the attitude questionnaire administered at the end of this experiment study. The attitude of the students was also measured with a questionnaire dealing with different elements, such as attitude towards the lessons in reading comprehension and the perception of skills in reading comprehension. The responses of the questionnaire given to the groups of experimental students, 70 in total, consisting of 35 individuals in Entoto School and 35 individuals in Kechene were combined and calculated to produce descriptive percentage. Similarly, two groups of control students 40 in Entoto and 38 in Kechene, total 78 students were also combined and calculated. The finding (as shown in Table 12, 13, 14 and 15) indicate that majority of the participants had positive attitude towards teaching reading through interactive teaching.

The findings showed that majority of the experimental groups respondents had a positive attitude toward teaching reading skills through interactive classroom teaching, and the interview results

confirmed that the students appreciated and valued teaching reading skills through interactive classroom teaching.

Students' responses to the 39-item questionnaire ,in this study, indicated that they believed the teaching reading skills through interactive classroom teaching approach helped them to improve their reading skills including reading for general information and detail as well as subordinate ideas and main ideas, gaining more knowledge of reading methods, learning to read, bringing out their prior knowledge into reading comprehension, and applying what they had learned in practice. Students also believed that the teaching reading skills through interactive classroom teaching approach was effective, enjoyable, and interesting and that they would like this type of reading more. This supports the findings of reading programme, which is consistent with the interview responses in this study.

Regarding the responses of the control groups(learning reading with plasma) related to the questionnaire , the finding revealed that because students had no positive attitude towards learning reading skills through plasma television they did not bother with the grammatical structure of sentences while reading in English, pay attention to the implied meaning of the reading material. In addition, when they read English articles, they skipped the words that were new to them. They did not always predict the main idea of the whole passage from its title or subtitles and pay attention to the implied meaning of the reading material. When they read English articles, they skipped the words that are new to them, they do not try to get the main ideas of the text on the basis of pictures, charts or figures, create a situation for classroom discussion the title of the work. Moreover, they did not always grasp the gist of the reading material through quickly reading the first and the last paragraphs, guess the meanings of new words in context when reading in English, and predict the main idea of the whole passage from key words.

Although the number of teachers involved in the questionnaire was limited, the finding was analyzing using a descriptive method assuming that the limited number provided an unrealistic picture. The results from the experimental group and control group teachers indicated that nearly all of them had a positive attitude towards teaching reading skills through interactive classroom teaching. Even, the classroom teacher in the plasma class showed his disagreement of the method of teaching reading

skills undertaken by the plasma television (See Appendix K 2.2). This showed that students in the experimental groups were benefited than the control group students.

Taken together, the results showed that students participating in experimental group revealed a positive attitude towards teaching reading through interactive classroom teaching than students the control group students learning reading through plasma television.

In conclusion, the results of the study have shown that not only is there improvement in reading comprehension of students, but that there were positive attitudes toward teaching reading through interactive classroom teaching as well. The claim that reading through interactive classroom teaching is intended to help learners use a variety of prior knowledge and frequently interacts with others as he or she constructs meaning from the text (Woolfolk, 1998) is in line with the results revealed in this study.

Research questions 3 and 4

As indicated in section 4.1, the research questions three and four, "What role does the classroom teacher play in teaching reading skills through interactive classroom, as compared to the plasma TV teacher, and how important is the teacher's presence (the teacher in the plasma class)?" and "What are the challenges that learners face while learning reading skills through interactive classroom teaching as compared to learning through STV (plasma)?" were answered using qualitative research data , data were collected using semi-structured interview and classroom observation.

The interviews were conducted by the researcher on a one-to-one and in-depth basis at the end of the programme with 40 out of 148 students agreed to have their interviews (20 male and 20 female students) from the two experimental and two control groups. Each interview took approximately 15 to 20 minutes. All of the interviewees were tape-recorded.

The results of the interview and the classroom observation indicated that majority of the students agreed that the classroom teacher teaches them better than the plasma teacher does. They said, generally, "Learning through interactive classroom teaching was very comfortable than learning

through plasma teaching because the plasma teacher was not with us and she did not understand the over all situation usually happened in our classroom (the school environment)." In addition, the results revealed that students complained more about the allocation of time for each activity. They all said that enough time is not allotted for the reading lesson. Moreover, the plasma teacher method is not participatory. Many of them expressed, "This does not happen in the interactive classroom teaching. The students can freely ask questions if something gets unclear."

Moreover, the results of the interview indicated that many students refused to learn reading skills through plasma television. The other reasons students raised were the plasma teacher read fast and she did not care about her students. Her pronunciation was difficult for them to understand. She read the passage simply for her consumption. She did not give special attention for the whole students. They did not get what they want to get. The plasma teacher jumps the important things found in the reading passage.

Thus, majority of the students agreed that the classroom teacher using the interactive classroom teaching was more preferable for them to plasma television teaching.

In general, students get confused learning reading through plasma television. They all claimed that they developed negative attitudes towards reading skills. Because she did not give them assignments, they become idle and did not do more activities in and out of schools. This, therefore, made students to refrain from learning reading skills through plasma television and improved their reading skills ability. "Student dissatisfaction appears to gain momentum day by day as many students find it more and more difficult to follow their studies." Tekeste (2006:32)

The results of the experimental group teachers indicated that teachers tried to make weak students to good readers. Both teachers said the primary purpose of the teacher in the reading class is to empower students to become good readers. These are the duties and responsibilities of the classroom teachers. In fact, there were a few weak learners in the classroom, they said. Students were helped not only in their classrooms but also out of the classes rather out of the school compounds. The teachers also explained that they sometimes read aloud for them to be a good model for the students although it is not allowed to them. What I tell the students to do is to open their exercise books. Then, students were told to read

the passage until they understood, to tell them the key words and given them chances to read the passage and answer for the comprehension .

When the experimental group teachers were asked about the current problems of teaching reading skills, they said that the problem is the incapability of the students to speak, write in English. These made them unable to read any texts written in English. Generally, it can be said that they did not use good English. When they joined high school, they came from with their basic English language problems and lack of back ground knowledge. When we went down the elementary school and investigated the problems, their teachers of English in the elementary school said this is not their problems. They wanted to push the problems to the kindergarten teacher. They all said that the problems lied on the shoulders of the teachers of English in Kindergarten school. Both experimental group teachers further explained that as they had seen that every body pushed the problem to the others. This kind of practice does not make their students effective. Every body should be responsible for the poor background of students' reading skills. To alleviate such problems, the experimental group teachers agreed that EFL teachers should work hard and go hand in hand. Majority of the students were working simply to get good marks as though some other students were doing while they were learning other subjects. Teachers did not follow attentively whether their students read the given text or not. But in reality, teachers should move around and monitor the students while students were reading the texts .

The results of the experimental group teachers indicated that the method used by the plasma teacher was not effective because the devise is one-way communication and video recorded but the classroom teacher was available in the classroom and gave them help whenever he asked to. This supports the finding of Dale (1969:358) that television gives incorrect time and size concepts and like, radio, it is one-way communication device, and it reduces the learner to only a passive viewer. Furthermore, there was access to follow each student closely when he/she read the texts in classrooms. But this did not happen in the plasma television class, such chances were not given there. Sufficient time was not allotted for each activity. When students were in the middle of reading, the plasma teacher said your time is up. Students had no chances to ask for clarification. There was no way to repeat the lesson if students got confused.

The results ,from the two classroom teachers of the control group students, indicated that the method used by the plasma teacher was not satisfactory. She did not use appropriate procedures to teach reading skills because she did not know the students background knowledge and the subject she teaches as well. As we know, there are three reading phases: pre-reading, while-reading, and post-reading phases but the televised teacher did not use these strategies properly. Mostly she seemed to incline teaching other knowledge of English, grammar rather than reading skills. They said that as she is a first language speaker, she had to give more attention for the learners. But it was unfortunate that she did the other way round. In the first place, without considering the level of the students, she was observed that she was always in a hurry to read the texts. Tekeste's (2006) study supports that the lectures though based on the Ethiopian curriculum are read too fast, so that students have no chance of listening to and making notes at the same time .She had no chance to interact with her students because she was far from the classroom. Moreover, the plasma television is a one-way communication device. No one could communicate with her if a student was in need of help. Students were observed to suffer a lot. They were unable to listen and apply the instruction given by the plasma teacher because ,as mentioned earlier, students had no a good background of English language in general and reading skills in particular. Both teachers said that students had vocabulary and word limitation. According to Tekeste (2006:32), "Secondary school students have great difficulties to read, write and above all to listen to spoken English." They know very limited vocabulary and they had the experience they were taught reading skills by translating it into their vernacular language when they were in the junior secondary school. In general, they concluded that students could not understand the main idea of the paragraph. In my opinion, learning reading through plasma television is very challenging for them because of the time constraint, the unclearness of her pronunciation, the nature of the device (one-way communication) and the poor background of their English language.

The results of the observation showed that experimental group students were observed working in small groups and helping each other in trying to understand the passage by asking questions about the text. The teachers in the experimental groups were also observed to encourage students to work together to understand what the passage is about. They seem to be aware of the importance of the reading skill and they tried to apply its different activities that are special to each phase in their reading classes. These techniques help to increase the self confidence of the students. The interactive classroom teaching approach used by classroom teacher was also observed to allow each student in the

group to assume the role of the reader and the opportunity for them to ask questions and summarize in full of confidence. Chamot (1990) research supports that students should summarize what they have read. Moreover, students were found to understand that working in group is an important factor in helping them to communicate and help them to improve their performance in their reading skills. These can be supported by students interview as they were able to discuss together to understand what the passage is about and can discuss with each other.

The observation result also showed that students were observed not to participate in the classroom because the plasma teacher was not available and could not control them. In general, the classroom was observed as it was not participatory. Although the students' text books order the students to read the passage individually, in pair and in small group, students were seen not to get this opportunity to work each other. The results also showed that because the plasma teacher did not give sufficient time, there was no significant improvement in the reading skills ability. The results gained from the students' interview supported that the plasma teacher did not allocate enough time for each activity. For this reason, students became careless during the reading lesson transmitted by plasma television

To sum up, the results from the observation supported by the teacher and student interview showed that teaching reading skills through plasma television was not found much helpful for the students. Students developed negative attitude towards the plasma television teaching. As noted in section 4.4.5.2.2, the researcher eye witnessed that whenever he went to school to observe the classroom teaching, he found the power was frequently disconnected, particularly the power of the study class. The school technician was usually called and maintained the power very easily. Because the researcher was eager to know the reason of this, he forwarded a question to the students to know why the power usually failed in their class. They all said that because we did not want to learn English through plasma television, the only option that we had was simply to disconnect the power, assuming that the classroom teacher could teach us by replacing the plasma teacher. As a result, it was not difficult to understand how much the students disliked learning reading through plasma television.

As we saw above, the finding indicated that the experimental groups students who were taught reading skills by their classroom teacher had significant gains in the area of comprehension and vocabulary test. The experimental groups outperformed the control groups in pre-test and post-test

results. This means the post-test rejected the null hypothesis (H0), whereas it accepted the alternative hypothesis (H1). It is therefore possible to make a strong claim for the positive effects of interactive classroom teaching with teacher support on the teaching reading skills.

It is worth pointing out however, that the study did suggest that a positive effect might indeed exist. The overall performance of the students who received treatment was in most cases was superior to that of students who did not receive a similar treatment. The difference in results between pre-test and post-test, where experimental group received treatment clearly, outperformed the other (control group), suggests that interactive classroom teaching did improve the learners' reading performance.

The results mentioned so far suggested that teaching reading skills through interactive classroom teaching had a positive influence on the subjects' post-test scores. Some major findings obtained from the statistical analysis revealed that the improvement between the pre-test and post-test of reading skills is significantly greater for the experimental groups than the control groups. This suggests that teaching reading skills through interactive classroom teaching has a positive effect on students' reading comprehension. In addition, the results from the comprehension post-test between the two groups were significantly different which suggests that the post-test scores of reading comprehension between the two groups are not equal. The results of the experimental groups outperformed than the control groups students.

Finally, the results of the questionnaires and individual interviews showed that the students in Experimental groups held a positive attitude toward teaching reading skills through interactive classroom teaching.

Second, the interview results of the study reported important information for research in TEFL.

For English language teachers, this research could assist them in improving their current teaching performance and syllabus. Based on both the pilot and the main study, teaching reading skills through interactive classroom teaching would work best in the Ethiopian context if the classroom teacher is given further training to interactive classroom teaching. This study suggests that teachers need to

devote significant class time to teaching reading skills through interactive classroom teaching and encourage students to engage in it.

This would tend to indicate some support for alternative hypothesis (H1).

5. 3: Conclusion

This chapter has discussed two main aspects of the findings indicated by the study with specific reference to the four research questions. The study revealed that teaching reading skills through interactive classroom teaching is an effective pedagogical method for helping Ethiopian secondary school learners to improve their foreign language reading skills enjoyably and effectively, and it should be employed in EFL contexts. Teaching reading skills through interactive classroom teaching gives students a chance to read independently, in their own time, at their own pace, and without the help of the teachers.

From the results of the study, the training was effective for most of the participants. They displayed gains in reading skills, positive attitudes toward teaching reading skills through interactive classroom teaching. Moreover, majority of students expressed that they felt more confident to read independently. This feeling enhanced their motivation to read more. As a result, the researcher believed teaching reading skills through interactive classroom teaching can foster learners' reading skills rather than teaching reading through plasma television. To adopt teaching reading skills through interactive classroom teaching in teaching English in the secondary school environment in Ethiopian contexts, it is suggested that teaching reading skills should be adjusted in order to encourage learners to read silently, independently and most importantly, read happily. Above all the classroom teachers should get a short-term training more about the interactive classroom teaching in order to run the teaching-learning process effectively rather than using a plasma mode of production. As described in review literature, since the plasma television is one-way communication, it exposes the students to be passive learners. According to Mander's (1978) television hinders the psychological development of the mind since it facilitates passivity and sleep learning and it is undemocratic since it confines the

content of information. The interactive reading model is not applied. This supports the findings of Jonassen (1981) that learning is an interactive process, while television is a passive, receptive process.

The subsequent section details recommendations for future research that propose that the effects of teaching reading skills through interactive classroom teaching on motivation and attitudes toward EFL be further investigated. It is hoped that the current research has shed some light on the effects of teaching reading skills through interactive classroom teaching and encouraged teachers as well as researchers to further pursue its contribution to the teaching and learning of EFL within real-life classroom environments.

5.4 Pedagogical Implications

The empirical evidence of this study produces insights into the use of teaching reading skills through interactive classroom teaching in the actual classroom in the Ethiopian context. The results of the study shows that teaching reading skills through interactive classroom teaching produced positive outcomes in terms of reading skills, perceived effectiveness of teaching practices and attitudes in reading English. For a successful program of teaching reading through interactive classroom teaching, students need to be guided and encouraged by teachers, who provide a clear and direct purpose for the reading. To exploit the benefit teaching reading skills through interactive classroom teaching, classroom teachers should be given the opportunity to know more teaching strategies when teaching reading comprehension and use them in the classroom so as to have a variety of teaching methods available to them.

Teaching reading skills through interactive classroom teaching needs to be done with the activities that take maximum advantage of the opportunity to learn and practice in a group setting. The reasons for this are that it is crucial that learners have a chance to read and required to read a large amount of texts within their reading ability since teaching reading skills through interactive classroom teaching is the way learners learn to use the language . In other words, they are able to read without difficulty with language features. In normal classes, learners learn intensive reading, including reading strategies but they do not read independently. If teaching reading skills through interactive classroom teaching is

included in the curriculum, this means that teaching reading skills through interactive classroom teaching is important and necessary to teaching and learning performance. For a successful program of teaching reading through interactive classroom teaching, students need to be guided and encouraged by teachers, who provide a clear and direct purpose for the reading.

The constructivist theory encourages and accepts learners' autonomy and initiative. It views learners as persons of will and purpose, considers learning as a process, encourages learners' inquiry, acknowledges the critical role of experience in learning, emphasizes performance and understanding when assessing learning, considers how the student learns, encourages learners to engage in dialogue with other students and the teacher, supports co-operative learning; involves learners in real world situations, emphasizes the context in which learning takes place (Wilson and Lianrui ,2007).

Based on the student feedback, teaching reading skills through interactive classroom teaching allows the students to work together in groups and make them more confident. As the result from both experimental and control group students indicated, they refused to learn reading through plasma television they rather recommended that other classroom teachers may take the cue and use this method of teaching reading skills in their English language lessons. This method allows students to take charge of their learning when they work together to elicit questions based on the different paragraphs in the comprehension passages.

Learners are equally responsible when it comes to the success or failure of their own learning process. This method allows learners to be responsible as they need to work together as a group and be able to ask questions and summarize the different paragraphs in the text. It could serve as a useful training technique for independent learning as learners.

To sum, treaching reading skills through interactive classroom teaching is very important for all students and it is recommended that teachers should regularly use this method in classroom. Moreover, short term training could be frequently given to teachers who are not aware of this technique.

5.5 Limitations of the Study

This study revealed some significant results of the reading comprehension and vocabulary tests taken by the student groups who were exposed to teaching reading skills through interactive classroom teaching. However, limitations should also be taken into consideration. This study is limited teaching reading skills through interactive classroom teaching was introduced experimentally to the regular Grade 10 classes which followed teaching reading skills through plasma television teaching approach. As noted in section 3.6, the study targeted Grade 10 students at two secondary schools in Addis Ababa. This study is limited to first the selection was subject to purposive sampling because students presently in Grade 10 were taught English in general and reading skills in particular without the help of plasma television until they had completed Grade 8. Assuming that it would not be difficult for them to examine which method of teaching reading lessons was appropriate, the researcher believed that targeting Grade 10 students to be convenient for this study.

Second, the current study used in experimental design contained four groups, involving two experimental and two control groups. This design was commented by Field and Hole (2006:78-79) that it is an excellent design but suffers from disadvantages of being expensive in terms of time and number of participants: it doubles the cost of running a study and as a result, is rarely used in practice.

Therefore, the researcher suggested that the pre-test/post-test control group design is probably the most straightforward and appropriate type of experiment on teaching reading skills through interactive classroom teaching that we can perform in the real classroom context because the smaller it is, the easier it will be to detect the effects of teaching reading through interactive classroom teaching.

5.6 Recommendations for Future Research

This study investigated teaching reading skills through interactive classroom teaching on reading comprehension and attitudes toward reading skills of EFL students in the Ethiopian secondary school context by using reading skills measurements. The results have a number of implications for further research. It is evident that the learners' reading skills improved after a short period of exposure to interactive classroom teaching.

Considering the positive remarks made by the participants in the treatment group, the teaching reading skills through interactive classroom teaching can be one of the teaching strategies to teach reading skills in school. English Language teachers in school will be exposed to this method of teaching in future staff development of English language teachers.

Future research can also use the teaching reading skills through interactive classroom teaching in other Grade levels in high school. Researchers can also use the approach on a larger scale, probably in a few schools to see whether the teaching reading skills through interactive classroom teaching is effective in teaching reading skills. It is important to note that more teachers should be given interactive classroom teaching training .Training for teachers who hope to conduct the teaching reading skills through interactive classroom teaching in their classrooms is crucial in order that the correct procedures are adhered to.

It is hoped that this study will be of interest to other English language teachers who can actually try out this the teaching reading skills through interactive classroom teaching in their own classroom to determine the effectiveness of the approach for themselves. This study hopes to promote awareness of the teaching reading skills through interactive classroom teaching to all English language teachers as it is one teaching strategy that can benefit teachers when they teach reading skills. Hopefully, this study can contribute towards the effectiveness of the teaching and learning of English.

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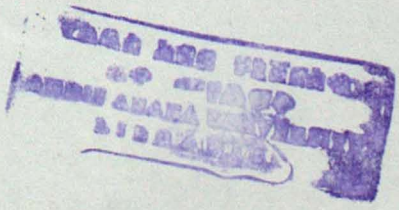

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APPENDICES

Appendix A: Consent Letter

A1: Administrator's Letter of Permissions

የጉለሌ ክፍለ ከተማ ትምህርት ጽ/ቤት
የመምህራንና የትምህርት አመራር ልማት ወሳኝ የሥራ ሂደት
GULLELLE SUB-CITY ADMINISTRATION EDUCATION OFFICE
TEACHERS AND EDUCATIONAL LEADER SHIP DEVELOPMENT CORE PROCESS

ቁጥር ጉ/ት/መ/ት/አ/19.19/342/03
Ref. No
ቀን 03/13/2003 ዓ.ም.
Date

ለ ኢንጠጠ ኢሞባ 2ኛ ደረጃ ት/ቤት
አዲስ አበባ

ጉዳዩ :- ትብብርን ይመለከታል ፣

ከላይ በርዕሱ የተጠቀሰው አቶ አበበ ዳምጠው ለPHD መመረቃያ ጽሑፍ በትምህርት ቤታችሁ በኘላዝማ እና ያለ ኘላዝማ ትምህርት አሰጣጥ ላይ የሚካሄደውን የመማር ማስተማር ላይ ጥናታዊ ጽሑፍ ለመስራት ስለሚፈልጉ የትብብር ደብዳቤ እንዲፃፍላቸው ጠይቀውናል፡፡

በመሆኑም አቶ አበበ ዳምጣው በት/ቤታችሁ ተገኝተው ለሚሰሩ ጥናታዊ ጽሑፍ አስፈ[illegible] ትብብር እንዲታደርጉላቸው እንገልፃለን፡፡

ከሠላምታ ጋር

ከበደ ግዛው ሽፈራው
የመምህራንና የትምህርት አመራር ልማት
ወሳኝ የሥራ ሂደት አስተባባሪ

ግልባጭ

- ለጉ/ክ/ከ/ትም/ጽ/ቤት
- ለመ/ት/ሌ/ል/ወ/የሥራ ሂደት

አዲስ አበባ

ራዕያችን:- ትጤቶች በስኑምግባር በዴሞክራሲና በዕውቀት የታነጹ አገር ወዳድ ሥራ ፈጣሪ ዜጎች ማፍሪያ ማዕከላት ሆነው ማየት!!

☎ 0111-56-47-40 ✉ 23516 Fax 251-55-10-88 E-mail

☞ ማሳሰቢያ:- እባክዎን ሁል ጊዜ የደብዳቤ ቁጥሮችን የጉዳዩን ርዕስና የሚመለከተው ክፍል ይጠቅሱ፡፡
PLEASE ALWAYS PROVIDE REF.NO.SUBJECT AND ATTENTION TO.

ሐ.ፓ

የጉለሌ ክፍለ ከተማ ትምህርት ጽ/ቤት
የመምህራንና የትምህርት አመራር ልማት ወሳኝ የሥራ ሂደት
GULLELLE SUB-CITY ADMINISTRATION EDUCATION OFFICE
TEACHERS AND EDUCATIONAL LEADER SHIP DEVELOPMENT CORE PROCESS

ቁጥር ጉ/ት/መ/ት/አ/19.19/342/03
Ref. No
ቀን 03/13/2003 ዓ.ም.
Date

ለ ቀርቤኔ ደ/ሰላሞ 2ኛ ደረጃ ት/ቤት
አዲስ አበባ

ጉዳዩ :- ትብብርን ይመለከታል፣

ከላይ በርዕሱ የተጠቀሰው አቶ አበበ ዳምጠው ለPHD መመረቃያ ጽሑፍ በትምህርት ቤታችሁ በኘላገዝማ እና ያለ ኘላገዝማ ትምህርት አሰጣጥ ላይ የሚካሄደውን የመማር ማስተማር ላይ ጥናታዊ ጽሑፍ ለመስራት ስለሚፈልጉ የትብብር ደብዳቤ እንዲፃፍላቸው ጠይቀውናል።

በመሆኑም አቶ አበበ ዳምጣው በት/ቤታችሁ ተገኝተው ለሚሰሩ ጥናታዊ ጽሑፍ አስፈላጊውን ትብብር እንዲታደርጉላቸው እንገልፃለን።

ከሠላምታ ጋር

ከበደ ማዛው ሽፈራው
የመምህራንና የትምህርት አመራር ልማት
ወሳኝ የሥራ ሂደት አስተባባሪ

በአዲስ አበባ ከተማ አስተዳደር የጉለሌ ክፍለ ከተማ ትምህርትና ስልጠና ጽ/ቤት

ግልባጭ
- ለጉ/ክ/ከ/ትም/ጽ/ቤት
- ለመ/ት/አ/ል/ወ/የሥራ ሂደት

አዲስ አበባ

A.2: Consent Form for Experimental Group (Pre- & Post-Test)

I agree to participate in a research project being conducted by Abebe Damtew, a PhD student from Addis Ababa University, English Department who is working under the supervision of Dr. A.Subba Rao, Professor of English Ato Tibebe Alemayehu.

I understand that the purpose of this research project is to investigate teaching reading skills as a foreign language through interactive classroom teaching versus plasma teaching with particular reference Grade 10 students in Addis Ababa.

I understand that my participation will involve taking the test of reading comprehension in English in the first week of the semester and the last week before the final examination in normal class of this 1st semester in this academic year 2011/12.

I understand that participation is voluntary and I have been informed that I may withdraw at any time without negative consequences or penalty to me by informing the researcher.

I understand that my name will not be revealed in any reports or presentations. That is anonymity will be secured by the use of pseudonyms for students in all forms of project dissemination. In addition, I understand that the data will be used in the study and will be destroyed after the research dissertation is completed.

I have carefully studied the above and understand this agreement.

I agree to participate in the project under the conditions described above.

Participant Name: _____
(Please write clearly)
Participant Signature: _____
Date: _____

A3: Consent Form for Experimental/Control Groups

I agree to participate in a research project being conducted by Abebe Damtew, a PhD student from Addis Ababa University ,English Department who is working under the supervision of Dr . A.Subba Rao, Professor of English Ato Tibebe Alemayehu.

I understand that the purpose of this research project is to investigate teaching reading skills as a foreign language through interactive classroom teaching versus plasma teaching with particular reference Grade 10 students in Addis Ababa.

I understand that my participation will involve taking the test of reading comprehension in English in the first week of the semester and the last week before the final examination in normal class of this 1st semester in this academic year 2011/12.

I understand that only the results of the reading fluency tests will be accounted 5 percent of my English 2 scores.

I understand that participation is voluntary and I have been informed that I may withdraw at any time without negative consequences or penalty to me by informing the researcher.

I understand that my name will not be revealed in any reports or presentations. That is anonymity will be secured by the use of pseudonyms for students in all forms of project dissemination. In addition, I understand that the data will be used in the study and will be destroyed after the research dissertation is completed.

I have carefully studied the above and understand this agreement.

I agree to participate in the project under the conditions described above.

Participant Name and Signature: _____
Date: _____

A4: Consent Form for In-Person Interview

In signing this document, I am giving my consent to be interviewed as part of a research study being conducted by Abebe Damtew, a PhD student from Addis Ababa University ,English Department who is working Dr . A.Subba Rao, Professor of English Ato Tibebe Alemayehu. The information I share in the interview will help the researcher better understand teaching reading skills as a foreign language through interactive classroom teaching versus plasma teaching with particular reference Grade 10 students in Addis Ababa.

I understand that I will be interviewed at my school and at a time convenient to me in the last week before the final examination of this 1st semester in this academic year 2011. The interview will take about 20 minutes to complete and it will be tape-recorded.

I understand that I only need to say what I feel comfortable in saying. I understand that participation is voluntary and I have been informed that I may withdraw during the interview process without negative consequences or penalty to me by informing the researcher.

I understand that all information will be kept confidential. My name will not be identified in any reports or presentations. That is anonymity will be secured by the use of pseudonyms for students in all forms of project dissemination.

I have carefully studied the above and understand this agreement.
I agree to participate in the project under the conditions described above.

Participant Name and Signature: _____
Date: _____

Appendix B Table 1: Test/Re-test Reliability Results of the Pre and Post-tests(Pre-pilot Study)

Subject Code	100%	100%
1	34	58
2	30	42
3	60	70
4	36	48
5	26	54
6	38	54
7	52	44
8	32	42
9	36	50
10	32	62
11	20	58
12	54	58
13	52	74
14	50	50
15	48	50
16	52	44
17	28	46
18	60	64
19	50	60
20	46	56
21	36	48
22	44	48
23	38	60
24	40	60
25	32	48

Correlations

		Pre-test	Post-test
Pre-test	Pearson Correlation	1	.361
	Sig. (2-tailed)		.077
	N	25	25
Post-test	Pearson Correlation	.361	1
	Sig. (2-tailed)	.077	
	N	25	25

Pilot Research Instruments

Appendix C: Pre-test/Post-test

Pre-Test for Grade 10 (Pilot Study)

Time: 1:30hr

Read the following passage carefully and then answer questions in each section based on the information in the passage.

A postal system is a system by which written documents typically enclosed in envelopes, and also small packages containing other matter, are delivered to destinations around the world. Anything sent through the postal system is called mail or post. In principle, a postal service can be private or official. Restrictions are generally placed on private systems by governments. Since the 19th century, national postal systems have generally been established as government monopolies with a fee on the article prepaid, often in the form of adhesive stamps. Government monopolies generally do not extend to delivery of parcels or courier services providing express mail. Postal systems often have functions other than sending letters. In some countries, the postal system also has some authority over telephone and telegraph systems. In others, postal systems allow for savings accounts and handling applications for passports.

B Communication via written documents, which an intermediary carries from one person or place to another, almost certainly dates back nearly to the invention of writing. The development of a formal postal system occurred much later, however. The first documented use of an organized courier service for the diffusion of written documents is in Egypt, where Pharaohs used couriers for the diffusion of their decrees in the territory of the State (2400 BC).

C Modern mail is usually organized by national services (that in recent times are increasingly being replaced by privately owned companies), reciprocally interconnected by international regulations, organizations and agreements. In the United States, private companies such as FedEx and UPS compete with the United States Postal Service, particularly in package delivery. Different mailboxes are also provided for local and express service.

D The world-wide postal system comprising the individual national postal systems of the world's self-governing states is coordinated by the Universal Postal Union, which among other things sets international postage rates, defines standards for postage stamps and operates the system of International Reply Coupons.

E In many countries a system of codes has been created (they are called ZIP Codes in the United States and postal codes in most other countries), in order to facilitate the automation of operations. This also includes placing additional marks on the address portion of the letter or mailed object, called "bar coding." Bar coding of mail for delivery is usually expressed either by a series of vertical bars, usually called POSTNET coding, or a f0020block of dots as a two-dimensional barcode. The "block of dots" method allows for the encoding of proof of payment of postage, exact routing for delivery, and other features.

F The ordinary mail service was improved in the 20th century with the use of planes for a quicker delivery (air mail). The first scheduled airmail service took place between the London suburbs of Hendon and Windsor on September 9, 1911. Some methods of airmail proved ineffective, however, including the United States

Postal Service's experiment with guided missiles for international mail transport. Receipts services were made available in order to grant the sender a confirmation of effective delivery. Mail going to naval vessels is known as the Fleet Post Office.

G Worldwide the most common method of prepaying postage is by buying an adhesive postage stamp to be stuck to the envelope before mailing; a much less common method is to use a postage-prepaid envelope. Franking is a method of creating postage-prepaid envelopes under license using a special machine. They are used by companies with large mail programs such as banks and direct-mail companies. When the pre-paid envelope or package is accepted into the mail by an agent of the postal service, the agent usually indicates by means of a cancellation that it is no longer valid for pre-payment of postage. The exceptions are when the agent forgets or neglects to cancel the mail piece, or for stamps that are pre-cancelled and thus do not require cancellation.

H Mail is quite generally protected by the secret of correspondence, meaning that no letter or other document can be read by other than the receiver (under U.S. law, this only applies to First Class Mail). This right is usually guaranteed by most national constitutions. Usually, special procedures are required in case correspondence has to be, openly or discreetly, controlled by police. The operation of control of private citizens' mail is called censorship and concerns social, political and legal aspects of civil rights. While in most cases this censorship is exceptional, military censorship of mail, particularly of soldiers at the front, is routine and almost universally applied. The use of mail is subject to common rules and a particular etiquette. After the discovery of new communicating systems and vehicles, mail lost most of its special charm in favor of more quickly connecting systems such as the telephone, and remained as a vehicle for commercial or formal documents. It is, however, still widely in use in more cultivated classes for personal communication; in particular, wedding invitations are customarily sent by mail.

I Postage stamps are also the objects of a particular form of collecting, and in some cases, when demand greatly exceeds supply, their commercial value on this specific market may become enormously greater than face value, even after use. For some postal services the sale of stamps to collectors who will never use them is a significant source of revenue. Stamp collecting is commonly known as philately, although strictly the latter term refers to the study of stamps.

J Another form of collecting regards postcards, a document written on a single robust sheet of paper, usually decorated with photographic pictures or artistic drawings on one of the sides, and short messages on a small part of the other side, that also contained the space for the address. In strict philatelic usage, the postcard is to be distinguished from the postal card, which has a pre-printed postage on the card. The fact that this communication is visible by other than the receiver often causes the messages to be written in jargon.

K Postcards are often printed today to promote tourism, with pictures of resorts, tourist attractions or humorous messages on the front and allowing for a short message from the sender to be written on the back. The postage required for postcards is generally less than postage required for standard letters, although the United States Postal Service has imposed a surcharge for the purchase of postal cards, over and above the required postage. Postcards are also used by magazines for new subscriptions. Inside many magazines are postage-paid subscription cards that a reader can fill out and mail back to the publishing company to be billed for a subscription to the magazine. In this fashion, magazines also use postcards for other purposes, including reader surveys, contests or information requests.

L Letter-sized mail comprises the bulk of the contents sent through most postal services. These are usually documents printed on letter-sized 8.5 x11 inches, or smaller paper and placed in envelopes. While many things are sent through the mail, interpersonal letters are often thought of first in reference to postal systems. Handwritten correspondence, while once a major means of communications between distant people, is now used less frequently due to the advent of more immediate means of communication, such as the telephone or

e-mail. Traditional letters, however, are often considered to harken back to a "simpler time" and are still used when someone wishes to be deliberate and thoughtful about their communication.

M Bills and invoices are often sent through the mail, like regular billing correspondence from utility companies and other service providers. These letters often contain a self-addressed envelope that allows the receiver to remit payment back to the company easily. While still very common, many people now opt to use online bill payment services, which eliminate the need to receive bills through the mail.

N Bulk mail, often called junk mail, is commercial solicitations sent by advertisers. The senders of these messages sometimes purchase lists of addresses (which are sometimes targeted towards certain demographics), and then send letters advertising their product or service to all recipients. Other times, commercial solicitations are sent by local companies advertising local products, like a restaurant delivery service advertising to their delivery area or a retail store sending their weekly advertising circular to a general area. Bulk mail is also often sent to companies' existing subscriber bases, advertising new products or services.

Section I. Write True If the statement agrees with the writer False if the statement contradicts the writer.

_____1. Governments generally place restrictions on private postal systems.
_____2. Universal Postal Union organization coordinates the individual national postal systems.
_____3. Franking is used by companies with large mail programs.
_____4. According to the article, national services and privately owned companies are interconnected by organizations
_____5. According to the author, what is a typical method of paying the postal fee for an Article is buying adhesive stamps.
_____6. Improvements to the postal system during the twentieth century include naval vessel delivery.
_____7. Bulk mail is often sent to companies to advertise new products or services.

Section II. Choose the words in the following list to complete the summary and write the correct answer in the space provided below it

subsidies	various	services
rise	monopolies	distance
stamps	improved	handling

Postal systems are usually government-run and paid for by a combination of user charges and government.....8... There are early references to postal...9... in Egypt *c.* 2000 BC and in Zhou-dynasty China *c.* 1000 BC. The Roman Empire developed...10... centralized methods of relaying messages. In the Middle Ages there were no centralized postal services. Private postal systems developed with the ...11... of nation-states during the Renaissance; subsequently, postal services became government...12.... Charges based on weight rather than...13... and the use of prepaid...14... were first proposed in 1837. The General Postal Union (1875; later Universal Postal Union)...15... international mail delivery by allowing member countries to retain the postage they collected on outgoing international mail and requiring them to treat incoming international mail as they did domestic mail. Airmail and automated mail...16... were developed in the 20th century

Section 1I. Select the correct answer based on the passage and write the letter of your choice in the space provided

_____**8.** Government monopolies generally do not extend to any of the following EXCEPT

A. express mail.
B. courier services.
C. delivery of parcels.
D. delivery of documents.

_____**9.** According to the article, postal systems may have authority over all of the following EXCEPT
A. courier services.
B. savings accounts.
C. telephone and telegraph.
D.applications for passports.

_____**10.** Read this sentence from the article.

Communication via written documents which an **intermediary** carries from one person or place to another almost certainly dates back to the invention of writing.

What does the word "**intermediary**" mean?
A. the sender of the article
B. the recipient of the article
C. someone other than the sender or recipient
D. someone assigned to read for the sender or recipient

_____**11.** Bulk mail, often called junk mail, is commercial **solicitations** sent by advertisers

What does **solicitation** mean in a sentence?
A. usage
B. effort
C. attention
D. negligence

_____**12.** Government monopolies generally do not extend to **delivery** of parcels or courier services providing express mail.

What does **delivery** mean in a sentence?
A. approach
B. manner
C. technique
D. transport

_____**13.** Read this sentence from the article.
The fact that this communication is visible by other than the receiver often causes the messages to be written in **jargon**.

What does the term "**jargon**" mean?
A. code
B. colors
C. humour
D. pictures

_____**14."These** are usually documents printed on letter-sized 8.5 to11 inches, or

smaller paper and placed in envelopes".
These in paragraph R, line 2 refers to:

A. bulk of the contents
B. postal services.
C. smaller paper
D. letter-sized mail

_____15. **"They** are used by companies with large mail programs such as banks and direct-mail companies"
They in paragraph J line 4 refers to

A. mails
B. companies
C. envelops
D. stamps

____**16.** According to the article, the particular method of coding called "block of dots" allows for all of the following EXCEPT

A. exact routing.
B. proof of payment.
C. automated handling.
D. international reply coupons.

____**17.** Which of the following countries is the one in which the first documented use of a formal postal system occurred?

A. Japan
B. Egypt
C. Great Britain
D. United States

_____**18.** According to the article, what is the most common way to prepay postage worldwide?

A. use of franking
B. use of postcards
C. buying postal cards
D. buying adhesive stamps

_____**19.** Franking is a method of performing which of the following tasks?

A. mailing bulk letters world-wide
B. creating postage-prepaid envelopes
C. delivering mail to fleet post offices
D. guaranteeing delivery with receipts services

_____**20.** How does a postal agent generally indicate that a prepaid envelope or package is no longer valid for pre-payment of postage?

A. by using a block of dots
B. by means of a censorship
C. by means of a cancellation
D. by using a bar code system

_____**21.** According to the article, exceptions to canceling prepaid postage articles to indicate that it is no longer valid for prepayment include all of the following

EXCEPT

A. use of precancelled stamps.
B. use of premetered envelopes.
C. agent accidentally forgets to cancel.
D. agent accidentally neglects to cancel.

_____**22.** What is the term commonly used for the secret correspondence usually guaranteed by most national constitutions?

A. étiquette
B. censorship
C. open communication
D. discreet correspondence

_____**23.** Which of the following systems have facilitated automating postal operations?

A. system of codes
B. system of airmail
C. system of franking
D. system of mailboxes

_____**24.** According to the article, when is censorship usually NOT employed?

A. for military mail
B. for first class mail
C. for wedding invitations
D. for international reply coupons

_____**25.** According to the article, following the development of systems that allowed a quicker way of Communicating such as the telephone, the use of mail remained as a primary vehicle for all of the following EXCEPT

A. legal documents.
B. commercial documents.
C. general communications.
D. personal communications.

_____**26.** Why is using the term philately in reference to stamp collecting technically erroneous?

A. because it actually refers to the use of stamps
B. because it actually refers to the study of stamps
C. because it actually concerns the collection of stamps that have already been cancelled
D. because it actually concerns the collections of stamps that have not yet been Cancelled.

_____**27.** Which of the following differentiates the postal card from a postcard?

A. preprinted postage on the card
B. preprinted pictures on the card
C. preprinted space for sender message
D. preprinted space for receiver address

_____**28.** According to the article, magazines use postcards for all of the following EXCEPT

A. reader surveys.
B. new subscriptions.
C. information requests.
D. subscription renewals.

_____**29.** According to the article, even though telephone and e-mail provide a more immediate means of communication, traditional letters are still used in which of the following circumstances?

A. when one wishes to be deliberate
B. when one wishes to be immediate
C. when serving or visiting a military fleet
D. when living or visiting in another country

_____**30.** All of the following are employed to speed communication EXCEPT

A. e-mail services.
B. receipt services.
C. airmail services.
D. telephone services.

_____**31.** Which of the following specifically qualify as junk mail?

A. official notifications
B. commercial sollicitations
C. utility companies' billings
D. service providers' correspondence

_____**32.** Bulk mail includes all of the following EXCEPT

A. advertising new services.
B. advertising new products.
C. advertising local products.
D. advertising remote services.

Section III .Rearrange the following summaries as they appear in the passage and write the letters in the space provided.

A. Mail lost most of its special charm in favor of more quickly connecting systems
B. The first scheduled airmail service took place between the London suburbs of Hendon and Windsor on September 9, 1911
C. Pharaohs used couriers for the diffusion of their decrees in the territory of the State (2400 BC).
D. The ordinary mail service was improved in the 20th century.

33._____.

IV.Complete the following based on the information in the passage

34, Traditional Mail is different from Modern Mail

a. Traditional Mail : I._____
II._____

b. Modern Mail: I._____
II._____

Section V. Match the words in Column B with those in Column A and write your answers in the space provided

Column A	**Column B**
_____35. magazines use postcards for _____36. Often printed for tourist attraction _____37.interconnected by international regulations, organizations and agreements. _____38. considered to harken back to a "simpler time", _____39 Mail going to naval vessels. _____40. commonly known as philately	A. Traditional letters B. Stamp collection C. Bulk mail D. Fleet Post Office E. Subscription renewals. F. Reader surveys G. Modern Mail H. Post Cards

Appendix D Table 2: Results of Pre-Test and Post-Test

Subject code	Control Group		Experimental Group	
	Pre test 50%	Post Test 50%	pre test 50%	Post Test 50%
1	10	20	10	19
2	7	19	11	16
3	7	16	10	20
4	16	18	8	21
5	6	16	16	20
6	11	17	8	15
7	26	19	20	20
8	13	20	11	18
9	12	20	8	20
10	11	23	8	21
11	9	19	11	18
12	24	19	8	19
13	11	18	11	21
14	20	23	11	20
15	12	11	16	20
16	15	15	8	22
17	11	20	10	18
18	15	19	11	20
19	19	18	8	16
20	12	20	10	16
21	11	14	37	29
22	13	19	14	24
23	9	17	9	20
24	12	19	14	21
25	11	18	13	20
26	14	15	11	20
27	8	19	10	16
28	12	7	10	22
29	10	9	12	19
30	12	21	27	24
31	11	21	8	18
32	16	20	18	18
33	12	20	10	16
34	7	17	5	21
35	15	16	13	21
36	10	14	11	16
37	12	22	20	20
38	12	17	12	20
39	22	19		
40	18	19		
41	22	25		

Appendix E: Results of Students and Teachers Questionnaire

E 1 : Students Questionnaire

Student Questionnaire

The office of Research and Graduate Programs Institute of Language Studies Department of Foreign Languages and Literature

Dear Student,
The aim of this questionnaire is to gather data for a study that has been designed to investigate the Teaching Reading Skills as a Foreign Language through Interactive Classroom Teaching versus plasma Television teaching.

The responses you give by completing this questionnaire have much importance for the success of my study. Therefore, please read each statement carefully and then provide your responses by selecting one of he numbers against each item.

You do not have to write your name.

Instruction

This questionnaire has 23 items. Respond to these items by putting a tick " √ "against your choice in only one of the five spaces in the response column under 'strongly agree, agree, undecided, disagree or strongly disagree.

E.1.1: Results of Questionnaire for Experimental Group (Non plasma Class)

Table 3 :Perceived Effectiveness of Teaching Practices

Pre-Reading Phase

No	Items	Strongly agree		Agree		Undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the classroom teacher gives background knowledge about the subject of the work.	19	50%	17	44. 73%	1	2.63 %	0	%	1	2.63 %	38	100 %
2	Before reading, the classroom teacher gives information about the subject of the work by reading it quickly	28	73. 68%	10	26. 31%	0	%	0	%	0	%	38	100 %
3	Before reading, the classroom teacher gives information about the subject of the work by using the title of the work.	28	73. 68%	6	15. 78%	0	%	2	5.26 %	2	5.26 %%	38	100 %
4	Before reading, the classroom teacher gives information about the subject of the work using some related pictures.	13	34. 21%	18	47. 36%	1	2.63 %	3	7.9 %	3	7.9 %	38	100 %
5	Before reading the classroom teacher gives the meaning of unknown words by using mimes.	18	47. 36%	14	36. 84%	1	2.63 %	3	7.89 %	2	5.26 %	38	100 %
6	Before reading, the classroom teacher gives background knowledge about the period in which the work was written.	13	34. 21%	18	47. 36%	1	2.63 %	3	7.89 %	3	7.89 %	38	100 %
7	Before reading, the classroom teacher gives the vocabulary of the work using the opposites of the unknown words.	25	65. 78%	8	21. 05%	1	2.63 %	4	10. 52 %	0	%	38	100 %
8	Before reading, the classroom teacher gives the meaning of unknown words by using them in sample sentences	25	65. 78%	5	13, 15%	0	%	4	10. 52%	4	10. 52%	38	100 %
9	Before reading, the classroom teacher gives the meaning of unknown words by drawing pictures on the board	13	34. 21%	5	13,1 5%	4	10. 52%	9	23. 68%	7	18. 42%	38	100 %
10	Before reading, the classroom teacher gives the synonyms of the vocabulary	22	57. 9%	5	13, 2%	0	%	7	18. 42%	4	10. 52%	38	100 %

While Reading

No.	Items	strongly agree		agree,		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	While reading, the classroom teacher makes me understand structural differences between our mother tongue and target language which cause a problem.	13	34.21 %	12	31.57%	5	13,15%	5	13,15%	3	7.89%	38	100 %
12	While reading the classroom teacher ,makes me understand unknown words which are problem for our understanding	25	65.78%	10	26.31%	0	%	1	2.63 %	2	5.26%	38	100 %
13	While reading, the classroom teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	5	13,15%	3	7.89 %	6	15.78%	5	13,15%	19	50%	38	100 %
14	While reading, the classroom teacher makes me understand only a part of the work	8	21.05%	12	31.57%	7	18.42%	5	13,15%	6	15.78 %	38	100 %
15	While reading, the classroom teacher helps me to have my own interpretations about the whole work.	22	57.89%	13	34.21%	0		2	5.26 %	1	2.63%	38	100 %
16	While reading the classroom teacher ,helps me to create a discussion about the characters of the work.	18	47.36%	12	31.57%	5	13,15%	1	2.63 %	2	5.26%	38	100 %
17	While reading, the classroom teacher encourages me to make our interpretations in the classroom discussion.	25	65.78%	4	10.52%	8	21.05%	0	%	1	2.63%	38	100 %
18	While reading, the classroom teacher makes me play the work in the classroom.	9	23.68%	13	34.21%	3	7.9 %	3	7.89 %	10	26.31 %	38	100 %
19	After reading, some parts of the work, I am invited to predict the other parts of the work	7	18.42%	10	26.31%	7	18.42%	8	21.05%	6	15.78 %	38	100 %

After reading

No	Items	Strongly agree		agree		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
20	After reading, the classroom teacher makes me write a summary about what I have understood from the passage.	19	50%	13	34. 21%	1	2.63 %	5	13. 15%	0	%	38	100 %
21	After reading, the classroom teacher gives passage reading as homework	19	50%	11	28. 94%	o	%	3	7.89%	5	13. 15%	38	100 %
22	After reading, the classroom teacher wants me to study the linguistic features of the work as homework	14	36. 84%	12	31. 57%	0	%	4	10. 52%	8	21. 05%	38	100 %
23	After reading, the classroom the classroom teacher gives me work sheets as homework with worksheets of vocabulary	7	18. 42%	8	21. 05%	4	10. 52%	6	15. 78%	13	34. 22%	38	100 %

Table 4: Attitude towards Reading

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never.**

No	Items	Always		sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	20	52.63%	18	47.36%	0	%	38	100%
2	I turn to dictionaries when coming across new words in the English reading	2	5.26 %	24	63.15%	12	31.57%	38	100%
3	I do not bother with the grammatical structure of sentences while reading in English	2	5.26 %	16	42.1%	20	52.63%	38	100%
4	I predict the main idea of the whole passage from its title or subtitles	14	36.8 %	20	52.63%	4	10.52%	38	100%
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	16	42.1%	20	52.63%	2	5.26 %	38	100%
6	I do not pay attention to the implied meaning of the reading material.	5	13,15%	4	10.52%	29	76.31%	38	100%
7	When I read English articles, I skip the words that are new to me	7	18.42%	5	13,15%	26	68.42%	38	100%
8	I pause and analyze the structure of sentences when reading in English	20	52.63%	14	36.84%	4	10.52%	38	100%
9	I try to get the main ideas of the text on the basis of pictures, charts or figures.	21	55.26%	14	36.84%	3	7.89 %	38	100%
10	I try to understand complicated sentences by analyzing their structure	21	55.26%	13	34.21%	5	13,15%	38	100%
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	8	21.05%	8	21.05%	19	50%	38	100%
12.	I create a situation for classroom discussion on the title of the work	6	15.78%	21	55.26%	11	28.94%	38	100%
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	14	36.84%	19	50%	5	13,15%	38	100%
14	I guess the meanings of new words in context when reading in English.	13	34.21%	23	60.52%	2	5.26 %	38	100%
15	I try to interpret the writer's intention while reading in English	8	21.05%	22	57.89%	8	21.05%	38	100%
16	I use simple words to replace difficult ones in understanding sentences.	11	28.94%	20	52.63%	7	18.42%	38	100%
17	I predict the main idea of the whole passage from key words	13	34.21%%	20	52.6%	5	13.15%	38	100%
18	I try to grasp the general idea of a sentence before going to read the next sentence	20	52.63%	18	47.36%	5	13.15%	38	100%

E.1.2: Results of Students Questionnaire for Control Group

The office of Research and Graduate Programs Institute of Language Studies Department of Foreign Languages and Literature

Dear Student ,
The aim of this questionnaire is to gather data for a study that has been designed to investigate the Effectiveness of Teaching Reading Skills as a Foreign Language through plasma Television.

The responses you give by completing this questionnaire have much importance for the success of my study. Therefore, please read each statement carefully and then provide your responses by selecting one of he numbers against each item.

You do not have to write your name.

Instruction

This questionnaire has 23 items. Respond to these items by putting a tick " √ "against your choice in only one of the five spaces in the response column under 'strongly agree=5, agree=4, undecided=3, disagree=2 or strongly disagree

E.1.2.1 Table 5: Perceived Effectiveness of Teaching Practices

Pre-Reading Phase

No.	Items	strongly agree		agree		undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the televised teacher gives background knowledge about the subject of the work.	5	12.19%	3	7.31%	3	7.31%	15	36.58%	15	36.58%	41	100%
2	Before reading, the televised teacher gives information about the subject of the work by reading it quickly.	7	17.07%	1	2.43%	4	9.75%	11	26.82%	18	43.90%	41	100%
3	Before reading, the televised teacher gives information about the subject of the work by using the title of the work.	0	%	2	4.87%	6	14.63%	13	31.70%	20	48.78%	41	100%
4	Before reading, the televised teacher gives information about the subject of the work using some related pictures.	0	%	3	7.31%	4	9.75%	18	43.9%	16	39.02%	41	100%
5	Before reading the televised teacher gives the meaning of unknown words by using mimes.	3	7.31%	1	2.43%	9	21.95%	16	39.02%	12	29.26%	41	100%
6	Before reading, the televised teacher gives background knowledge about the period in which the work was written.	6	14.63%	2	4.87%	5	12.19%	18	43.90%	10	24.39%	41	100%
7	Before reading, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.	5	12.19%	2	4.87%	8	18%	11	26.8%	15	36.58%	41	100%
8	Before reading, the televised teacher gives the meaning of unknown words by using them in sample sentences	4	9.75%	1	2.43%	5	12.5%	11	26.8%	20	48.78%	41	100%
9	Before reading, the televised teacher gives the meaning of unknown words by drawing pictures on the board	5	12.19%	3	7.31%	5	12.19%	15	36.58%	13	31.70%	41	100%
10	Before reading, the televised teacher gives the synonyms of the vocabulary	1	2.43%	3	7.5%	4	9.75%	15	36.58%	18	43.9%	41	100%

While Reading

No	Items	strongly agree		Agree		undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	While reading, the televised teacher makes me understand structural differences between our mother tongue and target language cause a problem.	3	7.31 %	5	12. 19%	12	29. 26%	12	29. 26%	9	21. 95%	41	100 %
12	While reading the televised teacher makes me understand unknown words which cause problem for our understanding	4	9.75 %	6	14. 63%	7	17. 07%	11	26. 82%	13	31. 70%	41	100 %
13	While reading, the televised teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	4	9.75 %	7	17. 07%	0	%	13	31. 70%	17	41. 46%	41	100 %
14	While reading, the televised teacher makes me understand the whole work.	5	12.1 9%	4	9.75 %	4	9.75 %	10	24. 39%	18	43. 9%	41	100 %
15	While reading, the televised teacher makes me understand only a part of the work	2	15%	2	4.87 %	6	14. 63%	15	36. 58%	16	39. 02%	41	100 %
16	While reading, the televised teacher encourages me to make our interpretations in the classroom discussion.	3	7.31 %	2	4.87 %	4	9.75 %	15	36. 58%	17	41. 46%	41	100 %
17	While reading the televised teacher, helps me to create a discussion about the characters of the work.	4	9.75 %	5	12. 19%	6	14. 63%	16	39. 02%	10	24. 39%	41	100 %
18	While reading, the televised teacher makes me role-play the work in the classroom.	7	17.0 7%	5	12. 19%	6	14. 63%	12	29. 26%	11	26. 82%	41	100 %
19	After reading, some parts of the work, I am invited to predict the other parts of the work.	5	12.1 9%	7	17. 07%	5	12. 19%	15	36. 58%	9	21. 95%	41	100 %

After Reading

No	Items	strongly agree		agree		undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
20	After reading, the televised teacher makes me write a summary about what I have understood from the passage.	6	14. 63%	10	24. 39%	4	9.75 %	7	17. 07%	14	34. 14 %	41	100 %
21	After reading, the televised teacher gives passage reading as homework.	10	24. 39%	9	21. 95%	4	9.75 %	12	29. 26%	6	14. 63%	41	100 %
22	After reading, the televised teacher wants me to study the linguistic features of the work as homework	10	24. 39%	7	17. 07%	6	14.63 %	10	24. 39%	8	19. 51%	41	100 %
23	After reading, the televised teacher gives me work sheets of vocabulary as homework	8	19. 51%	6	14. 63%	4	9% 9.75 %	8	19. 51%	15	36. 58%	41	100 %

E 1.2.2 Table 6: Attitude towards Reading

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always**, **sometimes**, **never**

No	Items	Always		sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	21	51. 21%	17	41. 46%	3	7.31 %	41	100 %
2	I turn to dictionaries when coming across new words in the English reading	5	12. 19%	10	24. 39%	26	63. 41%	41	100 %
3	I do not bother with the grammatical structure of sentences while reading in English.	9	21. 95%	18	43. 9%	14	34. 14 %	41	100 %
4	I predict the main idea of the whole passage from its title or subtitles.	11	26. 82%	5	12. 19%	25	60. 97%	41	100 %
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	7	17. 07%	9	21. 95%	25	60. 97%	41	100 %
6	I do not pay attention to the implied meaning of the reading material.	7	17. 07%	13	31. 70%	21	51. 21%	41	100 %
7	When I read English articles, I skip the words that are new to me.	5	12. 19%%	15	36. 58%	21	51. 21%	41	100 %
8	I pause and analyze the structure of sentences when reading in English.	7	17. 07%	16	39. 02%	18	43. 9%	41	100 %
9	I try to get the main ideas of the text on the basis of pictures, charts or figures.	14	34. 14 %	2	4.87%	25	60. 97%	41	100 %
10	I try to understand complicated sentences by analyzing their structure	7	17. 07%	12	29. 26%	22	53. 65%	41	100 %
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	6	14. 63%	16	39. 02%	19	46. 34%	41	100 %
12	I create a situation for classroom discussion the title of the work.	6	14. 63% %	15	36. 58%	20	48. 78%	41	100 %
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	12	29. 26%	8	19. 51%	21	51. 21%	41	100 %
14	I guess the meanings of new words in context when reading in English	9	21. 95%	10	24. 39%	22	53. 65%	41	100 %
15	I try to interpret the writer's intention while reading in English.	11	26. 82%	5	12. 19%%	25	60. 97%	41	100 %
16	I use simple words to replace difficult ones in understanding sentences.	13	31. 70%	7	17. 07%	21	51. 21%	41	100 %
17	I predict the main idea of the whole passage from key words	15	36. 58%	20	48. 78%	6	14. 63%	41	100 %
18	I try to grasp the general idea of a sentence before going to read the next sentence	5	12. 19%%	24	58. 53	22	53. 65%	41	100 %

E2: Results of Teachers Questionnaire

The office of Research and Graduate Programs Institute of Language Studies Department of Foreign Languages and Literature

Dear Teacher,
The aim of this questionnaire is to gather data for a study that has been designed to investigate the Teaching Reading Skills as a Foreign Language through Interactive Classroom Teaching versus plasma Television teaching.

The responses you give by completing this questionnaire have much importance for the success of my study. Therefore, please read each statement carefully and then provide your responses by selecting one of he numbers against each item.

You do not have to write your name.

Instruction

This questionnaire has 24 items. Respond to these items by putting a tick " √ "against your choice in only one of the five spaces in the response column under 'strongly agree, agree, undecided, disagree or strongly disagree

E 2. 1 Table 7: Questionnaire for Experimental Group Classroom Teacher(non-plasma)

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always**, **sometimes**, **never**

Reading Teaching Methods used during the Experiment

No.	Items	Always	Sometimes	Never
1	Before reading activity, I give background knowledge about the subject of the work.			
2	Before reading activity, I give information about the subject of the work by reading it quickly.			
3	Before reading activity, I give information about the subject of the work by using the title of the work.			
4	Before reading activity, I give information about the subject of the work using some related pictures.			
5	Before reading activity, I give background knowledge about the period in which the work was written.			
6	Before reading activity, I give background knowledge about the characters of the work.			
7	Before reading activity, I give the vocabulary of the work using the opposites of the unknown words.			
8	Before reading activity, I give the meaning of unknown words by drawing pictures on the board.			
9	Before reading activity , I give the synonyms of the vocabulary			
10	Before reading activity, I give the meaning of unknown words by using mimes..			
11	Before reading activity, I give the meaning of unknown words by using them in the sample sentences.			
12	Before reading activity, I want my students try to grasp the meaning of the unknown vocabulary from the context.			
13	Before reading activity, I create a situation for classroom discussion on the title of the work.			
14	My students don't see the unknown words as "problem" while reading. They try to understand the main idea.			
15	My students have the cultural background of the target language reading English magazines, newspapers.			
16	I want my students to make a research on cultural background of the work.			
17	While reading ,unknown words are problem on my students' understanding			
18	While reading, my students try to understand the whole work.			
19	While reading, my students try to understand only a part of the work			
20	While reading, my students try to have their own interpretations about the whole work.			
21	While reading, my students make their interpretations in the classroom discussion.			
22	While reading , my students role- play the work in the classroom.			
23	After reading, some parts of the work, my students are told to predict the other parts of the works.			
24	After reading, my students are given only passage reading as homework			

E.2.2 Table 8: Questionnaire for Control Group's Classroom Teacher (with plasma)

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never**

Reading Teaching Methods used in control Group

No	Items	**Always**	**Sometimes**	**Never**
1	Before reading activity, the televised teacher gives background knowledge about the subject of the work.			
2	Before reading activity, the televised teacher gives information about the subject of the work by reading it quickly.			
3	Before reading activity, the televised teacher gives information about the subject of the work by using the title of the work.			
4	Before reading activity, the televised teacher gives information about the subject of the work using some related pictures.			
5	Before reading activity, the televised teacher gives background knowledge about the period in which the work was written.			
6	Before reading activity, the televised teacher gives background knowledge about the characters of the work.			
7	Before reading activity the televised teacher gives the vocabulary of the work using the opposites of the unknown words.			
8	Before reading activity, the televised teacher gives the meaning of unknown words by drawing pictures on the board.			
9	Before reading activity , the televised teacher gives the synonyms of the vocabulary			
10	Before reading activity, the televised teacher gives the meaning of unknown words by using mimes..			
11	Before reading activity, the televised teacher gives the meaning of unknown words by using them in the sample sentences.			
12	Before reading activity, the televised teacher wants them try to grasp the meaning of the unknown vocabulary from the context.			
13	Before reading activity, the televised teacher creates a situation for classroom discussion on the title of the work.			
14	My students don't see the unknown words as "problem" while reading. They try to understand the main idea.			
15	My students have the cultural background of the target language reading English magazines, newspapers.			
16	The televised teacher wants them to make a research on cultural background of the work.			
17	While reading ,unknown words are problem on my students' understanding			
18	While reading, my students try to understand the whole work.			
19	While reading, my students try to understand only a part of the work			
20	While reading, my students try to have their own interpretations about the whole work.			
21	While reading, my students make their interpretations in the classroom discussion.			
22	While reading, my students role- play the work in the classroom.			
23	After reading, some parts of the work, my students are told to predict the other parts of the works.			
24	After reading, my students are given only passage reading as homework			

Appendix F : Students' and Teachers' Interview

F1: Interview for Students

F1.1: Interview for Experimental Group Students (non plasma class)

Objective: The Semi-structured interview aims to investigate the student's perception of teaching reading skill
Name .....
Date of Interview .....
Time of interview ..... Venue.....

1 What procedures does the classroom teacher follow in the teaching of reading?
2. Do you think the classroom teacher is teaching EFL reading effectively?
3. Do you think the classroom teacher can make weak students' become good readers?
4. What do you think are the current problems in the teaching of English in general and reading skills in particular
5. How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
6. What do you feel about your actual performance in reading skills?

7. What do you think are the current problems in the teaching of reading through Plasma Television?

Alem(S1)

Interviewer: What procedures does the classroom teacher follow in the teaching of reading?
S: Classroom Teacher tells us to do pre-reading questions before start reading. We are told to think very well individually and then discuss in group based on the prior knowledge we have and then we are invited to read the passage silently. This is the procedure she always uses.
Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
S: Yes of course. The teacher teaches effectively the students play the role in the reading. The outcome is good.
Interviewer: Do you think the Classroom teacher can make weak students' become good readers?
S: Yes the teacher tries to make the students good reader. But the students are not good at reading. They like English. I think the cause of disliking reading is that students are very shy. If they make a mistake, students are laughing at them. Because of this they are shy.
Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: They are afraid of speaking eng. freely and they might miss how to pronounce the Eng. Words.
Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
S: As far as concerned the televised teacher is to fast .We can't follow her normally. But the classroom teacher is not fast. She tries to make her students understand what she is hearing. She doesn't talk even if is unclear, we ask the CT because she is available in the classroom.

Interviewer: What do you feel about your actual performance in reading skills?

S: Actually, I am good at reading. It is so sound. I am trying to be better reader.

Interviewer: What do you think are the current problems in the teaching of reading?

S: It is very bad teaching reading through plasma b/c. She is fast we can't follow her. Since she is a native speaker we can't understand her pronunciation easily . So, it is difficult to cope up with her. Regarding the exercises given by TV teacher. She gave us very few mistakes to do it . She doesn't give us enough time.

2. Kibre(S2)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: Our teacher follow to read us by our selves. First she order us to read slowly and just to realize what is the passage does mean and consider us that the passage is really good or not.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes she tries to read effectively. Some students are afraid to tread .most of the students are very interesting in reading in English. The teacher also perfects for doing this.

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes she always to try to motivate the students read well. She also invites to read not only in the class but out of the classroom.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: I think they are afraid of that reading b/c they assumed themselves they can't read well. This first problem. Experience has shown that in this school, if students may laugh at him .He is discouraged to speak in the classroom.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: classroom teacher is perfect. We are no so much interested to learn Eng. Through plasma. Because of learning by classroom teacher, I feel that I improved my English language.

Interviewer: What do you feel about your actual performance in reading skills?

S: Actually I am not that much perfect in reading.

Interviewer: What do you think are the current problems in the teaching of reading?

S: Students do not what she says. Her pronunciation is not convenient. She is also fast to teach. In general/c of this we dislike learning reading through Plasma Television.

Henok(S3)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: Firstly, she encourages us to make the exercises. Next to this we are invited to read the passage carefully.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: The CT is very effective to learn how to learn reading

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes of course. She tries to mix the weak with the fast learners to help one other. In addition , she prepares tutorial for all students.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: For me, it is very difficult to the reading passage because of some Unknown words.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: The plasma teacher is so fast. It is difficult for us to understand her but the CT is quite interesting . She frequently observes us . If some she observes that something is unclear, she is keen to help us.

Interviewer: What do you feel about your actual performance in reading skills?

S: These days , I find my self improving my reading performance because the teacher helps us how to read.

Interviewer: What do you think are the current problems in the teaching of reading?

S: I strongly oppose that learning through plasma does not help the students to improve our reading performance as I mentioned the reasons above.

Dereje(S4)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: At the beginning , she tells us to answer the pre-reading questions. After finished reading gives us some exercises to do in group.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes she uses effectively

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes. She makes the good students to help the poor students. Because this and others mechanisms the CT helps the weak student to become good students.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: It is good . Since English language is not our mother tongue, it is difficult for us to read in it .

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: the PT is so fast. We have no chance to ask questions for Plasma Teacher but it is possible to ask any questions for CT

Interviewer: What do you feel about your actual performance in reading skills?

S: it is good. But I am not cable of reading the passage in English.

Interviewer: What do you think are the current problems in the teaching of reading?

S: There is a great problem. We can't understand the reading skill through plasma television. She is native speaker. We can' understand her pronunciation well.

Mamo(S5)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: At first we always do the pre-reading questions and then we start reading silently.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes, she does. She tries to encourage us to the passage effectively.

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes she makes the weak students to be good readers by forming the mixed group composition.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: The problem is simply some difficult

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: For me I prefer to learn by the CT because we can ask the CT any questions if something is not clear but we have no a chance to ask the televised teacher.

Interviewer: What do you feel about your actual performance in reading skills?

S: I am improving it of course.

Interviewer: What do you think are the current problems in the teaching of reading?

S: Learning through plasma is not that much interesting . The time given for any task is not enough.

Wagaw(S6)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: Before that we are made to do the pre-reading questions and the we start reading.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes she reads the passage effectively

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes. She tries to form a group by composing the weak with the fast learners. This time it is believed that the poor students should be benefited .

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: I think the problem comes from the unknown words found in the reading passage. For sure these words make the passage difficult to understand

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: TVT is so fast. We have no chance to ask her but we can ask the CT any time to make the passage clear.

Interviewer: What do you feel about your actual performance in reading skills?

S: I become improving my reading performance from time to time.

Interviewer: What do you think are the current problems in the teaching of reading?

S: In general the TVT is so fast that we can't understand and the other problem is we have no chance to ask questions if we get problems in the reading passage. Because of this reason I prefer tolearn by the classroom teacher.

Tirsit(S7)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: She follows many procedures. The first procedure is that she usually makes us do pre-reading questions and then start reading.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes she does

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: Yes she tries to form the mixed ability group in order to help the weak students.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: I believe that our English language is not that much effective because when we had no base when we were in primarily school. The same is true here in reading.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: We can't understand what she teaches but I prefer to learn by CT because she has more time to help us and we can stop her to give us clarification if we find something difficult.

Interviewer: What do you feel about your actual performance in reading skills?

S: To some extent I am quite ok.

Interviewer: What do you think are the current problems in the teaching of reading?

S: As mentioned above, the plasma teacher is so fast in addition her pronunciation is difficult for us to understand.

Zenit(S8)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: First we try to do the pre-reading questions and then we start reading.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?
S: Yes she is very effective to teach reading skills. She has the ability to handle the students to read the passage.
Interviewer: Do you think the Classroom teacher can make weak students' become good readers?
S: Yes she encourages weak students to ask questions . She also helps them to read properly by using different techniques she knows.
Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular.
Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
S: I prefer to be taught by the CT because she is very close to help us and she is not hesitate to give us more clarification whenever she is asked to.
Interviewer: What do you feel about your actual performance in reading skills?
S: I can say that I have the ability to read the passage and understand it very well
Interviewer: What do you think are the current problems in the teaching of reading?
S: Learning reading through plasma is not effective. Since she is away from us she can't observe the actual performance of the students very closely. She simply does as though we are efficient as anyone who is native speaker. That is why we all say she is too fast for us follow her.

Tilanesh(S9)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?
S: We do the pre-reading questions based on the previous knowledge and the we are told to read the passage silently.
Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?
S: The CT is very helpful she tries to help us very closely. She is caple of using different techniques to attract us to read independently.
Interviewer: Do you think the Classroom teacher can make weak students' become good readers?
S: She encourages any weak students to read the given passage silently. She is also very close to help them if they are in problem.
Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular
S: As we know we most of us we came from governmental schools.Teachers can be said they have no the ability to teach reading skill properly there . We had no hint how to read the passage and the other skills there. So since we have no back ground knowledge we are in problem to read here of course.
Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
S: The TVT uses difficult words when she teaches us . She doesn't understand the real back ground of the students. She is so fast.Where as the CT is very effective for conducting this .
Interviewer: What do you feel about your actual performance in reading skills?
S: It is good. I myself improve my reading performance because I discuss the reading passage with my colleagues. This helps me improve my performance from time to time.
Interviewer: What do you think are the current problems in the teaching of reading?
S: The problem from the TVT is she seems she does not bother for most of the students. She reads fast she teaches fast. May be very few students follow her. But majority of the students are not benefited learning using through plasma. We believe that as though she taught her self or we were native speakers.

Demissie(10)

Interviewer: What procedures does the Classroom teacher follow in the teaching of reading?

S: Thank you very much. Our CT uses the method that before we move into the reading passage ,she makes us doing pre-reading questions and then she tells us to start reading.

Interviewer: Do you think the Classroom teacher is teaching EFL reading effectively?

S: Yes.

Interviewer: Do you think the Classroom teacher can make weak students' become good readers?

S: yes

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: learning reading through plasma makes us dizzy. we know nothing how to read the reading material .

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: The CT is more preferable than the TVT because of the following Reasons:

- She uses her time wisely
- She follows her students very closely which of them need help to read independently.
- By identifying their social, economical etc. problems of the students

Interviewer: What do you feel about your actual performance in reading skills?

S: have somewhat a good performance for reading skill.

Interviewer: What do you think are the current problems in the teaching of reading?

S: It is incontinent to learn through plasma because of the reasons I have already mentioned above.

F 1.2: Interview for Control Group Students(with plasma)

Objective: The Semi-structured interview aims to investigate the students' perception of learning reading skill through plasma television.

Name .....

Date of Interview .....

Time of interview ..... Venue.....

1 What procedures does the televised teacher follow in the teaching of reading?

2. Do you think the televised teacher is teaching EFL reading effectively?

3. Do you think the televised teacher can make weak students' become good readers?

4. What do you think are the current problems in the teaching of English in general and reading skills in particular

5. How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

6. What do you feel about your actual performance in reading skills through Plasma Television?

7. What do you think are the current problems in the teaching of reading through Plasma Television?

Andualem(S11)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The CT is best.

Interviewer:. Do you think the televised teacher is teaching EFL reading effectively?

S : She reads very quickly. Some students don't t read it well. They are not ready to read.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She is good

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problem be solved recently. I think the students should be invited in the class to read.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: For me, I suppose to learn by CT. Because the Plasma teacher reads fast.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: I am capable of reading well.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: This is not my problem. But some students fail to follow the Plasma Teacher.

Mame(S12)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: She is fast.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: She if effective.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: For me she doesn't help the poor students to be good readers. Even the fast learners are in problem to follow her.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: Students have no good back ground knowledge (base) to read well. On the other hand she is too fast to teach her students.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: The problem of the televised teacher simply she is fast but not the CT.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: Even though she teaches fast, she helps me improve my reading skill in some extent.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I think it would have been better if it had not been fast.

Getaw(S13)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: That was very nice. She helps me to improve my reading skill

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Yes it is nice. She assumes that ever one is benefited.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: Yes. She tried to help every student to improve his/her reading

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: There is no checking mechanism which one is the best.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: Both are nice. But the PT is fast. She doesn't give a chance us to follow her

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: I think it is quite nice. It helps me to develop my

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I think there is no problem all students follow her eagerly.

Tinsae(S14)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The plasma teacher teaches quite ok but her pronunciation is not that much clear. We can't understand her pronunciation.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Yes the plasma teacher effectively.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: Totally, she can't help us to become good readers

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problem of reading is related to the background of the students because we have no a good base in elementary school. We have the experience to be encouraged to read in Amharic while we were in lower Grade.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: Sometimes she explains us in Amharic if some thing is unclear. But the televised teacher doesn't' do this. She is fast She can't observe whether we have understood or not.

Interviewer: What do you feel about your actual performance in reading skills Through Plasma Television?

S: I have a good performance. Personally, I have good background knowledge in primarily school.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: As I mentioned above, since she is fast students can't understand her pronunciation.

Ayele(S15)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Since English Language is not our first language, the teacher gives us enough time to read

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Yes she teaches reading effectively

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: The TV makes the week better reading

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: She reads effectively.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: While we are learning by the CT, we understand very easily b/c she is not fast in the one hand and follow us whether we understand or not on the other hand.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: Oh. That is big. She gives us enough time to read. By this I have a good performance for reading skill.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: She reads very fast. Her pronunciation is not clear for us.

Tihetina(S16)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Ok. Thank you. The TV T follows a good procedure to understand reading

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: No, she is not effective. Most of the students can't understand her pronunciation. In addition she is also fast. B/c of this reason she is not effective

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: I think she doesn't help the weak students to become good readers. Because, as mentioned above most of us can't understand her pronunciation. I believe very few fast learners can understand her pronunciation as well. This doesn't mean that she helps the weak to be good readers. In the general, because she is fast, students don't follow her rather they discuss their personal matter.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: As mentioned above, the teaching of reading is suffering because of the improper method of the televised teacher follow.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: We students can understand the CT because she teaches slowly by observing the actual ground of the classroom situation. On the contrary, the TVT can't observe what is happening in the classroom. She simply runs fast to cover the daily portion .That is why we suppose to prefer to

be learned by the CT.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: For me , to some extent .it helps me to improve my listening skill.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: B/C she is fast, we can't understand it.

Baye(S17)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Of course she tells us which lesson we are going to be discussed

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: yes

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: To some extent she helps the weak students to become good readers . since she is fast, students cannot understand what she says .The only technique that we use is to follow her attentively by being active participant.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: For me, the problems lie on the pronunciation of the teacher.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: The classroom teacher is not fast Her pronunciation is to difficult for us. She teaches the reading lesson by relating with some real things surrounding us.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: Above all she helps me to know how to read the reading lesson fast.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: A little bit problematic is that lack of enough time and the way being fast makes us to dislike learning through plasma television

Kidist(S18)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The procedure that the TV teacher follows is simply making her students to open their boos and start reading.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Yes she tries to encourage us to read the reading materials.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She doesn't help the weak students to become good students. She is not working to encourage the poor and the good students help each other.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problem is the teacher is so fast . Since most of the students came from the governmental schools, it is believed that they have no good background knowledge. So, they are unable to follow her while she is working fast.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: Although the televised teacher uses her time wisely, she doesn't care for any one who doesn't understand or not . Where as the CT give attention for all of the students. If something is unclear, she tries to give us clarification.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: Personally, I am benefited. B/c when she teaches us fast If any one follows her, he/she will be benefited.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: Nothing is problem with her.

Misrak(S19)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: She tells us the page of the text book. Our reading she orders us to do exercises.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: She tries to introduce us the new thing in relation to the Ethiopian context.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: I am not sure to help the weak students since there is lack of time.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: For me , the Plasma television program is not well designed for Ethiopian students. The program is not well prepared by focusing on Eth. students standard.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: They have big differences between CT and TVT. The TVT teacher is so fast when she teaches us and the pronunciation she use s is very difficult for us. We can't understand what she says . In addition to this we have chance to raise a question for her if we don't understand what she teaches. On the other hand the CT discusses the unknown things clearly with us if raise questions for her.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: On my part, I learn a little about reading skills. For this reason, I am not that much interested to follow her.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I think it is better to learn by CT unless we don't get any help from TVT.

Degefaw(S20)

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: First she tells us the pages of the text books and then she reads the reading passage paragraph by paragraph. Finally she asks the question related to the passage.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I feel that she reads only for her consumption. B/c she doesn't understand our problem. Simply she continues to read. She doesn't help us.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: I think she doesn't help weak students to be good readers. For me helping students is not an easy task. The teacher is expected to give enough time to discuss the general idea of the reading passage but it is an ideal thing. It is not practical.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The pronunciation she uses is very difficult for us to understand .She also reads is so fast.

Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: The Ct teacher helps us using the reference materials related to the topic. She discusses with us if we are not clear the thing we do not understand.

Interviewer: What do you feel about your actual performance in reading skills through Plasma Television?

S: To some extent I was made to know how to read the passage properly.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: On my part, the pronunciation she uses and the way she teaches the lesson is quite interesting.

F 2: Interview for Teachers

F2.1: Interview for Experimental Group Classroom Teacher (not using plasma).

Objective: The Semi-structured interview aims to investigate the teacher's perception of teaching reading skills.

Name .....

Date of Interview .....

Time of interview ..... Venue .....

1 What procedures do you follow in teaching reading skills ?
2. Do you think that you teach EFL reading effectively?
3. Do you think you make weak students become good readers?
4. What do you think about the current problems in the teaching of English in general and reading skills in particular?
5. How do you compare your method of teaching with the Plasma television teacher?

6. What do you feel about the actual performance of students in reading skills through interactive classroom teaching?
7. What do you think about the current problems of teaching reading skills through Plasma Television?

Interviewer: What procedures do you follow in the teaching of reading?

Teacher: ok! Thank you as to me I used the best procedure. I used from the title and then I give a chance to the students to try to guess the passage. first they try to understand the passage and then try to guess the next idea of the reading passage. After that if skimming and scanning activities, I will give them. after students are asked to read the passage silently individually. There are also some questions to be answered in the post reading when they finish reading.

Interviewer: Do you think you are teaching EFL reading effectively?

Teacher: For me I think so . But when we take it in our country context it is difficult To teach them that the English language because of its different influence.

Interviewer: Do you think you can make weak students' become good readers?

Teacher: As you know that there are a large number of students it is difficult to follow each student day to day . But I try to move around and facilitate to read carefully and individually.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

Teacher: The main problem here is students have no base in English lang. skill . They have no the ability the main problem is students have no interest to

read. Students are much interested to learn grammar than learning reading skill.

Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

Teacher: When we compare plasma teacher with classroom teacher , although the plasma teacher presents the daily lesson with real teaching aids and she is fluent she doesn't understand the situation happening in the classroom. She is so fast when she teaches and orders the students. No students can understand what she says. Her pronunciation is also difficult for the students to understand. When we come to the classroom teacher, she knows the problems of the students very closely, she understand the background of the students. So, she can handle her students very carefully.

Interviewer: What do you feel about the actual performance of students in reading skills through without Plasma Television?

Teacher: At this time students are given enough time to read the passage and work their assignments. They have chances to ask many questions. Moreover, they can call their teacher for help if something gets unclear.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

Teacher: The main problem is lack of time. She doesn't follow the students directly. Her pronunciation is difficult for them rather she reads and speaks fast. As a result, students develop a negative attitude to wards the plasma teacher. This does not mean that plasma totally has no advantages. We know that it helps the students by bringing real things to the classroom.

Therefore, it can be said that plasma is not helpful to teach students reading skill.

F 2.2: Interview for Classroom Teacher Using Plasma

Objective: The Semi-structured interview aims to investigate the teacher's perception of teaching reading skill through plasma television.

Name .....

Date of Interview .....

Time of interview ..... Venue.....

1 What procedures does the televised teacher follow in the teaching of reading?
2. Do you think the televised teacher is teaching EFL reading effectively?
3. Do you think the televised teacher can make weak students' become good readers?
4. What do you think are the current problems in the teaching of English in general and reading skills in particular
5. How do you compare your method of teaching with the classroom teacher using Plasma television?
6. What do you feel about the actual performance of students in reading skills through Plasma Television?
7. What do you think are the current problems in the teaching of reading through Plasma Television?

Interviewer: What procedures does the televised teacher follow in the teaching of reading?

Teacher: Ok. the plasma teacher can use the method when she has to read .Fist, she gives questions for students foe some minutes and then discuss the whole questions. That means she gives them the pre reading questions .After that she tells them to read the passage. In while reading part, students are made to listen the passage rather than read it independently. But in other time she makes the students read the passage individually. In post reading part she tries to revise the whole passage in brief and then ask questions related to the reading materials. Students raised their hands to the classroom teacher and give the answers.

Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

Teacher: In some part she tries to teach them effectively. But it has a disadvantage to conduct through plasma . For example, the allocated time for each activities is enough. Since students are second language learners, she would have to give enough for all activities.

Interviewer: Do you think the televised teacher can make weak students' become good readers?

Teacher: I don't think so. As mentioned above . she always gives them short period of time to read. Students always feel discomfort . Because of this , the become de-motivated to read by helping each other.

Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular ?

Teacher: Students cannot understand her pronunciation in some part and also she cannot observe what they feel. She seems simply to read the materials for her consumption. She cannot help her students. Before they finish reading, she says your time is up.

Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

Teacher: I differ from the plasma teacher that before reading, I always introduce the title of the passage by relating their surroundings. The pre-reading questions are discussed. In the while reading part, I give them enough time to read silently. After reading, students can be given chance to raise the questions which are not clear for them. This time, I make students to discuss each other and finally I lead the whole class discussions. Students can raise their hands and give them answers. This is what I usually does where as the plasma teacher cannot do this because since the plasma is one communication ,she doesn't observe the students feeling .For this reason ,she doesn't understand the whole classroom situation a swell.

Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

Teacher: Students taught by classroom are more advantageous than taught plasma

teacher. The Plasma teacher as mentioned above she is fast when she reads. She cannot give chance for students to read. She takes the lion share as a whole .Students are suffering from shortage of time when they read. Students' actual performance good when they are learning without plasma particularly in reading skills.

Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

Teacher: The first thing is short of time the second thing is she does not listen her students. I think there is communication barrier between the plasma teacher and her students.

Appendix G: Observation

Name of the Teacher.....
Time ..... Venue.....

G1 Table 9: Observation Checklist for Experimental Group

	The Classroom Teacher:		Yes	No
I Pre-reading Session	1	Introduces material to be read		
	2	Discusses the topic of reading.		
	3	Uses visual aids to introduce reading.		
	4	Selects words from reading to discuss their meaning.		
	5	Selects structures from reading to practice them.		
II The While reading Session	6	Encourages the students to give their interpretation in the classroom discussion		
	7	Invites them to predict the other parts of the work		
	8	Makes them understand a part of the work		
	9	Makes the students understand the whole work		
	10	Goes round in the class to assist students in their reading		
III. Post Reading Session	11	Makes the students write a summary of what they have understood from the passage.		
	12	Gives passage reading as homework		
	13	Gives feedback for their reading		

G2: Observation Data

Name of the school: Kokebetsibah

Grade 10 Topic: Book 2 unit 2 Courage

Observation I
Pre-reading

CT: The teacher wrote the topic on the blackboard Orders the students to discuss the pre-reading questions(3) in group of three.
S: Discuss the questions in pair and give answers.

CT: The classroom teacher moved here and there and listen what the students discussed in pair.

While reading

CT: The CT raised some questions and discussed with students. Told the students to read the passage once again by guessing the meanings very carefully.
S: read the passage silently.

CT: Told the students to guess the meanings of the words and read the passage once again.
S: read the passage once again.

CT: order the students to the comprehension questions
S: Opened their exercise books and gave the answers for the give Exercises.

Post reading

CT: Gave the summary for reading passage. How to land the aeroplane in time of accident.

Observation II

Lesson 2 comprehension

CL: The classroom teacher discussed the comprehension questions with her students First she told the students to answer the questions and then discussed together.

S: Few students were sitting idly.

CL: The teacher encouraged the students to speak out what they thought about the central idea of the passage.

S: tried to tell the idea of the passage turn by turn through out the whole period.

Observation III

Phrasal Verbs

The teacher introduced the lesson by saying,"This is a continuation of the previous one.

T: What do phrasal verbs mean?
S: Students have tried to give the answers

T: Do exercise (page 35 #A-B)
S: Do the exercise in pair.

T: Invite two students to make conversations
S: two students made conversation, one acted as student 'A' and the other one as 'B'.

All the students were invited to make the conversation turn by turn.

Observation IV

Reading Passage
Title: Mysterious

T: writes the pre reading questions
S: read the questions first silently and then discuss in pair.

T: In while reading part, the teacher again wrote the questions on the blackboard first , and then tell the students to give the answers by using scanning technique.
S: try to read as quickly as possible and give answers.

T; tell the students to read the passage silently.
S: They tried to read the passage silently but they have shortage of books.

G3 :Observation Data (Experimental Group)

No.	Obs.	L1		L2			L3			L4			L5			L6			L7			L8			L9			L10			L11			L12			L13			L14			L15			L16			Total		
		Y	N	T	Y	N	T	Y	N	T	y	N	T	y	N	1	y	N	T	y	N	T	y	N	T	y	N	T	y	N	T	y	N	T	y	N	T	y	N	T	y	N	T	Y	N	T	y	N	T	Y	N	T	Y	N	T
1	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	9	7	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	9	7	16
2	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	9	7	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
3	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
4	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
5	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
6	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
7	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
8	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
9	A	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
10	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
11	A	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	9	7	16
	B	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	9	7	16
12	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
13	A	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	10	6	16

A=Observer A L1=Lesson One Y=Yes T=Total
B=Observer B L2=Lesson two, etc N=No

G4: Observation Checklist for Control Group

Name of the Classroom Teacher.....
Time ..... Venue.....

G4.1 Table: 10 Check list

I Pre-reading Session	The Plasma Teacher:			
	1	Introduces material to be read	**Yes**	**No**
	2	Discusses the topic of reading.		
	3	Uses visual aids to introduce reading.		
	4	Selects words from reading to discuss their meaning.		
	5	Selects structures from reading to practice them.		
II The reading Session	6	Encourages the students to give their interpretation in the classroom discussion		
	7	Invites them to predict the other parts of the work		
	8	Makes them understand a part of the work		
	9	Makes the students understand the whole work		
	10	Makes the classroom teacher to go round in the class to assist students in their reading		
III. Post Reading Session	11	Makes the students write a summary of what they have understood from the passage.		
	12	Gives passage reading as homework		
	13	Gives feedback for their reading		

G5: Observation Data

Observation I

Courage
The worst Part is landing

TVT: gave the definitions of the words 'courage', 'runway', 'cockpit',
and 'air controller'
S: They were ordered to read in pairs.

TVT: Told them to read from line 41 to 51(time allotted: 1m).
S: Discussed with partner

TVT: What do you think has happened to him? (Time allotted; 30 seconds)
S: They didn't finish reading.

TV T: Ordered the students to read the passage from 52 to 7(Time: 1m)
S: Read the passage

TVT: She said, I think you found the 'Mayday' . It is distress call. The internationally recognized communications distress call, used especially by ships and aircraft. Early 20th century. Representing the pronunciation of French m'aider in venez m'aider "come and help me!

S: try to write the meaning of the word 'Mayday' .

TVT: Why is Alan relieved? (Time; 30 seconds)
S: They remained silent.

TVT: Tell the students to read the passage from lines 74 to 83 in their pairs(time: 1m).
S: read the passage.

TVT: What the main problem for Alan and John?(30seconds)
S: Gave no answer.

TVT: How will Robert assist Alan?
S: Gave no answer.

Observation II

Title: The worst part is landing (continued)

TVT: Read the passage paragraph by paragraph.
S: Wrote the questions 1,2,3,4 (as they were ordered)
TVT: Told them to give the meanings of the following expressions:
Experienced pilot
Weather is good

Smooth ride
The beauty of setting

S: No one was seen to raise his/her hand.
TVT: Ordered the students to write the questions 5, 6,7

S: Wrote the words
TVT: gave the answers for questions 5, 6, 7 by her self.

It went on like this though out the whole period, i.e. all the above activities were done by the plasma teacher.

Observation III

Activities: Vocabulary

TVT: Wrote down the definitions of ten words.(Time: 3m)
S: Wrote ten words as quick as possible.
Windscreen
Discharged
Chatted
Emergency
Reluctantly
Ignored
Take off
Terrified
Experienced
anxious

TVT: dictated the meanings of the new words
S: Tried to write the meanings of the new words.
TVT: Said, this is for all today. Good bye.
S: started talking about their personal matter.
Ct: wanted to revise the lesson but he couldn't control the noise made by students.

G6 Table 11: Observation Data (Control Group)

No.	Obs.	L1			L2			L3			L4			L5			L6			L7			L8			L9			L10			L11			L12			L13			L14			L15			L16			Total		
		Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T	Y	N	T
1	A	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	16	0	16
	B	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	16	0	16
2	A	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	16	0	16
	B	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	10	6	16
3	A	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	10	6	16
	B	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	10	6	16
4	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
5	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
6	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	16	16
7	A	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	16	16
	B	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	16	0	16
8	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
9	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
10	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
11	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
12	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
13	A	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16
	B	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	16	0	16

A=Observer A L1=Lesson One Y=Yes T=Total
B=Observer B L2=Lesson two, etc N=No

Main Study

Appendix H: Pre-test/Post-test for Grade 10

Time: 1:30hr

Read the following passage carefully and then answer questions in each section based on the information in the passage.

A postal system is a system by which written documents typically enclosed in envelopes, and also small packages containing other matter, are delivered to destinations around the world. Anything sent through the postal system is called mail or post. In principle, a postal service can be private or official. Restrictions are generally placed on private systems by governments. Since the 19th century, national postal systems have generally been established as government monopolies with a fee on the article prepaid, often in the form of adhesive stamps. Government monopolies generally do not extend to delivery of parcels or courier services providing express mail. Postal systems often have functions other than sending letters. In some countries, the postal system also has some authority over telephone and telegraph systems. In others, postal systems allow for savings accounts and handling applications for passports.

B Communication via written documents, which is an intermediary carries from one person or place to another, almost certainly dates back nearly to the invention of writing. The development of a formal postal system occurred much later, however. The first documented use of an organized courier service for the diffusion of written documents is in Egypt, where Pharaohs used couriers for the diffusion of their decrees in the territory of the State (2400 BC).

C Modern mail is usually organized by national services (that in recent times are increasingly being replaced by privately owned companies), reciprocally interconnected by international regulations, organizations and agreements. In the United States, private companies such as FedEx and UPS compete with the United States Postal Service, particularly in package delivery. Different mailboxes are also provided for local and express service.

D The world-wide postal system comprising the individual national postal systems of the world's self-governing states is coordinated by the Universal Postal Union, which among other things sets international postage rates, defines standards for postage stamps and operates the system of International Reply Coupons.

E In many countries a system of codes has been created (they are called ZIP Codes in the United States and postal codes in most other countries), in order to facilitate the automation of operations. This also includes placing additional marks on the address portion of the letter or mailed object, called "bar coding." Bar coding of mail for delivery is usually expressed either by a series of vertical bars, usually called POSTNET coding, or a f0020block of dots as a two-dimensional barcode. The "block of dots" method allows for the encoding of proof of payment of postage, exact routing for delivery, and other features.

F The ordinary mail service was improved in the 20th century with the use of planes for a quicker delivery (air mail). The first scheduled airmail service took place between the London suburbs of Hendon and Windsor on September 9, 1911. Some methods of airmail proved ineffective, however, including the United States Postal Service's experiment with guided missiles for international mail transport. Receipts services were made available in order to grant the sender a confirmation of effective delivery. Mail going to naval vessels is known as the Fleet Post Office.

G Worldwide the most common method of prepaying postage is by buying an adhesive postage stamp to be stuck to the envelope before mailing; a much less common method is to use a postage-prepaid envelope.

Franking is a method of creating postage-prepaid envelopes under license using a special machine. They are used by companies with large mail programs such as banks and direct-mail companies. When the pre-paid envelope or package is accepted into the mail by an agent of the postal service, the agent usually indicates by means of a cancellation that it is no longer valid for pre-payment of postage. The exceptions are when the agent forgets or neglects to cancel the mail piece, or for stamps that are pre-cancelled and thus do not require cancellation.

H Mail is quite generally protected by the secret of correspondence, meaning that no letter or other document can be read by other than the receiver (under U.S. law, this only applies to First Class Mail). This right is usually guaranteed by most national constitutions. Usually, special procedures are required in case correspondence has to be, openly or discreetly, controlled by police. The operation of control of private citizens' mail is called censorship and concerns social, political and legal aspects of civil rights. While in most cases this censorship is exceptional, military censorship of mail, particularly of soldiers at the front, is routine and almost universally applied. The use of mail is subject to common rules and a particular etiquette. After the discovery of new communicating systems and vehicles, mail lost most of its special charm in favor of more quickly connecting systems such as the telephone, and remained as a vehicle for commercial or formal documents. It is, however, still widely in use in more cultivated classes for personal communication; in particular, wedding invitations are customarily sent by mail.

Section I. Write True if the statement agrees with the writer False if the statement contradicts the writer (Each has 1.5 marks).

_____1. Governments generally place restrictions on private postal systems.
_____2. Universal Postal Union organization coordinates the individual national postal systems.
_____3. Franking is used by companies with large mail programs.
_____4. According to the article, national services and privately owned companies are interconnected by organizations.
_____5. According to the author, what is a typical method of paying the postal fee for an Article is buying adhesive stamps.
_____6. Improvements to the postal system during the twentieth century include naval vessel delivery.

Section II. Choose the words in the following list to complete the summary and write the correct answer in the space provided below it (each has 1.5 marks)

subsidies	various	services
rise	monopolies	distance
stamps	improved	handling
combination		

Postal systems are usually government-run and paid for by a...7... of user charges and government.....8... There are early references to postal...9... in Egypt *c.* 2000 BC and in Zhou-dynasty China *c.* 1000 BC. The Roman Empire developed...10... centralized methods of relaying messages. In the Middle Ages there were no centralized postal services. Private postal systems developed with the ...11... of nation-states during the Renaissance; subsequently, postal services became government...12.... Charges based on weight rather than...13... and the use of prepaid...14... were first proposed in 1837. The General Postal Union (1875; later Universal Postal Union)...15... international mail delivery by allowing member countries to retain the postage they collected on outgoing international mail and requiring them to treat incoming international mail as they did domestic mail. Airmail and automated mail...16... were developed in the 20th century.

7._____
8._____
9._____
10._____

11._____
12._____
13._____
14._____
15._____

Section 1II. Select the correct answer based on the passage and write the letter of your choice in the space provided (each has 1.5 marks).

____**16.** According to the article, postal systems may have authority over all of the following EXCEPT.
A. courier services.
B. savings accounts.
C. telephone and telegraph.
D. applications for passports.

_____**17.** Read this sentence from the article.

Communication via written documents, which is an **intermediary** carries from one person or place to another, almost certainly dates back to the invention of writing.

What does the word "**intermediary**" mean?
A. the sender of the article
B. the recipient of the article
C. someone other than the sender or recipient
D. someone assigned to read for the sender or recipient

_____**18.** Government monopolies generally do not extend to **delivery** of parcels or courier services providing express mail.

What does **delivery** mean in a sentence?
A. approach
B. manner
C. technique
D. transport

_____19. **"They** are used by companies with large mail programs such as banks and direct-mail companies"
They in paragraph G line 4 refers to
A. mails
B. companies
C. envelops
D. stamps

____**20.** Which of the following countries is the one in which the first documented use of a formal postal system occurred?
A. Japan
B. Egypt
C. Great Britain
D. United States

_____**21.** Franking is a method of performing which of the following tasks?
A. mailing bulk letters world-wide

B. creating postage-prepaid envelopes
C. delivering mail to fleet post offices
D. guaranteeing delivery with receipts services

_____**22.** How does a postal agent generally indicate that a prepaid envelope or package is no longer valid for pre-payment of postage?
A. by using a block of dots
B. by means of a censorship
C. by means of a cancellation
D. by using a bar code system

_____**23.** Which of the following systems have facilitated automating postal operations?
A. system of codes
B. system of airmail
C. system of franking
D. system of mailboxes

_____**24.** According to the article, when is censorship usually NOT employed?
A. for military mail
B. for first class mail
C. for wedding invitations
D. for international reply coupons

Section III .Rearrange the following summaries as they appear in the passage and write the letters in the space provided (1.5 marks).

A. Mail lost most of its special charm in favor of more quickly connecting systems.
B. The first scheduled airmail service took place between the London suburbs of Hendon and Windsor **on** September 9, 1911.
C. Pharaohs used couriers for the diffusion of their decrees in the territory of the State (2400 BC).
D. The ordinary mail service was improved in the 20th century.

25. _____.

IV.Complete the following based on the information in the passage (2 marks)

26. Traditional Mail is different from Modern Mail

a. Traditional Mail : I._____

b. Modern Mail: I._____

Section V. Match the words in Column B with those in Column A and write your answers in the space provided (each has 1.5 marks).

Column A	**Column B**
_____27. has authority over telephone and telegraph system	A. Franking
_____28. interconnected by international regulations, organizations and agreements.	B. Censorship
_____29. Mail going to naval vessels.	C. Fleet Post Office
_____30. Operation of control of private citizens' mail	D. Subscription renewals.
	E. Reader surveys
	F. Modern Mail
	G. Postal system

Appendix I: Results of Pre-test and post-test of Entoto Amba and Kechene Debre Selam Secondary Schools

I 1 Table 12: Results of Pre-test and Post-test of Entoto Amba High School

Subject code	Control Group		Experimental Group	
	Pre-test (50%)	Post-test (50%)	Pre-test (50%)	Post-test (50%)
1	9	26	20	21.5
2	22	24	15	30
3	15	20	16	26
4	28	3	18	23
5	23	16	15	18
6	20	26	23	25
7	30	22	20	24
8	19	18	28	29
9	35	26	20	21
10	20	12	25	23
11	15	7	25	34
12	27	23	25	33
13	17	20	13	27
14	16	14	18	32
15	30	27	21	22
16	25	27	20	33
17	22	24	12	26
18	33	20	31	38
19	18	18	20	21
20	16	18	32	31
21`	14	20	20	22
22	20	18	20	X
23	16	19	7	X
24	9	26	28	32
25	10	12	20	24
26	17	16	16	20
27	34	25	20	23
28	25	18	12	X
29	27	13	12	21
30	13	8	5	21
31	16	19	17	27
32	24	26	26	22
33	34	21	26	37
34	33	23	17	25
35	16	23	11	21
36	29	28	27	37
37	25	23	18	24
38	25	24	25	28
39	7	10		
40	18	14		

I 2 Table 13: Results of Pre-test and Post-test of Kechene Debre Selam Secondary School

Subject code	Control Group		Experimental Group	
	Pre-test (50%)	Post-test (50%)	Pre-test (50%)	Post-test (50%)
1	11	11	25	28
2	12	21	38	35
3	34	22	26	26
4	25	28	26	29
5	19	27	14	36
6	12	12	14	17
7	22	12	17	27
8	30	28	18	22
9	14	18	9	16
10	22	27	26	26
11	20	18	16	23
12	13	19	20	33
13	18	15	17	29
14	17	17	24	26
15	21	29	26	25
16	32	31	25	26
17	18	17	18	33
18	22	17	20	26
19	16	21	21	26
20	17	14	17	X
21`	22	11	22	25
22	18	23	24	30
23	26	18	19	26
24	27	18	17	26
25	21	29	23	34
26	26	16	24	23
27	29	37	22	25
28	24	22	25	39
29	18	22	16	21
30	20	19	19	31
31	12	8	17	20
32	25	23	14	21
33	22	X	8	35
34	20	25	13	27
35	25	23	28	36
36	16	21	13	20
37	15	13		
38	22	19		
39	25	19		
40	10	14		

Appendix J: Students and Teachers Questionnaires

J 1: Student Questionnaire

The office of Research and Graduate Programs Institute of Language Studies Department of Foreign Languages and Literature

Dear Student,
The aim of this questionnaire is to gather data for a study that has been designed to investigate Teaching Reading Skills as a Foreign Language through interactive classroom teaching versus plasma Television.

The responses you give by completing this questionnaire have much importance for the success of my study. Therefore, please read each statement carefully and then provide your responses by selecting one of the numbers against each item.

You do not have to write your name.

Instruction

This questionnaire has 21 items. Respond to these items by putting a tick " √ "against your choice in only one of the five spaces in the response column under 'strongly agree, agree, undecided, disagree or strongly disagree

J1.1 : Questionnaire for Experimental Group (Non plasma Class)

J1.1 Table 14 :Perceived Effectiveness of Teaching Practices

Pre-Reading Phase

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Before reading, the classroom teacher gives background knowledge about the subject of the work.					
2	Before reading, the classroom teacher gives information about the subject of the work by reading it quickly					
3	Before reading, the classroom teacher gives information about the subject of the work by using the title of the work.					
4	Before reading, the classroom teacher gives information about the subject of the work using some related pictures.					
5	Before reading the classroom teacher gives the meaning of unknown words by using mimes.					
6	Before reading, the classroom teacher gives background knowledge about the period in which the work was written.					
7	Before reading, the classroom teacher gives the vocabulary of the work using the opposites of the unknown words.					
8	Before reading, the classroom teacher gives the meaning of unknown words by using them in sample sentences					
9	Before reading, the classroom teacher gives the meaning of unknown words by drawing pictures on the board					
10	Before reading, the classroom teacher Gives the synonyms of the vocabulary					

While Reading

No.	Items	strongly agree	Agree,	undecided	Disagree	Strongly disagree
11	While reading, the classroom teacher makes me understand structural differences between our mother tongue and target language which cause a problem.					
12	While reading the classroom teacher ,makes me understand unknown words which are problem for our understanding					
13	While reading, the classroom teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.					
14	While reading, the classroom teacher makes Me understand only a part of the work					
15	While reading, the classroom teacher helps me to have my own interpretations about the whole work.					
16	While reading the classroom teacher ,helps me to create a discussion about the characters of the work.					
17	While reading, the classroom teacher encourages me to make our interpretations in the classroom discussion.					
18	After reading, some parts of the work, I am invited to predict the other parts of the work					

After reading

No	Items	Strongly agree	Agree	undecided	disagree	Strongly Disagree
19	After reading, the classroom teacher makes me write a summary about what I have understood from the passage.					
20	After reading, the classroom teacher gives passage reading as homework					
21	After reading, the classroom teacher wants me to study the linguistic features of the work as homework.					

J1.2 Table 15: Attitude towards Reading

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never.**

No	Items	Always	Sometimes	Never
1	I grasp the main idea of the material while reading English.			
2	I turn to dictionaries when coming across new words in The English reading			
3	I do not bother with the grammatical structure of sentences while reading in English			
4	I predict the main idea of the whole passage from its Title or subtitles			
5	I guess the meaning of the new words by analyzing their Roots or prefixes or suffixes.			
6	I do not pay attention to the implied meaning of the reading material.			
7	When I read English articles, I skip the words that are new To me			
8	I pause and analyze the structure of sentences when reading in English			
9	I try to get the main ideas of the text on the basis of pictures, charts or figures.			
10	I try to understand complicated sentences by analyzing their structure			
11	I do not see the unknown words as a problem while reading. I try to understand the main idea.			
12 .	I create a situation for classroom discussion on the title of The work			
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.			
14	I guess the meanings of new words in context when reading in English.			
15	I try to interpret the writer's intention while reading in English			
16	I use simple words to replace difficult ones in understanding sentences.			
17	I predict the main idea of the whole passage from key words			
18	I try to grasp the general idea of a sentence before going to read the next sentence			

Experimental Groups (combined groups) Questionnaire Results

Pre-Reading Phase: :Entoto and Kechene Experimental Group Results

No	Items	Strongly agree		Agree		Undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the classroom teacher gives background knowledge about the subject of the work.	57	77	10	13.5	2	2.7			1	1.4	70	100%
2	Before reading, the classroom teacher gives information about the subject of the work by reading it quickly	26	35.1	21	28.4	10	13.5	7	9.5	6	8.1	70	100%
3	Before reading, the classroom teacher gives information about the subject of the work by using the title of the work.	34	45.9	24	32.4	7	9.5	3	4.1	2	2.7	70	100%
4	Before reading, the classroom teacher gives information about the subject of the work using some related pictures.	17	23	19	25.7	15	20.3	10	13.5	9	12.2	70	100%
5	Before reading the classroom teacher gives the meaning of unknown words by using mimes.	14	18.9	15	20.3	13	17.6	13	17.6	15	20.3	70	100%
6	Before reading, the classroom teacher gives background knowledge about the period in which the work was written.	29	39.2	20	27	13	17.6	6	8.1	2	2.7	70	100%
7	Before reading, the classroom teacher gives the vocabulary of the work using the opposites of the unknown words.	25	33.8	20	27	13	17.6	10	13.5	2	2.7	70	100%
8	Before reading, the classroom teacher gives the meaning of unknown words by using them in sample sentences	43	58.1	15	20.3	4	5.4	6	8.1	2	2.7	70	100%
9	Before reading, the classroom teacher gives the meaning of unknown words by drawing pictures on the board	10	13.5	10	13.5	10	13.5	22	29.7	18	24.3	70	100%
10	Before reading, the classroom teacher gives the synonyms of the vocabulary	23	31.1	20	27	16	21.6	10	13.5	1	1.4	70	100%

f: frequencies; **%:** percentages

While Reading phase :Entoto and Kechene Experimental Group Results

No.	Items	Strongly agree		Agree		undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	While reading, the classroom teacher makes me understand structural differences between our mother tongue and target language which cause a problem.	20	27	17	23	17	23	4	5.4	12	16.2	70	100 %
12	While reading the classroom teacher ,makes me understand unknown words which are problem for our understanding	37	50	13	17.6	12	16.2	3	4.1	5	6.8	70	100 %
13	While reading, the classroom teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	9	12.2	17	23	21	28.4	15	20.3	8	10.8	70	100 %
14	While reading, the classroom teacher makes Me understand only a part of the work	33	44.6	19	25.7	4	5.4	7	9.5	6	8.1	70	100 %
15	While reading, the classroom teacher helps me to have my own interpretations about the whole work.	42	56.8	17	23	4	5.4	4	5.4	3	4.1	70	100 %
16	While reading the classroom teacher, helps me to create a discussion about the characters of the work.	50	67.7	14	18.9	2	2.7	2	2.7	2	2.7	70	100 %
17	While reading, the classroom teacher encourages me to make our interpretations in the classroom discussion.	39	52.7	24	32.4	4	5.4	1	1.4	2	2.7	70	100 %
18	After reading, some parts of the work, I am invited to predict the other parts of the work	42	56.8	17	23	7	9.5	3	4.1	1	1.4	70	100 %

After reading phase: Entoto and Kechene Experimental Group Results

No	Items	Strongly agree		Agree		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	FreQ	%	Freq	%	FreQ	%	Freq	%
19	After reading, the classroom teacher makes me write a summary about what I have understood from the passage.	38	51.4	26	35.1	2	2.7			4	5.4	70	100 %
20	After reading,the classroom teacher gives passage reading as homework	40	54.1	19	25.7	6	8.1	1	1.4	4	5.4	70	100 %
21	After reading, the classroom teacher wants me to study the linguistic features of the work as homework	34	45.9	20	27	10	13.5	4	5.4	2	2.7	70	100 %

Attitude towards reading Experimental Groups results

No	Items	Always		sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	31	41.9	37	50	2	2.7	70	100%
2	I turn to dictionaries when coming across new words in the English reading	15	20.3	43	58.1	12	16.2	70	100%
3	I do not bother with the grammatical structure of sentences while reading in English	12	16.2	27	36.5	31	41.9	70	100%
4	I predict the main idea of the whole passage from its title or subtitles	26	35.1	41	55.4	3	4.1	70	100%
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	23	31.1	42	56.8	5	6.8	70	100%
6	I do not pay attention to the implied meaning of the reading material.	8	10.8	35	47.3	27	36.5	70	100%
7	When I read English articles, I skip the words that are new to me.	11	14.9	30	40.5	29	39.2	70	100%
8	I pause and analyze the structure of sentences when reading in English.	19	25.7	34	45.9	17	23	70	100%
9	I try to get the main ideas of the text on the basis of pictures, Charts or figures.	45	60.8	21	28.4	4	5.4	70	100%
10	I try to understand complicated sentences by analyzing their Structure.	21	28.4	45	60.8	4	5.4	70	100%
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	16	21.6	31	41.9	23	31.1	70	100%
12.	I create a situation for classroom discussion on the title of the work.	21	28.4	42	56.8	7	9.5	70	100%
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	14	18.9	35	47.3	21	28.4	70	100%
14	I guess the meanings of new words in context when reading in English.	32	43.2	30	40.5	8	10.8	70	100%
15	I try to interpret the writer's intention while reading in English	19	25.7	36	48.6	15	20.3	70	100%
16	I use simple words to replace difficult ones in understanding sentences.	17	23	44	59.5	9	12.2	70	100%
17	I predict the main idea of the whole passage from key words	27	36.5	39	52.7	4	5.4	70	100%
18	I try to grasp the general idea of a sentence before going to read the next sentence	27	36.5	36	48.6	7	9.5	70	100%

J 2: Student Questionnaire for Control Group

The office of Research and Graduate Programs Institute of Language Studies Department of Foreign Languages and Literature

Dear Student,
The aim of this questionnaire is to gather data for a study that has been designed to investigate the Effectiveness of Teaching Reading Skills as a Foreign Language through plasma Television.

The responses you give by completing this questionnaire have much importance for the success of my study. Therefore, please read each statement carefully and then provide your responses by selecting one of he numbers against each item.

You do not have to write your name.

Instruction

This questionnaire has 23 items. Respond to these items by putting a tick " √ "against your choice in only one of the five spaces in the response column under 'strongly agree=5, agree=4, undecided=3, disagree=2 or strongly disagree

J 2.1 Table 16 :Perceived Effectiveness of Teaching Practices

Pre-Reading Phase

No.	Items	strongly agree	agree	Undecided	disagree	Strongly disagree
1	Before reading, the televised teacher gives background knowledge about the subject of the work.					
2	Before reading, the televised teacher gives information about the subject of the work by reading it quickly.					
3	Before reading, the televised teacher gives information about the subject of the work by using the title of the work.					
4	Before reading, the televised teacher gives information about the subject of the work using some related pictures.					
5	Before reading the televised teacher gives the meaning of unknown words by using mimes.					
6	Before reading, the televised teacher gives background knowledge about the period in which the work was written.					
7	Before reading, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.					
8	Before reading, the televised teacher gives the meaning of unknown words by using them in sample sentences					
9	Before reading, the televised teacher gives the meaning of unknown words by drawing pictures on the board					
10	Before reading, the televised teacher gives the synonyms of the vocabulary					

While Reading

No	Items	strongly agree	Agree	undecided	disagree	Strongly disagree
11	While reading, the televised teacher makes me understand structural differences between our mother tongue and target language cause a problem.					
12	While reading the televised teacher makes me understand unknown words which cause problem for our understanding					
13	While reading, the televised teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.					
14	While reading, the televised teacher makes me understand the whole work.					
15	While reading, the televised teacher makes me understand only a part of the work					
16	While reading, the televised teacher encourages me to make our interpretations in the classroom discussion.					
17	While reading the televised teacher, helps me to create a discussion about the characters of the work.					
18	After reading, some parts of the work, I am invited to predict the other parts of the work.					

After Reading

No	Items	strongly agree	agree	undecided	disagree	Strongly disagree
19	After reading, the televised teacher makes me write a summary about what I have understood from the passage.					
20	After reading, the televised teacher gives passage reading as homework.					
21	After reading, the televised teacher wants me to study the linguistic features of the work as homework					

J 2.2 Table 17: Attitude towards Reading

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never**

No	Items	Always	Sometimes	Never
1	I grasp the main idea of the material while reading English.			
2	I turn to dictionaries when coming across new words in the English reading			
3	I do not bother with the grammatical structure of sentences while reading in English.			
4	I predict the main idea of the whole passage from its title Or subtitles.			
5	I guess the meaning of the new words by analyzing their roots Or prefixes or suffixes.			
6	I do not pay attention to the implied meaning of the reading material.			
7	When I read English articles, I skip the words that are new to me.			
8	I pause and analyze the structure of sentences when reading in English.			
9	I try to get the main ideas of the text on the basis of pictures, charts or figures.			
10	I try to understand complicated sentences by analyzing Their structure			
11	I do not see the unknown words as a problem while reading. I try to understand the main idea.			
12 .	I create a situation for classroom discussion the title of the work.			
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.			
14	I guess the meanings of new words in context when reading in English			
15	I try to interpret the writer's intention while reading in English.			
16	I use simple words to replace difficult ones in understanding sentences.			
17	I predict the main idea of the whole passage from key Words			
18	I try to grasp the general idea of a sentence before going to Read the next sentence			

Control Groups (combined groups) Questionnaire Results

Pre-reading Phase: Entoto and Kechene Control Group Results (in Plasma Television Teaching Class)

No	Items	Strongly agree		Agree		undecided		disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Before reading, the televised teacher gives background knowledge about the subject of the work.	21	26.3	34	42.5	6	7.5	8	10	9	11.3	78	100 %
2	Before reading, the televised teacher gives information about the subject of the work by reading it quickly.	9	11.3	12	15	11	13.8	12	15	34	42.5	78	100 %
3	Before reading, the televised teacher gives information about the subject of the work by using the title of the work.	22	27.5	27	33.8	16	20	8	10	4	5	78	100 %
4	Before reading, the televised teacher gives information about the subject of the work using some related pictures.	37	46.3	20	25	11	13.8	6	7.5	4	5	78	100 %
5	Before reading the televised teacher gives the meaning of unknown words by using mimes.	5	6.3	3	3.8	5	6.3	15	18.8	50	62.5	78	100 %
6	Before reading, the televised teacher gives background knowledge about the period in which the work was written.	7	8.8	6	7.5	8	20	14	35	23	28.8	78	100 %
7	Before reading, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.	6	7.5	5	6.3	11	13.8	15	18.8	41	51.3	78	100 %
8	Before reading, the televised teacher gives the meaning of unknown words by using them in sample sentences	11	13.8	21	26.3	12	15	17	21.3	17	21.3	78	100 %
9	Before reading, the televised teacher gives the meaning of unknown words by drawing pictures on the board.	16	20	18	22.5	8	10	13	16.3	23	28.8	78	100 %
10	Before reading, the televised teacher gives the synonyms of the vocabulary.	6	7.5	12	15	8	10	13	16.3	39	48.8	78	100 %

f: frequencies; **%:** percentages

While Reading Phase: Entoto and Kechene Control Group Results (in Plasma Television Teaching Class)

No		Strongly agree		Agree		undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
11	While reading, the televised teacher makes me understand structural differences between our mother tongue and target language cause a problem.	2	2.5	12	15	9	11.3	4	5	51	63.8	78	100 %
12	While reading the televised teacher makes me understand unknown words which cause problem for our understanding	4	5	7	8 8 .8	5	6.3	18	22.5	44	55	78	100 %
13	While reading, the televised teacher makes me understand insufficient cultural background knowledge that causes a problem of understanding.	6	7.5	7	8.8	9	11. 3	9	11.3	47	58.8	78	100 %
14	While reading, the televised teacher makes me Understand the whole work.	12	15	11	13.8	17	21.3	15	18.8	23	28.8	78	100 %
15	While reading, the televised teacher makes me understand only a part of the work.	9	11.3	21	26.3	10	12.5	22	27.5	7	17.5	78	100 %
16	While reading, the televised teacher encourages me to make our interpretations in the classroom discussion.	14	17.5	9	11.3	10	12.5	19	23.8	26	32.5	78	100 %
17	While reading the televised teacher, helps me to Create a discussion about the characters of the work.	8	10	16	20	10	12.5	14	17.5	30	37.5	78	100 %
18	After reading, some parts of the work, I am invited to predict the other parts of the work.	6	7.5	12	15	11	13.8	22	27.5	27	33.8	78	100 %

After Reading Phase: Entoto and Kechene Control Group Results (in Plasma Television Teaching Class)

No	Items	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
19	After reading, the televised teacher makes me write a summary about what I have understood from the passage.	11	13.8	16	20	10	12.5	12	15	29	36.3	78	100%
20	After reading, the televised teacher gives passage reading as homework.	5	6.3	6	7.5	4	5	27	33.8	36	45	78	100%
21	After reading, the televised teacher wants me to study the linguistic features of the work as homework.	3	3.8	11	13.8	10	12.5	18	22.5	36	45	78	100%

Attitude towards reading Control Groups results

No	Items	Always		Sometimes		Never		Total	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I grasp the main idea of the material while reading English.	36	45	37	46.3	5	6.3	78	100 %
2	I turn to dictionaries when coming across new words in the English reading	10	12.5	42	52.5	26	32.5	78	100 %
3	I do not bother with the grammatical structure of sentences while reading in English.	12	15	37	46.3	29	36.3	78	100 %
4	I predict the main idea of the whole passage from its title or Subtitles.	25	31.3	39	48.8	14	17.5	78	100 %
5	I guess the meaning of the new words by analyzing their roots or prefixes or suffixes.	16	20	39	48.8	23	28.8	78	100 %
6	I do not pay attention to the implied meaning of the reading material.	8	10	33	41.5	37	46.3	78	100 %
7	When I read English articles, I skip the words that are new to me.	9	11.3	39	48.8	30	37.5	78	100 %
8	I pause and analyze the structure of sentences when reading in English.	28	35	34	42.5	16	20	78	100 %
9	I try to get the main ideas of the text on the basis of pictures, Charts or figures.	31	38.8	36	45	11	13.8	78	100 %
10	I try to understand complicated sentences by analyzing their structure	15	18.8	46	57.5	17	21.3	78	100 %
11	I don't see the unknown words as a problem while reading. I try to understand the main idea.	21	26.3	23	28.8	33	41.3	78	100 %
12	I create a situation for classroom discussion the title of the work.	21	26.3	40	50	17	21.3	78	100 %
13	I grasp the gist of the reading material through quickly reading the first and the last paragraphs.	17	21.3	36	45	25	31.5	78	100 %
14	I guess the meanings of new words in context when reading in English.	21	26.3	40	50	17	21.3	78	100 %
15	I try to interpret the writer's intention while reading in English.	15	18.8	50	62.5	13	16.3	78	100 %
16	I use simple words to replace difficult ones in understanding Sentences.	22	27.5	31	38.8	25	31.3	78	100 %
17	I predict the main idea of the whole passage from key words.	28	35	29	36.3	21	26.3	78	100 %
18	I try to grasp the general idea of a sentence before going to read the next sentence.	32	40	30	37.5	16	20	78	100 %

J 3: Teacher's Questionnaire

J 3.1 Table 18: Questionnaire for Experimental group's Teacher (Non-Plasma Teacher)

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never**

Reading Teaching Methods used during the Experiment

No.	Items	Always	Some-times	Never
1	Before reading activity, I give background knowledge about the subject of the work.			
2	Before reading activity, I give information about the subject of the work by reading it quickly.			
3	Before reading activity, I give information about the subject of the work by using the title of the work.			
4	Before reading activity, I give information about the subject of the work using some Related pictures.			
5	Before reading activity, I give background knowledge about the period in which the work was written.			
6	Before reading activity, I give background knowledge about the characters of the work.			
7	Before reading activity, I give the vocabulary of the work using the opposites of the unknown words.			
8	Before reading activity, I give the meaning of unknown words by drawing pictures on the board.			
9	Before reading activity , I give the synonyms of the vocabulary			
10	Before reading activity, I give the meaning of unknown words by using mimes.			
11	Before reading activity, I give the meaning of unknown words by using them in the Sample sentences.			
12	Before reading activity, I want my students try to grasp the meaning of the unknown vocabulary from the context.			
13	Before reading activity, I create a situation for classroom discussion on the title of the work.			
14	My students do not see the unknown words as "problem" while reading. They try to understand the main idea.			
15	My students have the cultural background of the target language reading English magazines, newspapers.			
16	I want my students to make a research on cultural background of the work.			
17	While reading ,unknown words are problem on my students' understanding			
18	While reading, my students try to understand the whole work.			
19	While reading, my students try to understand only a part of the work.			
20	While reading, my students try to have their own interpretations about the whole work.			
21	While reading, my students make their interpretations in the classroom discussion.			
22	While reading, my students role- play the work in the classroom.			
23	After reading, some parts of the work, my students are told to predict the other parts of the works.			
24	After reading, my students are given only passage reading as homework.			

Questionnaire for Experimental Group's classroom teacher

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never**

Reading Teaching Methods used during the Experiment

No.	Items	Always		Somet		Never	
		Fre	%	Fre	%	Fr	%
1	Before reading activity, I give background knowledge about the subject of the work.	2	100				
2	Before reading activity, I give information about the subject of the work by reading it quickly.	1	50			1	50
3	Before reading activity, I give information about the subject of the work by using the title of the work.	2	100				
4	Before reading activity, I give information about the subject of the work using some related pictures.	1	50	1	50		
5	Before reading activity, I give background knowledge about the period in which the work was written.	1	100				
6	Before reading activity, I give background knowledge about the characters of the work.			2	100		
7	Before reading activity, I give the vocabulary of the work using the opposites of the unknown words.					2	100
8	Before reading activity, I give the meaning of unknown words by drawing pictures on the board.	1	50				
9	Before reading activity , I give the synonyms of the vocabulary			2	100		
10	Before reading activity, I give the meaning of unknown words by using mimes.	1	50	1	50		
11	Before reading activity, I give the meaning of unknown words by using them in the sample sentences.	1	50	1	50		
12	Before reading activity, I want my students try to grasp the meaning of the unknown vocabulary from the context.			1	50	1	50
13	Before reading activity, I create a situation for classroom discussion on the title of the work.	1	50			1	50
14	My students do not see the unknown words as "problem" while reading. They try to understand the main idea.			2	100		
15	My students have the cultural background of the target language reading English magazines, newspapers.					2	100
16	I want my students to make a research on cultural background of the work.					2	100
17	While reading ,unknown words are problem on my students' understanding			2	100		
18	While reading, my students try to understand the whole work.			2	100		
19	While reading, my students try to understand only a part of the work	1	50			1	50
20	While reading, my students try to have their own interpretations about the whole work.	1	50			1	50
21	While reading, my students make their interpretations in the classroom discussion.						
22	While reading, my students role- play the work in the classroom.					2	100
23	After reading, some parts of the work, my students are told to predict the other parts of the works.			1	50	1	50
24	After reading, my students are given only passage reading as homework			1	50	1	50

J 3.2 Table 19: Questionnaire for Control Group's Classroom Teacher **(with plasma)**

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always**, **sometimes**, **never**

Reading Teaching Methods used in control Group

No.	Items	**Always**	**Sometimes**	**Never**
1	Before reading activity, the televised teacher gives background knowledge about the subject of the work.			
2	Before reading activity, the televised teacher gives information about the subject of the work by reading it quickly.			
3	Before reading activity, the televised teacher gives information about the subject of the work by using the title of the work.			
4	Before reading activity, the televised teacher gives information about the subject of the work using some related pictures.			
5	Before reading activity, the televised teacher gives background knowledge about the period in which the work was written.			
6	Before reading activity, the televised teacher gives background knowledge about the characters f the work.			
7	Before reading activity, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.			
8	Before reading activity, the televised teacher gives the meaning of unknown words by drawing pictures on the board.			
9	Before reading activity , the televised teacher gives the synonyms of the vocabulary			
10	Before reading activity, the televised teacher gives the meaning of unknown words by Using mimes.			
11	Before reading activity, the televised teacher gives the meaning of unknown words by Using them in the sample sentences.			
12	Before reading activity, the televised teacher wants them try to grasp the meaning of the unknown vocabulary from the context.			
13	Before reading activity, the televised teacher creates a situation for classroom discussion on the title of the work.			
14	My students do not see the unknown words as "problem" while reading. They try to understand the main idea.			
15	My students have the cultural background of the target language reading English Magazines, newspapers.			
16	The televised teacher wants them to make a research on cultural background of the work.			
17	While reading ,unknown words are problem on my students' understanding			
18	While reading, my students try to understand the whole work.			
19	While reading, my students try to understand only a part of the work			
20	While reading, my students try to have their own interpretations about the whole work.			
21	While reading, my students make their interpretations in the classroom discussion.			
22	While reading, my students role- play the work in the classroom.			
23	After reading, some parts of the work, my students are told to predict the other parts of the works.			
24	After reading, my students are given only passage reading as homework			

Questionnaire for Control Group's classroom teacher (with plasma)

This questionnaire has 18 items. Respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**always, sometimes, never**

Reading Teaching Methods used in control Group

No.	Items	Always		Sometimes		Never	
		Fr	%	Fr	%	Fr	%
1	Before reading activity, the televised teacher gives background knowledge about the subject of the work.	2	100				
2	Before reading activity, the televised teacher gives information about the subject of the work by reading it quickly.	1	50	1	50		
3	Before reading activity, the televised teacher gives information about the subject of the work by using the title of the work.	2	100				
4	Before reading activity, the televised teacher gives information about the subject of the work using some related pictures.	1	50	1	50		
5	Before reading activity, the televised teacher gives background knowledge about the period in which the work was written.			1	50	1	50
6	Before reading activity, the televised teacher gives background knowledge about the characters of the work.	1	50	1	50		
7	Before reading activity, the televised teacher gives the vocabulary of the work using the opposites of the unknown words.			1	50	1	50
8	Before reading activity, the televised teacher gives the meaning of unknown words by drawing pictures on the board.	1	50			1	50
9	Before reading activity , the televised teacher gives the synonyms of the vocabulary			1	50	1	50
10	Before reading activity, the televised teacher gives the meaning of unknown words by using mimes.			1	50	1	50
11	Before reading activity, the televised teacher gives the meaning of unknown words by using them in the sample sentences.			`1	50	1	50
12	Before reading activity, the televised teacher wants them try to grasp the meaning of the unknown vocabulary from the context.					2	100
13	Before reading activity, the televised teacher creates a situation for classroom discussion on the title of the work.			1	50	1	50
14	My students do not see the unknown words as "problem" while reading. They try to understand the main idea.			2	100		
15	My students have the cultural background of the target language reading English magazines, newspapers.			1	50	1	50
16	The televised teacher wants them to make a research on cultural background of the work.					2	100
17	While reading ,unknown words are problem on my students' understanding			1	50	1	50
18	While reading, my students try to understand the whole work.			2	100		
19	While reading, my students try to understand only a part of the work	1	50			1	50
20	While reading, my students try to have their own interpretations about the whole work.			1	50	1	50
21	While reading, my students make their interpretations in the classroom discussion.			2	100		
22	While reading, my students role- play the work in the classroom.					2	100
23	After reading, some parts of the work, my students are told to predict the other parts of the works.					2	100
24	After reading, my students are given only passage reading as homework			2	100		

Appendix K : Interviews for Teachers and Students (for the Main Study)

1. What procedures does the classroom teacher follow in the teaching of reading?
2. Do you think the classroom teacher is teaching EFL reading effectively?
3. Do you think the classroom teacher can make weak students' become good readers?
4. What do you think are the current problems in the teaching of English in general and reading skills in particular
5. How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
6. What do you feel about your actual performance in reading skills?

General Question:

7. What do you think are the current problems in the teaching of reading through Plasma Television?

1 What procedures does the televised teacher follow in the teaching of reading?
2. Do you think the televised teacher is teaching EFL reading effectively?
3. Do you think the televised teacher can make weak students' become good readers?
4. What do you think are the current problems in the teaching of English in general and reading skills in particular
5. How do you compare your method of teaching with the classroom teacher using Plasma television?
6. What do you feel about the actual performance of students in reading skills through Plasma Television?
7. What do you think are the current problems in the teaching of reading through Plasma Television?

K 1: Results of Students' Interview

K 1.1: Experimental group (Entoto Secondary School)

1. Sada(S21)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: First thank you very much for giving me this chance. Then I can say something about the reading skills. While we are learning, the classroom teacher usually follows three methods. In the pre- reading session, the classroom teacher makes us revise the previous lesson by participating with question and answer. Then he writes questions on the blackboard to discuss in our group. Based on this we share ideas among group members. In the while reading stage, the teacher uses different methods: Sometimes, he tells to predict the next idea of the paragraph after we have read the first paragraph. We follow this procedure until we finish the passage and then we are told to do the activities written in the text.

2. Interviewer: Do you think that the classroom teacher is teaching EFL reading effectively?

S: Yes, our teacher is clever. He always does his best for his students. He encourages the students to participate in the class and makes the students be good students. He tries a lot. Since he is an experienced teacher, he invites students to participate in the class.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: I do not accept this idea all in all because as we know most of the teachers always appreciate the fast learner and pay attention for them. In fact, this is not only the problem of our teacher but it is the problem of many teachers. Therefore, she cannot encourage the weak students to become good reader. Even in the time of classroom discussion, if slow learners raise hands and ask for clarification, they are not given chances to participate. Thus our teacher is, regarding of this, not out of the problem.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: The problem lies on the primary school teacher. In primarily school, teaching –learning process is conducted using their vernacular language. Students are not given opportunity to use English language properly. When they join high school, they bring the same behavior to high school. There are evaluated properly. The teacher does not evaluate his students rather demoralize them. The problem mainly lies on the teacher since he/she does not follow his students properly. As we know, students need special attention while they are reading, writing, speaking and listening.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: On my view, the classroom teacher is giving better teaching method than the plasma teacher is. Because, as mentioned earlier, we do not have a good language base from lower Grade. When we join high school now, we are suffering from using the skills. Generally, learning through interactive classroom teaching is very comfortable than learning through plasma teaching because the plasma teacher is not with us and she does not understand the all over all situation usually happens in our classroom (the school environment). In addition, she does not allocate enough time for each activity. In general, it is not participatory. This is on the other way round in the interactive classroom teaching. The students can freely ask questions if something gets unclear. They can use their back ground knowledge and participate in the classroom. Thus, in my part, the classroom teacher is more comfortable for the students.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: As I told you before, teaching reading through interactive classroom teacher is very important and very participatory. There are several students who are unable to read properly because of many reasons: one of these reasons is that students are very shy. So our reading ability is not that much effective. The classroom teachers are responsible for all these practices. Their contribution is very significant here.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: As mentioned earlier, the interactive classroom teaching method is very interesting than the plasma television. Because of shortage of words, and other reasons we are poor at English. May be plasma presents pictures and charts very clearly but since the classroom teacher is always available in the classroom, students are very close to him and they can raise several questions for him if things are not clear. Because she is fast and she does not give enough time for us to read. Thus, I prefer to learn using interactive classroom teaching.

2. Tesfanesh(S22)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: Regarding of the teaching and learning process, our teacher uses the three stages: In the pre-reading stage, the teacher makes us to guess the idea of the passage based on the title of the passage. In while reading session also he asks what do we understand from the passage and he also makes predict the next idea. After reading, he gives exercise to do finding the answers .We can asks question

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Our teacher is very clear. He tries to teach us using different materials and encourages his students to participate in the classroom.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: I do not agree with this because many teachers do not do this .But now a days our school uses group work composition method. This performs not only for the English period but also it uses for all other subjects. Students are grouped according to their ability or capacity. This sitting arrangement may the students to help one other. Except this, any English teacher does not take initiative to help poor readers become good readers.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: I can say that most students have no good background knowledge in English in general and reading skills in particular. In order to alleviate this problems the teacher works hard to assist the students. He encourage the students to participate if classroom discussion .So, we try to improve our reading ability and by day.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher, not using Plasma television?

S: The classroom teacher is giving better teaching method than the plasma teacher is. Because we can ask a teacher if something is not unclear but the plasma teacher does not do this. She simply works that the students should listen while she reads the passage. Therefore, the method of teaching reading skills by the classroom teacher is better than the plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: Teaching reading through interactive classroom teaching helps to know more about the reading skills .It helps us to have good relationship between our teacher.

7. Interviewer: What do you think are the current problems in the teaching of reading skills through Plasma television?

S: Learning reading skills through plasma television students handicapped because the devise is not that much helpful for many reasons mentioned above.

3. Ehet(S23)

1. Interviewer: What procedures does the classroom teacher follow in the teaching of reading skills? through interactive classroom teaching?

S: I would like to thank for giving me this chance. Our classroom teacher follows the good procedure of teaching reading skills .He uses the reading phases one by one. In the rereading stage, we are ordered to close the exercise books and make us predicate what is going on in the reading passage and then he gives us some

pictures and invites us what will happen in the reading passage.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Yes. Even he encourages us to give answer we in English when ever there is discussion in the classroom. This helps us to communicate in English.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: This is not practical in the classroom. In fact, there is a start of group composition. Thus may help the weak to participate in their group. Step by step they will participate in the classroom as a whole. But in reality the classroom teacher does not help the weak to be good readers. Even in time of classroom discussion, the teacher selects the fast learners to lead the discussion.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular ?

S: We students have a problem comprehending the passage because we have no good back ground knowledge in the lower Grade. The teacher focused s on the clever students to participate .But this chance is not given for the week students.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: We prefer to learn to learn by the classroom teacher. But the plasma teacher is very fast and her pronunciation is not clear for us. Therefore, for our better understanding, teaching by classroom teacher is better than the plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I do not have a good impression the plasma teaching .I improved my reading performance day to day. I pursue the classroom teacher eagerly.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: Learning reading through plasma is not good because of several reasons mentioned above.

4.Bethelehem (S24)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through Interactive classroom teaching?

S: For example, he encourages to predict what is going on in the passage. In the while reading stage , the classroom teacher to read the passage independently.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Our teacher teaches us effectively. He knows his duty and responsibility very well. He works hard to assist us whenever problems arise.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: I do not think so. I have not observed him helping poor students become good readers so far. In fact the school, now a days, implements group composition arrangements. We students are made to sit in group 5. As a result of this students are motivated to participate in their ground and in the classroom discussion as a whole. Generally, he does not normally give special attention for the weak students.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: We have no a good base in the lower class .We were trained to have good background knowledge. But now the classroom teacher is very active he can show us how to read it well,

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom

teacher not using Plasma television?

S: I prefer to learn to learn by CLT where as the plasma teacher is very fast. We cannot get and ask her if we get confused. Learning by the CLT is more preferable than plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: There is a free discussion in interactive classroom teaching lead by the teacher. We discussed freely. So, it is this which helps to improve with short period.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma television?

S: The students cannot comprehend the reading passage well.

5. Frieselam (S25)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: Our teacher is very clever. He uses the three phases: pre-reading phase, while –reading phase ad

post reading phase effectively.

First he tells us to give the answers of the pre reading questions and then make us guesses the reading passage if there is also a picture .We are required to generalize the idea of the reading passage he himself summaries the daily lesson.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Yes. He .makes us understand the rereading passage very well.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: I do not agree with this. Most of the teachers give attention for the clever students not the poor students. Thy want to together with the clever students. The poor do not get these4 chances.

4. Interviewer: What do you think are the current problems in the teaching of English in general and Reading skills in particular?

S: It should better if students had had good back ground knowledge at the beginning .Students would have developed their ability .For this reasons students become shy and fail to communicate with their teachers. Previously our teachers could speak Amharic in the English period. This has an impact for students not communicate with their teachers and their colleagues.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: When we learn reading through plasma, we get confused and became idle because of the speed of the plasma. Every thing is lost. So, this doesn't happen in the interactive classroom teaching by the classroom teacher. There we prefer the CLT than Plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I can say that a few students can do something better but most of the students are not ahead the plasma.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma television?

S: I think students are not good at reading while reading is transmitted .So we conclude that plasma teaching is not appropriate poor this students.

6. Regassa (S26)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through

interactive classroom teaching?

S: Thank you for giving me this chance. Our English teacher is very active. He knows how to teach reading Skills. He uses the three stages turn by turn. In the pre reading stage, he asks us to predict what comes next. In the while reading part, we are told to close our text books and asked to predict the next idea which is found in the next paragraph. After reading, he asks what we understand from that passage.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: We appreciate our teacher when he teaches us reading skills. He tells us some related ideas that he reads from other books. It will be very valuable if starts teaching from the lower class.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: I do not agree with this. But there is a good start that our school uses the small group sitting arrangement (form a group 5 students.). This may help us to help one other. Because it is a new start, we cannot see the results today. We hall see whether or not it is fruitful in the future.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: Students are in the problem of reading the texts very well. Because the elementary school teachers did not help them to develop good back ground knowledge. There are many students who fail to read the passage. But they are always given cover by few clever students. I can say that English is terribly deteriorated from time to time.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: When I compare the classroom teacher with the plasma teacher, I can say that the plasma teaching method seems to be designed for the poor teacher who does not like to teach students very well. Because they operate the plasma for the students and enjoy sitting idly. Regarding the given time for doing the exercises not that much enough. But the classroom is not like that. Unless the MOE wants to give uniform lesson for all students in the country, this devise has no contribution for not given special attention.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: Because there is no control mechanism, students are always absent from school, late to school and even they ignored the class and enjoyed out of the class. teachers do not control them and they do not know which one is good learner and which on is not. So students sit idly in the class and do nothing .There fore I can say that we can improve our reading ability gradually.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: There are several problems First it is too fast to read. She does not worry about the students. She reads the passage and comes to the activities and then summaries the reading texts by her self.

7. Yakob (S27)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: Our teacher follows a good technique: Before reading we are asked to predict what the passage is going to happen. After reading we are also asked about what we read .In addition he asks us the relation what we predicted in the pre reading and the idea that we get in the while reading phase.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Our English teacher is very clever. He focuses on the language that can be found in the reading text. He encourages us to speak in English. This may help us to develop our language capacity.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?
S: Our classroom teacher has mostly a god quality of teaching reading but he has a problem of checking the assignments. He doe not have a checking mechanism. He does not care about the weak students. He wants to go forward with the clever students.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: majority of the students are weak in English. We have no a good base in the lower class. This poor background knowledge makes students incompetent when they join in high school.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?
S: Here, learning reading through interactive earning is very acceptable because we can ask him any time if we get confused. Where as the plasma teaching, since it is one way communication students cannot raise questions for clarification. We can get only a pronunciation advantage.

6. Interviewer: What do you feel about your actual performance in reading skills?
S: The teacher helps us to read very well but it is not recommended to expect all from the teacher. Students by them selves should try to do their best. This time they will develop their actual performance in reading.
7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: I consider the plasma teaching as helpful for only pronunciation advantage. Other wise it has no contribution for teaching reading skills as well.

8. Girmay(S28)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through Interactive classroom teaching?
S: The teacher follows a good method of teaching. First, he uses the pre reading stages. In this stage, he invites to guess what is going on in the passage in the while reading stage, he asks us to predict what is going on in the next paragraph. In the after reading stage, the teacher asks us what we understand from the passage. These are what he follows the procedure to teach the reading skills.
2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
S: yes. As I observed he is good teacher for us. He encourages us to communicate in English. Our previous teachers used vernacular language when they assume that we do not comprehend the reading comprehension but this does not help us to improve our reading ability.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?
S: I do not agree with this. Previously our English teacher tries to help the poor students as much as possible but students do not accepted this .Then the teacher has changed his mind and want to go with the clever students. But our school starts the small group composition arrangement. This means we are made to form small group (with the composition of ability group).
4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: We have no a good back ground knowledge in English language in general reading skills in particular. Because of this, currently we have a problem of reading skills. We cannot read, speak, etc in front of the class for fear of being laughed at.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: I prefer to learn reading skills through interactive learning than plasma teaching.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: It is very helpful for good students like me but most of the students still need much help to improve their reading ability.

7. Interviewer: What do you think about the current problems in the teaching reading skills through Plasma Television?

S: Since the plasma teacher is very fast to read the passage, we are unable to follow her. As I mentioned in the above questions, we have no a good back ground knowledge of reading skills. For this reason, we are not competent readers and follow her attentively. There fore I like learning through interactive classroom teaching by classroom teacher.

9. Tamene (S29)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading through interactive classroom teaching?

S: In pre reading stage, he invites to guess what is going on in the passage in the while reading stage, he asks us to predict what comes in the next paragraph. In the after reading stage, the teacher asks us what we understand from the passage. This procedure encourages us to participate actively.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Yes, he does it. He makes the students to read the passage independently and then discuss together. He asks the questions in the passage to check whether or not they comprehend the passage.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: Yes. But the teacher is expected to work more because we have no background knowledge to the reading skills. When we were in elementary school, our English teachers did not help us to develop our reading skills. For this reason, we face problems in high schools.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: I can say that most students have no good background knowledge in English in general and reading skills in particular. In order to alleviate this problems the teacher works hard to assist the students. He encourage the students to participate if classroom discussion .So, we try to improve our reading ability and by day.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: I prefer learning reading through interactive class room teaching to plasma teacher. Because we can ask a teacher if something is unclear but the plasma teacher does not do this. She simply works that the students should listen while she reads the passage. Therefore, the method of teaching reading skills by the teacher is better than the plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: Teaching reading through interactive classroom teaching helps me to know more about the reading skills .I t helps us to have good relationship between our teachers.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: Learning reading skills through plasma television students handicapped because the devise is not that much helpful for many reasons mentioned above. Therefore, I like learning reading skills by the help of the classroom teacher than the plasma teacher.

10. Ezera(S30)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading through interactive classroom teaching?

S: Our teacher uses the three stages turn by turn. In the pre reading stage, he asks us to predict what comes next. In the while reading part, we are told to close our text books and asked to predict the next idea which is found in the next paragraph. After reading, he asks what we understand from that passage.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Yes. The classroom teacher always works hard to assist us to read the texts properly. He also monitors each student whether or not she/he read the passage independently.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: Yes, there is a good start that our school uses the small group composition sitting arrangement (form a group of 5 students.). This may help us to help one other. Each student is active in group discussion. But as it is a new start, we cannot see the results today. We hall see whether it will be fruitful or not in the future.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: Students are in the problem of reading the texts very well. Because the elementary school teachers did not help them to develop good back ground knowledge. There are many students who fail to read the passage. But they are always given cover by few clever students. I can say that English is terribly deteriorated from time to time.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: When I compare the classroom teacher with the plasma teacher, I can say that the plasma television teaching method seems to be designed for the poor teacher who does not like to teach students very well. Because they operate the plasma for the students and enjoy sitting idly.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: Because there is no control mechanism, students are always absent from school, late to school and even they ignored the class and enjoyed out of the class. teachers do not control them and they do not know which one is good learner and which on is not. So students sit idly in the class and do nothing .There fore I can say that we can improve our reading ability gradually.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: There are several problems First it is too fast to read. She does not worry about the students. She reads the passage and comes to the activities and then summaries the reading texts by her self.

K 1.2 : Control Group (Entoto Secondary School)

1. Yeshwaluel (S31)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: The plasma teacher directly reads the reading text without giving us time to do the pre-reading questions. In addition, her pronunciation is not clear for us. For this reason, we are unable to understand the instruction she gives us.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: As it is known, English is given for us as a foreign language. The plasma teacher is a native speaker. She considers us as though we are also native speakers. As a result, she reads fast and her accent is not appropriate for us. Therefore, she is not effective.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: I do not think so. Since we do not understand what she said how could we say she is able to make poor students become good readers. It is impossible.

4.Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular
S: We did not give attention for English language when we are in elementary school. We were poor at English in elementary school and we also poor in high school.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: Although the plasma teacher is fast and fails to convey instruction, the questions written on the screen are very important for us. But the classroom teacher is irreplaceable.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: I can assure that I increase my speed to read the passage b/c the plasma teacher gives us very short period of time to read. Thus, this type of method forces me to be fast reader. But this does not mean that I become a good reader. I do not have the opportunity to pause and analyze the idea of the passage.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: As I said earlier, the plasma teacher reads fast and she does not care about her students. Her pronunciation is difficult for us to understand. She reads the passage simply for her consumption. She does not give special attention for the students.

2.Tirsit (S32)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: In fact, the plasma teacher tries to follow the three phases. But she fails to teach us very well.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: I can say that we cannot understand it effectively. Because the televised teacher

reads the passage by herself and she has no the mechanism to check whether the students understand the passage or not.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: It is absolutely unthinkable. In the first place, it is impossible for her to identify which one is poor and which is clever. Therefore, I can say that she has not implemented this so far and she has no access to do it in the future.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: It is clear that most us came from the government school. We did not get basic English there. In addition, I can say that we have no a good back ground knowledge of English language. When we join high school, we fail to understand the English language in general reading skills in particular. Regarding the plasma lesson, the learning and teaching process is getting worse. We cannot communicate with her. We cannot undertand what she orders us to do.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: I prefer the method of classroom teacher because if I get something unclear I can ask him for clarification he is available for classroom discussion as well. We can meet our classroom teacher face to face and ask him what we feel and in his regard he can ask any students that he wants to ask. Where as the TVT is on the other way round. I can say that she reads the passage as for her consumption. She seems that she does not bother for her students.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: I cannot say that I learn a lot through plasma television particularly reading skills. But I can assure that I increase my speed to read the passage b/c the plasma teacher gives us very short period of time to read. Thus, this type of method forces me to be fast reader. But this does not mean that I become a good reader. I cannot get a chance to pause and analyze the idea of the passage.

7. Interviewer: What do you think are the current problems in the teaching reading skills through Plasma Television?

S: Reading skills through plasma does not help me because the plasma teacher presents the passage to be read only for that period. I have no opportunity to reread it. Therefore, because of this reason and others, reading through plasma does not handle the reading skills well.

3. Alemu (S33)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Because the plasma does not contribute us a lot, I cannot support this devise to give us reading lesson. We need much help to read because our reading background is not that much. We did not know how to read the passage when we were in primary school. The primary school English teacher did not encourage us to read in English. We brought this poor quality of English when we join high school. Thus, we prefer the classroom teacher to help us read the passage independently.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I do not think so. In the first place, the time is very short and she cannot help us to read the passage.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: No. She cannot teach us effectively. She can not identify the weak students and try to

help them . Simply, she does not bother about this. She continuous reading he passage.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The current problem of reading skills is that students are unable to read effectively. They do not bother about the passage.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: When I compare the classroom teacher with the plasma teacher methodology, the classroom teacher is very close to us and he gives chances for us to read independently and he can assist us any time we need support. But these are not implemented by the plasma teacher. Therefore, in my part I prefer the classroom to teach us reading skills.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: I do not improve my reading ability when I learn reading skills through plasma television.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: Because the plasma teacher does not give us enough time to read the passage and she has no access to assist the students, we fail to improve our reading skills and we have no interest to learn reading through plasma television.

4. Mebrat(34)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The procedure the plasma teacher uses is first she presents the topic on the television screen and she gives time to read the passage. The time given is not enough to take correction and something like that.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I do not think so. She tells us the page number to read but there is shortage of time to read the passage and to do the activities as well.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She cannot make the poor students to improve their reading ability. In the first place, she has no opportunity to identify the poor and clever students because the devise is not live The transmission is video recorded. Simply, she teaches the reading passage without checking which student is weak and needs support.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

5.Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: The classroom teacher helps the poor students by using different techniques: let students to join with the clever students and give them special assistance . So, the method of classroom teacher is more preferable than the method of plasma teacher.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S My actual performance on reading skills is not much improved. The plasma teacher does not help me as I expected. Because she does not give us assignments, we do not give attention for reading skills transmitted through plasma television.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: Students get confused learning reading through plasma television. As she does not give us enough time for doing the activities, and she does not give us reading assignments we also do not take into consideration. We develop negative attitudes towards reading skills.

5. Mebrat(S35)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: She uses the text book as a guide and follows every procedure which is found in it.
2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: I can say yes. Because we have poor background knowledge we are unable to read the passage properly.The plasma teacher teaches us well.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: She cannot do this .Because it is very difficult for her to identify the weak students and works hard to make them good readers.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: The problem of reading ability is not the responsibility of the teacher. It is the students who are responsible for the poor quality of our reading skills. Because we have basic language problems, we students, not the teacher, cannot understand the lesson transmitted.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: I can assure that the classroom teacher is better than the plasma teacher is. The plasma teacher gives answers whenever we ask him questions because he is available in the classroom where as the plasma teacher does not give this opportunity.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: I can say I made little progress in reading skills. Because I have interest with the plasma teacher, I like her introduction sentences .
7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: Because she does not give us assignments, we become idle and do not do more activities in and out of schools. This makes students to refrain from face the challenges of comprehending.

6. Yakob(S36)
1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: The plasma television teacher follows the procedure by using the three reading phases. It means she presents pre reading questions and let the students discuss in their group. Then she clarifies the reading passage properly and finally she summarizes the reading lesson.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: She does not teach us reading lesson effectively. On my belief, the reading lesson she teaches is not suitable for foreign language learners. It is clear that students have no good back ground knowledge when we were in primary school. Our poor back ground knowledge

which we brought in the lower Grade made us become incompetent. On the other hand, her pronunciation challenge the students to understand what she said clearly. She cannot transmit important things through plasma.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: Never. Her method of teaching is comfortable for us rather it clears for only clever students .It centers the clever students. But it is not convenient for poor students.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular
S: There are many more problems of learning reading through plasma. Students are so poor to read the passage because of the method the plasma teacher uses.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: The classroom teacher can gather information and can give us information more about the reading skills. but the plasma teacher does not do this .Because of this reason ,I cannot compare and contrast this.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: I cannot say anything regarding to this. It harms us.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: There are many problems. Firstly, she does not teach us effectively.

7. Daniel (S37)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: the televised teacher tells us the topic, gives us proper information, and tells to read the passage . Finally, she gives us a summary.
2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: She does not teach us reading effectively. As long as her pronunciation is not clear, it can be said that she cannot teach us effectively.
3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: No. She does not invite the poor students to participate. She does not do this.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: We cannot compare them. The classroom teacher can make the students be active participant because he is with us and give help whenever we ask for help. But the plasma teacher is out of this.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: My performance is getting less and less from time to time. The plasma gives me nothing to improve my reading performance.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: The problem is shortage of time I to do the activities.

8. Estifanos(S 38)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: First, our televised teacher follow the procedure that she tells us the topic that we are going to learn and she defines the meaning of the topic and give us the exercises types to do.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: No, approximately she can teach us effectively. She gives us some pictures to help understand the lesson very easily. But since English is given as a foreign language, we do not understand what she said. Therefore, more efforts should be excreted to alleviate this problem.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: No. She did not do this. She cannot perform students to be clever. The plasma teacher always keeps the interest of the clever students. She is always with them. She always focuses on the problem what the c lever student's face.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular ?

There are problems that we usually face. Because our teacher does not pay much attention to reading skills rather she teaches speaking skills.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: There is a big difference between the classroom teacher and the plasma teacher. The plasma teacher gives attention to grammar and other knowledge of the language. But the classroom teacher does not do like this. He/she knows how to teach reading skills. He helps us to read independently. In general, I prefer to learn by classroom teacher.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: To some extent, I develop my performance in reading skills because our plasma teacher specific time to finish the reading passage. Whether I like it or not, I should follow her procedure. This makes me to increase my speed of reading the passage.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I think problem is she does not support the weak students. She only encourages the clever students. So the plasma teacher does not give attention for poor students.

9. Tarekegn(S39)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: First, she tells about the topic and the meaning of that topic and starts to teach us.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Some times, there are clever students as well as poor students in education and so at that time the clever students get more education why they want .so poor students are benefited as well.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: In some extent yes. But most of the time we are unable to hear her pronunciation Because this reason I can say that the plasma teacher does not help us to learn the reading skills.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: We need much time to develop reading skills but it is unfortunate that she does not give us enough time and she said your time is over. I can say that we do not get adequate knowledge regarding reading skills.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: The classroom teacher can give us further knowledge of reading skills by comparing different text that he gets from his experience. The plasma teacher, where as focuses only the text books. This does not help us. In addition, if we do not understand we have no access to ask her but the classroom is with us and we can ask him question for clarification.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: We do not get what we want. As we know, there is individual difference between the students. Some students can understand the reading skills through plasma television, but most of the students are unable to understand the reading given by the plasma teacher.

10. Sema(S40)

1: Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The plasma teacher follows the procedure simply presenting the pictures and analyzes it. She reads the passage by her self. She does not give us chance to read the passage individually.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I do not think so. She simply focuses on the pictures found in the text book.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She does nothing about this. Most of the students in the classroom are idle because the method she follows is not participatory. Therefore, she does not work hard to make weak students become good readers or not

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: I prefer to learn by classroom teacher. Because he is very close to us. When we are in need of help, he is available and gives us assistance.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: The current problem is in reading skills through plasma television is the plasma teacher mostly focuses on the reading text read by her self. She does not worry about the students whether we understand the idea of the passage

6. Interviewer: What do you feel about the actual performance of students in reading skills through? Plasma Television?

S: As mentioned earlier, she does not follow a good method. She does not give chances for the students. The method is not participatory. Because of this reason, I cannot perform well in reading skills.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: The plasma teacher jumps the important things found in the reading passage. She reads the passage simply for her consumption. She does not give special attention for the students.

K1.3: Control Group (Kechene Secondary School)

1. Michael (S41)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

T: The plasma teacher follows a good procedure to teach reading but this procedure is suitable for only students but not weak students.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

T: I can say that she does well. She gives different texts to be read and after reading we discuss everything in the classroom.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

T: Some times, she makes weak students become good readers

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

T: The problem here is Students have no good background knowledge when they join high school. But in high school, students work hard to improve their English language as well as their reading ability.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

T: Both do well. The classroom teacher as well as the plasma teacher does good. Both of the teachers do their best.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

T: I develop to be a fast reader when I start learning reading through plasma television.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

T: The problem is we are not familiarizing the new words found in the reading passage. Because of this reason when we read the passage, these problems challenge us no to comprehend the passage.

2. Asmare (S42)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Firstly, in the pre reading stage she tells us some information about the title of the text and she gives us detail information about the body part of the passage and then she summarizes the passage.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Although the plasma teacher tries to teach reading skills, it does not mean that she is very effective rather the classroom teacher is more effective than her.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She did not like this .In fact, she tells us to discuss the activities in group but she does not give support the poor students as well.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The current problems of English Language in general and reading skills in particular lie on the shoulder of the teachers, parents and students themselves. This means, students do not work hard or do not read the reading texts regularly. Teachers as well as parents are responsible for these problems. Both of them should monitor the students to develop their reading habit.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: The classroom teacher is familiar with us. She has detail information about the students. She knows our behavior and assists us to comprehend the passage very easily. Therefore, I prefer to learn reading skills through interactive classroom teaching by teachers.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: The plasma teacher does not help me to develop my reading performance. For me. it is a teacher who assist me to become competent reader.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: We cannot ask the plasma teacher if we do not understand the instruction or the lesson as well.

3. Erkihun(S43)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The plasma teacher first explain the lesson in detail, and then she gives time to discuss the pictures related to the topic finally she gives us class work and home work.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: Yes, .She reads the passage or an article and discuss together. This is the mechanism to learn.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: Partially I can say she is supportive.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular ?

S: Some students do not give emphasis for reading skills like other skills. They do not become good readers.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: I prefer to the classroom teacher because we get further knowledge of reading from the CLT but not from the plasma teacher.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I can say that I increase my reading ability when learn reading through plasma because whether I like it or not I should be fast when she teaches reading other I will be lag behind my colleagues . To fill this gap I must follow her attentively. This may help me increase my speed in reading session.

4. Gashaw(S44)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The plasma teacher makes the class participatory.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I can say that she tries her best to make students active participant but this does not mean that she teaches reading effectively.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: She does not do this first, the language she uses is not clear for us .We cannot understand the instruction she orders us .Unless we understand her language it is impossible to do the reading activities as a whole. Therefore, I can say that she does not make weak students to become good readers.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problem is first we cannot understand the idea of the reading passage and then we are unable to express the idea of the reading passage.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: I prefer learning reading by classroom teacher to the plasma teacher because the language the plasma teacher uses is not clear for us and we cannot get chance to ask the plasma teacher for clarification. But the classroom teacher is not like that.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: The actual performance that I get from the PTV is the speed of reading. I increase my speed of reading.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: It is not helpful to learn reading skills through plasma television. We are unable to develop our reading ability while we are learning through it.

5. Mastewal(S45)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: The plasma teacher tells us a few things about the passage she moves directly to the passage without making us participate in the pre reading questions.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: No. She does not. In our class the three different ability groups: weak, medium, and fast learners. The plasma teacher does not identify these students and cannot help them to comprehend the passage well.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: Because she doe not know which one is poor and which one is clever, she cannot make the poor become good readers. I think she reads for her consumption.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular
S: I think, we cannot read the passage fast and comprehend the passage.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: When I compare the classroom teacher with the plasma teacher, the classroom teacher is more preferable because she makes participate all the classroom students. The plasma teacher does not do this.
6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: I can assure you that I gain nothing from plasma television teacher. She makes confused. Because of the poor methodology she uses, I became forget the ability of reading I developed before.
7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: We cannot understand the passage she reads. Since English is a foreign language for us, everything should be given clearly for us. But it is unfortunate that she does not do this. Therefore, we develop negative attitudes towards the plasma teaching.
6. Mekia(S46)
1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: The procedure she uses is interesting for me. Before we read the passage, she tells us something about the passage . This may help us to read the passage very easily.
2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
S: The passage which read by her is very difficult to understand .In addition to this, she the passage very long and it contains difficult words in it. Therefore, the plasma teacher does not assist us to alleviate these problems because of her distance.
3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: This does not work for the plasma teacher. Because she is at a distant, she cannot identify who is weak and who is clever. So, she is nothing to do with this.
4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular ?
S: Most of us are the problem of comprehending the idea of the passage because of language problems. We simply give no attention for the passage which we read.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: I can say that the classroom teacher is more comfortable for us .She discusses the passage by relating it to read world surrounds us . She tries to simplify the lesson by discussing a lot about it .

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: I my self cannot improve reading ability because of the plasma. I sit idly in while reading stage because I do not understand the language in it. In conclusion, I gain nothing with plasma.
7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma

Television?

S: Because of many limitations, it is not appropriate to learn reading through plasma: To mention a few, the language the plasma teacher uses, the difficult words found in the passage and the length of the text. All these make students not to read the passage properly.

7. Seble(S47)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Our plasma teacher gives passage to be read within short period of time. For me, it is not a good procedure she follows. Because of shortage of time, we are forced to stop reading the passage without understanding the passage.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: No, she does not. she tries to act as though she taught first language learners. Her pronunciation is very difficult for us to follow her procedure or soothing like that.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

S: No, she does not do this since she does not know the level of the students.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: The current problem of reading in plasma television is that it is a time limitation. She does not give us enough time to read the passage.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

S: The classroom teacher is more preferable. As she is a second language speaker like us, she knows more about our level of reading performance. Therefore, she assists us to read the passage properly.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: For me, the plasma benefits me to some extent .It helps me increase my speeding rate.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: As I mentioned earlier, students have problems of reading the passage. The plasma teacher does not help us to comprehend the reading passage. The time she gives us for different activities is not enough to do. Her pronunciation is not clear for us It can conclude that teaching reading skills through plasma television is not helpful for the students which have no good background knowledge in reading.

8. Almaz(S48)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?

S: Like our classroom teacher, she gives us greetings before we start the lesson.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

S: I do not understand her pronunciation since she is a native speaker. Because of this I

can say that she is not effective.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: She does not do this. Because she is at a distant, she does not identify which one is weak and which one is clever.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: Because we have no a good background knowledge we cannot understand the idea of the passage.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: The method of the classroom teacher is more interesting than the plasma teacher. Because we meet face to face, she can help us what ever we raise, any questions but the television teacher does do this.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
S: As I work hard independently, my actual performance in reading is good. I can read any texts but this does not mean that the plasma teacher helps me to develop this ability.

7. Interviewer What do you think are the current problems in the teaching of reading through Plasma Television?
S: Teaching reading through plasma is not that much helpful because of shortage of time. We cannot read the passage with this very limited time. Mostly the given time is over before we finish reading.

9. Zuriash(S49)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
S: I can say it is good.

2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
of reading through Plasma Television?
S: I can say that she is unable to teach us effectively. It is obvious our reading ability is not good. Therefore, the plasma teacher does not help us alleviate these problems.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
S: The plasma teacher is not able to identify the poor and the clever students. She is not available in the classroom . For this reason, she does not try to make poor readers become good readers.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: The problem lies on the students. We students have not exerted effort to develop our reading performance .

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
S: The classroom teacher teaches us based on our interest .She identifies our level of Reading.
Her method of teaching is very participatory. But the plasma teacher is not like that.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

S: My reading ability is very less when I learn reading skills through plasma television.

7. Interviewer: What do you think abut the current problems in the teaching reading skills?

S: There is a problem comprehending a passage when I learn reading through plasma television.

10. Girma (S50)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
   S: She gives us introduction and at the end, she gives us conclusion
2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
   S: No. She cannot. We are second language learners but the teacher does not know our problems. She looks us as though we are a native speaker. Therefore, she is not effective.
3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
   S: No. She does not know which one is weak and which one is clever because she is away from us .
4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular
   S: In the first place, students have a problem of reading. Students are given short period Of time to read and comprehend the whole passage.
5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
   S: The classroom teacher is supportive. Since she is a second language teacher she knows our problems of reading. She encourages all the students to participate in reading. I prefer her to plasma television teacher.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

   S: My reading ability is deteriorate and deteriorate because of learning reading through plasma television.

7. Interviewer: What do you think about the current problems in the teaching of reading through Plasma television?

   S: The plasma teacher is not helpful. Particularly in the reading skills, she does not give us detailed information . In addition, she does not give us more time to read the passage properly. Therefore, I can say that she is not supportive.

K 1.4: Experimental Group(Kechene Debre Selam Secondary School)

1.Haimanaot(S51)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through? Interactive classroom teaching?
   S: Before we go to the reading passage, the teacher makes us guess according to the pictures given. If not he asks the pre reading question and then he orders to read the passage silently.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
   S: The classroom teacher encourages us to read the passage independently .Since we are a foreign language learner, we are afraid of doing in English. This time our teacher motivates us to communicate freely.
3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

   S: Yes, he makes the poor students discuss with the clever students. In addition he encourages the poor students to read any texts in the library as well as at home.
4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

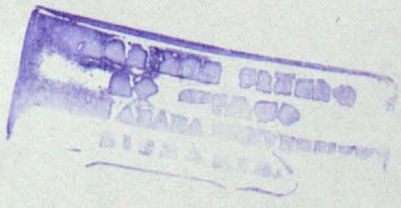
   S: Being foreign language learners, we are very shy to communicate in English because we are afraid of our colleague' laugh. This is a common problem for all students.
5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher, not using Plasma television?
   S: When we compare the two methods of teaching, the classroom teacher is supportive for us. He assists us whenever we are in need of help.

6. Interviewer: What do you feel about your actual performance in reading skills?
   S: Learning reading skills through interactive classroom teaching is very encouraging for us. The teacher is with if we need help. As a result, I improve my reading performance from time to time.

7. Interviewer: What do you think are the current problems in teaching reading skills through Plasma television?
   S: As mentioned earlier, learning reading through plasma television does not help us to develop our reading skills. We are not given much time to read the passage and the pronunciation of the plasma teacher is not clear for us. These may influence to refrain from reading.

2. Alemeshet(S52)
1. Interviewer: What procedures does the classroom teacher follow in teaching of reading through interactive classroom teaching?
   S: Before we go to the reading passage, the teacher makes us guess according to the pictures given. If not he asks the pre reading question and then he orders to read the passage silently.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
   S: The teacher tries his best to assist us.
3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?



S: Yes. he mixes the poor and the clever students and get help each other.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problems are on our shoulders the students because we do not read regularly. We do not improve our reading skills by reading different texts. We always expect form the teacher. This makes us poor at reading skills.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher, not using Plasma television?

S: I prefer the method of classroom teacher because it is participatory and makes us independent reader. The classroom teacher is always with us to assist us.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: By the help of the classroom teacher, I improved my actual reading performance from time to time. The classroom teacher encourages us to read in and out of the classroom independently. In general, I like reading and I become good readers this time.

7. Interviewer:

What do you think are the current problems in the teaching of reading through Plasma Television?

3. Zuriashwork(S53)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: The procedure follows the classroom teacher is very comfortable for me. He follows a good method to teach reading. He encourages us to discuss with our group.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: He motivates us to communicate in English. He teaches us effectively in short.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: Yes, he does. He mixes the poor students with clever students and gives activities to do together. He himself moves around and assists the group members if they need help.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: From the very beginning, we did not learn English in English. When we were in the elementary school, our English teachers taught us in Amharic. We failed to read English. We developed this habit and expected the high school teachers to teach us in Amharic. This is the current problem which we usually face. The other thing students have no their confidence.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher, not using Plasma television?

S: The method of the classroom teacher is more preferable. He is with us and assists us if we need help.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I improve my reading skills.

7. Interviewer: What do you think about the current problems in teaching reading skills through Plasma Television?

S: The main problem of reading in plasma is time limitation. The time allotted for each activity is very limited.

4. Lidet (S54)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: Our teacher follows the student-centered approach .The procedure is very interesting and helpful.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
S: Since he used the student centered approach, he taught us very effectively.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?
S: The class room teacher uses the mixed ability approach to help the poor become good readers. They make them help one other .He also moves around and assist the group they get something confused.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
S: From the very beginning, we did not learn English in English. When we were in the elementary school, our English teachers taught us in Amharic. We failed to read English. We developed this habit and expected the high school teachers to teach us in Amharic.

5. Interviewer: How do you compare the teaching method of televised teacher with that of the classroom teacher, not using Plasma television?
S: I prefer reading through interactive classroom teaching than the plasma teaching.

6. Interviewer: What do you feel about your actual performance in reading skills?

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
S: The classroom teacher is supportive, where as there are problems in learning reading through plasma television: limited of time and her pronunciation are examples to mention a few. In addition, the plasma teacher is at a distance to give us feed back.

5. Senay(S55)
1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: Before we go to the reading passage, the teacher makes us guess according to the pictures given. If not he asks the pre reading question and then he orders to read the passage silently.
2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?
S: Yes, .He assists us to read the passage properly. His instruction is very clear and understandable.
3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: The class room teacher uses the mixed ability approach to help the poor become good readers. They make them help one other .He also moves around and assist the group they get something confused.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: We brought the problems of English language in general and reading skills in particular in elementary school. These problems made us handicapped in high school and challenged us to understand the language as well as the reading skills. But now the problems were solved. We improve our reading performance from day to day.

5. Interviewer: How do you compare the teaching method of televised teacher with that of the classroom teacher, not using Plasma television?

S: The plasma teacher is very fast but he classroom teacher gives us enough time to read and he is active to assist us if we are unable to comprehend the idea of the passage.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: The method that the classroom teacher uses helps to comprehend the reading passage. Therefore, I can say that it is very helpful for me.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: There are problems in learning reading through plasma television. Giving insufficient time and the unclearness of her pronunciation are some examples of the poor quality of her teaching method Further more, she is not available in the classroom, i.e. she is at a distance to give us feed back.

6. Nega (S56)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: First, the procedure is very attractive. Normally, the teacher makes us bring our text books and he tells us to open the books and asks us the pre reading question .In addition, we are required to examine the pictures and encouraged to something.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: The classroom teacher depends on only the reading texts. He does not discuss the grammar part. I think in order to be good readers, learning grammar is very important. Our teacher fails to present us.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: He uses the same approach for both weak and clever students. In addition, he is very close to the weak students to give assistance. He also used a mixed ability approach to improve them reading performance of the weak students.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: Here, I have a different idea. In order to improve our English language and reading skills both teachers and students develop their confidence of reading. The other crucial thing for me is I strongly believe that our country should develop if we learn every subject in our local language like some other countries, Japan in focus. That is why I give a little attention for English language in general.

5. Interviewer: How do you compare the teaching method of televised teacher with that of the classroom teacher, not using Plasma television?

S: I believe in classroom teacher. He is supportive for us.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I improve my reading performance when I was a Grade 8 student. My parent also encourages me to read different books. Since then I developed my reading skills. Now a days, I am also benefited from learning reading skills through interactive classroom teaching .I have a good reading performance this time.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I am not a positive thinker about plasma. Because there is enough time to do the activities. We can not improve our reading skills.

7. Fantaye(S57)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: The classroom teacher first tells us the topic of the reading passage and encourages us to guess the content of the reading passage. Then he moves directly to the reading passage. We are required to read the passage silently. Then after, we discuss the exercises and finally the passage is summarized by the classroom teacher.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: It is not that much effective.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: Yes he does. He mixes the poor and the clever students in their small group. He moves around and assists the weak students if they something unclear.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: The problem is that students are very shy to communicate in English. Regarding the reading skills, we have no good back ground knowledge. We are in problem to read independently.

5. Interviewer: How do you compare the teaching method of televised teacher with that of the classroom teacher, not using Plasma television?

S: When I compare the two, the plasma teacher is very fast and her pronunciation is not clear for us. But the classroom teacher is not like that. He helps the students when ever raise questions regarding the reading passage.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: The classroom teacher usually makes us read the passage independently. Therefore, when I read the passage frequently, I improve my reading performance unknowingly.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: It is very difficult to learn reading through plasma. Because it is very fast.

8.Eskinder(S58)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: The classroom teacher first tells us the topic of the reading passage and encourages us to guess the content of the reading passage. Then he moves directly to the reading passage. We are required to read the passage silently. Then after, we discuss the exercises and finally the passage is summarized by the classroom teacher

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: Although the classroom teacher does it effectively, students are not active participant to apply it. We are afraid of communicating with our teacher as well as our colleagues

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: Yes. To your wonder, our school follows a group composition sitting arrangements. Each group has five members. The group is formed with the mixed ability group composition arrangement. This helps us to discuss any activities freely including the reading skills.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

S: The problems come mainly from the students. What ever the teacher works hard and does his best, we students cannot follow our teacher attentively. We are so careless that we cannot do anything to improve English language.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: I prefer learning reading through interactive classroom teaching to plasma teaching because the classroom teacher is with us. He understands our problem and gives solution immediately. He allots enough time for silent reading as well as for different activities. In general, he assists whenever we need help.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I improve my reading performance from time to time since I started learning through interactive classroom teaching.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: I do not like to learning reading skills through plasma television because the short time given by her and the pronunciation she uses.

9. Derege(S59)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: The classroom teacher first tells us the topic of the reading passage and encourages us to guess the idea of the reading passage. Then he moves directly to the reading passage. We are required to read the passage silently.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: yes. He tries his best.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: To some extent, he tried his best .The class room teacher uses the mixed ability approach to help the poor become good readers. They make them help one other .He also moves around and assist the group they get something confused.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: We students do not focus on the English as a whole. Because we persuade ourselves as though we had the ability to read effectively. For this reason, we do not work hard to improve our reading performance. But in reality, this is a mistaken idea.

5. Interviewer: How do you compare the method of televised teacher teaching with the classroom teacher not using Plasma television?

S: We have no chances to raise questions for plasma teacher because of she is a distant but we can raise several questions for our classroom teacher and get solution . Thus, I prefer to learn reading by classroom teacher to plasma teacher.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I am so much benefited much when I learn reading through interactive teaching. I improve my reading performance from time to time. This gives me strength to read several books independently.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

10.Zergaw(S60)

1. Interviewer: What procedures does the classroom teacher follow in teaching reading skills through interactive classroom teaching?

S: The classroom teacher first tells us the topic of the reading passage and encourages us to guess the content of the reading passage. And then he moves directly to the reading passage. We are required to read the passage silently. Then after, we discuss the exercises and finally the passage is summarized by the classroom teacher.

2. Interviewer: Do you think the classroom teacher is teaching EFL reading effectively?

S: I do not think so. Because for me, if I read the passage without comprehending, I cannot say it is reading. I believe that reading is reading if we understand the idea the reading passage properly. To this effect, I cannot say that I get a good reading performance.

3. Interviewer: Do you think the classroom teacher can make weak students' become good readers?

S: The class room teacher uses the mixed ability approach to help the poor become good readers. They make them help one other .He also moves around and assist the group they get something confused.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular

S: Because I am afraid of our colleagues laugh at me when I say something in the classroom, I cannot improve my English.

5. Interviewer: How do you compare the teaching method of televised teacher with that of the classroom teacher, not using Plasma television?

S: When I compare the two, the plasma teacher is very fast and her pronunciation is not clear for us. But the classroom teacher is not like that. He helps the students when ever raise questions regarding the reading passage.

6. Interviewer: What do you feel about your actual performance in reading skills?

S: I improve my reading performance when I was a Grade 7 student. My parent also encourages me to read different books. Since then I developed my reading skills. Now a days, I am not that much benefited from learning reading skills by classroom teacher.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

S: First, we are not given enough time to read the passage and her pronunciation is not clear for us. Therefore, I do not want to learn reading skills through plasma teacher.

K2: Results of Teachers' Interview

K2.1 Experimental Group Teacher(Entoto High School= **EGT1)**

1. Interviewer: What procedures do you follow in teaching reading skills ?

   T: Thank you for giving me this chance. First, the procedure which I follow is that I will write the topic on the blackboard and then I will make my students ready and open their exercise books. I will write key words, important words on the blackboard. Of course, I will not tell them the meanings of the new words to my students. I will make them guess based on the context of the passage. I do not allow them to use dictionary. Of course, if there is any difficulty, I will allow them to ask me. After that, I will write the pre-reading questions to make them elicit the background knowledge of my students. This may help the students to guess what is going on in the passage. Next, I will make my students read the passage silently by themselves. After I told them to read the passage silently, I move around to check whether they read silently or not. Some times, I may ask them about the paragraph they read. After they finished reading the second paragraph, I asked them to predict the following paragraph and it goes on like this.

2. Interviewer: Do you think that you teach EFL reading effectively?

   T: Yes, I did it. Of course, you do not expect perfection. I can teach them effectively. When I teach them the same strategy. Sometimes I may change my strategy accordingly. I would to change my strategies according to the situation. My strategy is described the type of the passage. Then, I can say I have taught the reading passage effectively.

3. Interviewer: Do you think you make weak students become good readers?

   T: Yes, I can make them or I should do it. Because it is my duty and responsibility. As I understand, this is the main focus for the teacher to make weak students medium level and high to fast learners. In fact, there are a few weak learners in the classroom. Although it is not allowed to them, I believe that the teacher sometimes read aloud for them to be a good model for the students. What I tell the students to do is to open their exercise books. Then I read the passage until the understand. I can tell them the key words. Moreover, I give them a chance to read the passage and answer for the comprehension.

4. Interviewer: What do you think about the current problems in the teaching of English in general and reading skills in particular?

   T: The problem is to me, our students do not speak, write, listen and read in English. They do not use good English. When they joined high school, they came and joined with lack of back ground knowledge in their previous, elementary school. Therefore, when they came here, they face problems. They are unable to speak, write a simple sentence, listen and read. When we go down the elementary school, they say this is not our problems. They want to relate problems to the kindergarten teacher. Any ways this is not good to every body. Every body should take responsibility. Although we are EFL teachers, we should strive or struggle for achieving it. But I have seen that every body pushes the problem to the others. This kind of practice does not make our students effective. Majority of the students are working simply to get good marks as though those students learning other subjects. We do not know our students are whether or not read the passage. Teachers should check whether or not they read the passage or not.

5. Interviewer:How do you compare your method of teaching with the Plasma television teacher?

   T:The method uses by the plasma teacher is not as such on line(face to face learning) but the classroom teacher is available in the classroom and observe each and every student when he/she reads where as in the plasma class, chances is not given there. The teacher gives them chance to read par. By par. In the plasma teaching, the time given by the televised teacher is not enough

to do the exercises. The PTV is not convenient. Because our students are not native speakers in English. English is used as a foreign language for them. For this reason, it is very difficult to achieve it with in short period of time. Furthermore, when students are in the middle of reading, the plasma teacher says your time is up. Then students face problems of comprehending the passage. But the classroom teacher is free from this. As a classroom teacher, I know their level of reading and the standard of any students. I know what they need. I can give them appropriate or enough time to do the activities. Where as the plasma teacher does not know the culture, the level and other necessary things of the students. These are difference of the two to mention a few.

6. Interviewer: What do you feel about the actual performance of students in reading skills through interactive classroom teaching?

T: Alright, I can say they are performing good. In fact, the classroom teacher is very closer to them to help. Whenever there is a problem, they consult me and I try to guide them, I help them, I tutor them, I monitor them. Therefore, in four months of stay I used different methodology to teach reading skills. Students usually give me feed back when they are asked to: "Teacher , you use a good method of teaching. Please continue. In other time. They say this method is not comfortable for us . Please change this." They say. These free discussions can develop our relationship. There fore it is not difficult for me to compare the two .In my part the method of the classroom teacher is very recent and appropriate for the students.

In the case of the plasma teacher, students have no chances to ask for clarification. There is no way to repeat the lesson if students get confused. The re is no excuse. There is no way to say it again can but these do not happen in the interactive classroom teaching. The classroom teacher assists his students if problems arise. Therefore, students are effective when they are taught by classroom teacher.

7.Interviewer: What do you think about the current problems of teaching reading skills through Plasma Television?

T: The current problem in the program is the plasma teaching is conducted continuously .There is an interruption .It is not transmitted regularly. Things are getting worse this year. I observe things in my school compound. The plasma teacher uses half a period and the other half is used by the classroom teacher. This creates a big problem for the teaching and learning process in the school. The plasma teacher assumes the students that they are able to speak, write, listen and read very well by considering their level of education. But the reality is on the other way round. That is why the plasma teacher is fast. Students have no background knowledge. They have no base. They need to get things bit by bit, not as such slower but they need a closer assistance. They have to be assisted. Some body must be closer to them to help. Other wise, our students will improve their ability. With the high speed of plasma, their ability which they have before can be lost. The classroom teacher should be closer and help them. This is what I have to say.

K2.2 : Control Group Teacher (Entoto High School=**CGT 1)**

1.Interviewer: What procedures does the televised teacher follow in the teaching of reading?

T: First of all I would like to thank you. I am happy to be here. Regarding the procedure of the reading program that the televised teacher follows is not satisfactory. She does not use any procedures to teach reading skills as she teaches other skills. Because she does not know the students background knowledge and the subject she teaches as well. I think there are three reading phases: pre-reading, while-reading, and post-reading phases. But the televised teacher does not use these properly. She mostly looks to teach other knowledge of English grammar rather than reading skills.

2.Interviewer: Do you think the televised teacher is teaching EFL reading effectively?

T: Most of the time, English is given as a foreign language for our learners. But the televised teacher, without considering them as EFL learners, does not teach them effectively. She has no chance to interact with her students and she does not do any activities very well. Because she is unable to identify which one is clever and which one is not, there is no way to say she teaches them effectively.

3. Interviewer: Do you think the televised teacher can make weak students' become good readers?

T: I do not think so. The televised teacher is not a good model of reading skills teacher because, as mentioned earlier, she does not consider the level of her students. There is no a chance for her to identify which one is slow, medium and fast learners.

4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?

T: Reading is one of the four skills which is difficult for the learners. There is a problem depending on the students background knowledge. They have vocabulary and word limitation, reading is very difficult for the students. Generally, students cannot understand the main idea of the paragraph. In my opinion, reading is very difficult because of the background knowledge.

5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?

T: Ok. When I compare plasma teacher with the classroom teacher, plasma teacher is less efficient than the classroom teacher. But the classroom facilitates the lower, the medium and higher achiever of their activities. Where as the plasma teacher cannot interact with the students. She simply teaches like a movie. She cannot monitor the overall activities of the students. Due to this reason, classroom teacher is better than plasma teacher is.

6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?

T: As I told you before, there is limitation of student's performance since the plasma teacher is fast and her pronunciation are difficult for the students to practice on reading skills. In addition to this, they do not get enough information.

7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?

T: The current problem is simply she teaches reading as the other skills. Reading by itself needs special attention but the plasma teacher does not give special attention for the students. So it can bee said that the plasma teacher does not fulfil its goal.

K2.3: Control Group Teacher(Kechene Debre Selam=KCGT2)

1. Interviewer: What procedures does the televised teacher follow in the teaching of reading?
   T: Ok. Most of the time the plasma teacher does not give enough time for the students to refer back to their back ground knowledge. She uses the system that by introducing the new topic and proceed to the lesson.
2. Interviewer: Do you think the televised teacher is teaching EFL reading effectively?
   T: As she is a native speaker, her pronunciation is really very difficult for the students. In addition, she does not understand the level of the Students. This is the main problem Students face.
3. Interviewer: Do you think the televised teacher can make weak students' become good readers?
   T: It is a bit difficult to say like that only 20 minutes is allotted to do the whole thing. The plasma teacher does not identify which one is weaker and which one stronger . A bit difficult for her to make this one.
4. Interviewer: What do you think are the current problems in the teaching of English in general and reading skills in particular?
   T: The students have low attitude towards the plasma television. They do not have opportunity to discuss with their peer. the lesson by itself. In addition to this students do not have a good base to this language.
5. Interviewer: How do you compare your method of teaching with the classroom teacher using Plasma television?
   T:Sometimes, I appreciate the plasma teaching because the plasma teacher was capable of teaching reading interestingly. She uses a god teaching method. Students can understand the lesson by watching the picture. Where as the classroom teacher prepares the lesson based on the students performance. This is the main difference.
6. Interviewer: What do you feel about the actual performance of students in reading skills through Plasma Television?
   T: It is not that much satisfactory. As we know, the plasma teacher does not relate it to their background knowledge and she does not give enough time read it. As we know students in the high school level are expected to practice on an individual task. Even when we see the vocabulary part, the plasma teacher does not use to improve the performance of the students.
7. Interviewer: What do you think are the current problems in the teaching of reading through Plasma Television?
   T: The first and the biggest problem is students do not have interest to learn reading through plasma television because they cannot understand what the plasma teacher is saying since she is native speaker. The other thing is mostly we have problems referring to the power interruption. It is disconnected due to the unknown reasons. In addition to this, students have low language ability. The plasma teacher does not understand their problems. Due to these and other reasons, students do not like to learn through plasma television.

k2.4: Experimental Group Teacher(Kechene Debre Selam =**KEGT2)**

1. Interviewer: What procedures do you follow in teaching reading skills ?

T:Ok as graduate with BA degree in English as , a foreign language I have got different methods of teaching in English. Therefore, depending on that methodology, I follow a procedure like pre-reading, while reading and post reading to teach pre-reading, while reading and post reading to teach reading skills in the classroom.

2. Interviewer: Do you think that you teach EFL reading effectively?

T:Of course, it depends as far as my capacity concerned following the techniques and tactics reading skills from the method. Yes, I use the technique to follow the procedures but the level of the students now a days and the way learning reading in the previous classes contract to teach reading effectively. So, as far as my capacity concerned. I try my best but there is a problem to hinder me to do so. They learn from the previous teachers they acquire from their previous teachers. Others are hindering me to teach reading skills effectively.

3. Interviewer: Do you think you make weak students become good readers?

T: Of course, this question is related to question No. 2. I tried to my best to make weak students become good readers. I use the methodology that I know very well. Due to this reason, my students show progress (improvement).To certain extent there is improvement.

4. Interviewer: What do you think about the current problems in the teaching of English in general and reading skills in particular?

T: Yes there are a lot of procedure here. Students get tired. They imitated everything from their previous teacher's way of reading styles. They expect things should be interpreted into Amharic. Due to this reason, students become poor in English. Regarding the reading skills, teacher in previous class, considered as not an individual activity but as a group task. They trained their students a "one student read and the others listen carefully" method.

5. Interviewer: How do you compare your method of teaching with the Plasma television teacher?

T: In my view ,teaching reading skills in interactive classroom teaching is better than plasma television teaching method.

6. Interviewer: What do you feel about the actual performance of students in reading skills through interactive classroom teaching?

T: They are performing good. In fact, the classroom teacher is very closer to them to help. Whenever there is in need of help , they can consult the classroom teacher very easily. Because this close relationship, students like learning reading much. Then ,within three weeks , they showed improvement.

7. Interviewer: What do you think about the current problems of teaching reading skills through Plasma Television?

T: Mostly ,students have no chances to ask for clarification. There is no way to repeat the lesson if students get confused. The re is no excuse. There is no way to say it again can but these do not happen in the interactive classroom teaching. The classroom teacher assists his students if problems arise. Therefore, students are effective when they are taught by classroom teacher.

Appendix L: Observation

Name of the Teacher.....
Time ..... Venue.....

L1 Table 20: Observation Checklist for Experimental Group

			Yes	No
I Pre-reading Session	The Classroom Teacher:			
	1	Introduces material to be read		
	2	Discusses the topic of reading.		
	3	Uses visual aids to introduce reading.		
	4	Selects words from reading to discuss their meaning.		
	5	Selects structures from reading to practice them.		
II The While reading Session	6	Encourages the students to give their interpretation in the classroom discussion		
	7	Invites them to predict the other parts of the work		
	8	Makes them understand a part of the work		
	9	Makes the students understand the whole work		
	10	Goes round in the class to assist students in their reading		
III. Post Reading Session	11	Makes the students write a summary of what they have understood from the passage.		
	12	Gives passage reading as homework		
	13	Gives feedback for their reading		

L2: Observation Data(Experimental Group)

L2.1: Experimental Group (Entoto Amba Secondary School)

Reading: The snake man and the girl

Pre reading activities

T; Let's start

Open page 47. Do not read the passage. Before this. Let us revise the previous lesson.

S; Last time we discussed more about present perfect tense

T: Have you read any story?

S: Yes

T: what type of any story about? Give one example sentence

S: Nelson Mandela/ Romeo and Juliet.

T: About Nelson Mandela. Ok Good please discuss in your desk

If you read any story, please discuss what story is about.

First, say the story is this and that. Please discuss in your group.

S: They discuss as they are told.

T: please discuss in English

Stop discussion. What was your story about? The previous story that you know.

S: We discussed about Abebe Bekila. He is the first black Africa who won Marathon on his bare foot.

T: Excellent. Before you read the passage, write some words.

Writes some difficult words on the black board. E.g. 1. Thriller 2. Fable 3.Traditional Story 4.Romance

I think every body knows about this.

Who comes to your mind when I say thriller?

S: Michael Jackson

T: Let us discuss the meaning of the words together.

Let us to start to read.

The teacher reads the poem to be a good model for his students.

Listen the story attentively

Look at again for ¾ m

Tell us the story. What come in to your mind? Was it interesting? How did you get it? Say it in English

S: I think the story is interesting.

T: You will give the answers at your home.

You have to write a short story .It could be a story that you know before. We will discuss this tomorrow.

26/3/04

Reading page 64 and 65

Warning Signs and Labels

Please close the door.

Wash the dish before you before you go out (Imperative command)

T: Take out your extensive books.

Tell us what you did yesterday.

S: About either…and /either…or (to show an agreement)

T: Yes, We did this previously. To show the same thing, we can give the negative and positive answers by using so do I . Therefore, I am, either am I, neither do I, etc.

To day, we shall continue to discuss another topic. We are not going to read the passage as usual.

We shall read symbols, signs, and letters on page 64

Are you sitting in your group (4 to 5)?

Look at this sentence.

Read the sentence find in 64.

S; Read the sentences:

Please close the door.
Wash the dish before you go out.
T: Sit in your group
Now let' continue.
Please discuss in group. What kind of sentence are they?
S: These sentences are imperative /command.
Look at the pictures or signs once again (2m)
S: are looking at the pictures and discuss with their group.
T: Please read loudly.
As one student reads, others should listen silently and do members of the group like this turn by turn. The teacher moves around and checks whether or not students have their own text books.

He said stop reading.
S: Don't touch by hand (instruction)
T: Take for example fire extinguisher. Extinguish means block the fire. You know if the building catches fire. The
fire brigade comes and uses chemicals as a fire extinguisher.
S: Do not stop car.
T: We will do like this. Please go to the question no. 4. Take piece of paper and write your answers in group.
S: Asks for clarification how to do the activities.
S: Discuss and write in their group.
T: moves around. After a while, he said stop discussing.
S: Give answers by saying: Do not sit around that area.
T: Any other.
S: give the answer by saying: Put it in construction place.
T: What does it mean?
S: Give the same answer.
T: Give sentences on caution.
S: Do not work/do out of instruction.
T: Ok. You are right. We can say keep this instruction.
S: Use this fire burning emergency.
S: Get out this way
T: Strictly no admittance.
S: Do not around this place.
S: Do not cross /move this way.
T: It is enough for today. We shall finish it tomorrow.
Assignment: Please all of copy the picture and write the letter. Finished.

Reading: What do you know about Drugs?
T: What do you remember about the previous lesson?
S: I remember that we discussed the grammar part(Gerund form of the verb)
T: We shall see chapter 6 Reading
What do you know the word abuse?
There are two important words that you should know: abuse and drugs.

What is drug?
S: Drug is a natural/artificial substance which contains different chemicals inside.
S: Drug has two parts: Harmful and Useful.
Eg. alcohol, chat, cigarettes, cannabis.
S: It is a useful medicine.

T: You have got the concept of drugs.
What does abuse mean? What does it indicate?
S: Abuse means affect.
S: Abuse means something which is bad.
S: Affect somebody's mind in a wrong way.
T: Look at some words in the passage. They are very important. Please read them for two minutes.

List the drugs which you think could be harmful and useful:

Harmful	Useful
chat	medicine
alcohol	
hash	
heroine	
cocaine	
cannabis	

T: Now, we shall read the passage. It is short.
Keep silent and read. Do not move your lips.
S: read the passage silently.
T: Does the passage relate to the harmful side. The evidence is that all drugs are dangerous.
Some are in the side of useful part.
S: Most drugs are addictive. It causes harmful.
S: Drugs ruin our life.
T: For tomorrow, try to bring the idea about drugs reading from other materials.

Let us finish our work by doing questions 2 and 4. What does no. 2 say? Please give reasons for this.

2. What should you say "No" to a drug dealer? Do you remember what we discussed last time to make a question sentence?

S: Yes. They are 'who', 'How', etc.
T: Please use these to give your answers here.

Non plasma Television Class
Unit three Reading
What do you like to read?
Name of the teacher: Tarekegn
Venue: Kechene Debre Selam High School, Grade 109
Time: 8:06-8:48

What do you like to read?
T: What king of book did you read?
S: I read academic books
T: Did you read fiction, If so who is the writer of the book? What do like to read?(fiction, academic books, novel, magazine, etc)
S: Most of the time I focused on textbooks
But, sometimes II read newspaper about sport.
T: what kind of news paper you read?
S: sport
T: Why?

S: Because I like it most.
T: Any other students?
S2: I like fiction, news paper (a fiction about Addis Alemayeh's Yemzat, news paper about politics etc
Because I like to be politician.
T: Have you ever read a book, written in English. Even Short story.
S: No
T: Let's talk about Nelson Mandela. Do you know Neson Mandela?
Tell us anything about him.
S: Mandela is the first black president in south Africa. He was in prison for 27 years for freedom of black Africa
T: Any other students p/s tell us about Mandela. Where was he born?
On page 37 at of the book, there is a chart. Please copy this within 2m'as soon as possible.
And then p/s take a look at two texts in your book. P/s try to select one of the stories and read it.
-read silently
S: read silently
T: The teacher moves round and discuss with the group of the students
S: Students discuss in small group attentively.
T: Let's talk together. The title of the first extract. Nelson Mandela or…
S: The title of Long Walk to freedom.
T: Who is the author of that book (Halima).
S: Mashaka Asare
T: What is the second story about?
S: The story is talking about Halima.
T: What is the first story about?
S: About Nelson Mandela long walk to freedom
T: In the fist book, what is the first character?
S: Nelso Mandela who was a prisoner for the past 27 years.
T: Do you have any questions before we summarize the lesson?
S: It is vocabulary, what is Fulani?
T: It is like a food. E.g. In our country we have cultural food. In the southern part of the country, there is a food like Chico.
Next time, p/s read these two extracts and more books to develop your reading ability.

L3: Observation Result of Control Group

Name of the Classroom Teacher.....
Time ..... Venue.....

L3 Table 21: Observation Checklist for Control Group

I Pre-reading Session	The Plasma Teacher:			
	1	Introduces material to be read	**Yes**	**No**
	2	Discusses the topic of reading.		
	3	Uses visual aids to introduce reading.		
	4	Selects words from reading to discuss their meaning.		
	5	Selects structures from reading to practice them.		
II The reading Session	6	Encourages the students to give their interpretation in the classroom discussion		
	7	Invites them to predict the other parts of the work		
	8	Makes them understand a part of the work		
	9	Makes the students understand the whole work		
	10	Makes the classroom teacher to go round in the class to assist students in their reading		
III. Post Reading Session	11	Makes the students write a summary of what they have understood from the passage.		
	12	Gives passage reading as homework		
	13	Gives feedback for their reading		

L 4: Control Group Entoto Amba /Kechene Debre Selam Secondary School

Name of the classroom Teacher:
Venue: Grade 105/101(Control Group)

Unit 1 Reading
Sport and Fitness

Hello teacher. Hello students .Welcome to today's lesson on reading.
In our last lesson, we work developing our listening skills we heard a news report that I was given today after long distant runner Derartu Tulu one gold medal in the 2000 Barcelona summer Olympic Games. We answered different question regarding the content of the news report and we learned had you identify Specific information that we had heard. Today, we will focus on developing our English reading skills. We will do this by reading a factual article on the sport of a basket ball and answering the question to make sure you can understand what you read. We will also read about the sport that might be less familiar to you. Students, it can be difficult to learn about something that is new to you in other language. Remember, to pay close attention and do not get frustrated if you have difficulty. The invention of the game of basket ball is often credited to Canadian born Dr. James Nezement in late 1800. Nezement is a physical education professor who is looking for a vigorous game for his students to play indoors ,one day, the weather was bad .Nezemnet rode out the basic rule of game and nailed pitch basket 10 feet of the ground for students to throw the ball in to . A foot ball was used in early days of the game which eventually evolved in to the basket ball we know today. Let us now learn more about the modern game basket ball. You will soon see an article appear on the screen. Do your best to read the article on the provided. Good luck every one.
Students, let us get ready. Begin (4 m')

.
Time is up. Let us back to our lesson about the modern game of basket ball.
Welcome back students. Were you able to read the article? I hope you found as interesting as I did .The game of basket ball share has come along way. In a moment, you will see several sentences that are related the content of the article that you just read the article. Please fill in the blanks to complete the sentences.

Let us get ready (3m)

Students, please begin silently reading the article on page 14 of your students text book

Time is up.
Let us get back to our lesson.
Hello again students? Were you able to fill in all the blanks to complete the sentences? Let us now read through the article together. Therefore, you can check your answers. Please follow long in your text ball if they have available. Basket ball is a team sport in which two teams five active players each tried score points against one another by placing a ball through a three point zero four eight meters high hoop which is the goal under organized rules. Basket ball is one of the most popular and widely viewed sports in the world. Point or scored by throwing or shooting the ball to the basket from above. The team with more point at the end of the game wins. The ball can be advanced on a cord by bouncing it which is also known as dribbling or passing it between team mates. Physical contact adversely affected a member of other team which is known as foul which is penalized and there are how the ball can be handled which are called violations. Through time, the basket ball has developed to involve common techniques, shooting, passing and dribbling as well as players position and offensive and defensive structures. Typically, the tallest members of a team will placed centre or one of two forwarded positions while shoulder players although his possess the best ball handling skills and speed played the guard positions. While comparative basket ball is carefully regulated, numerous variation of

basket ball have developed for a casual play. In some countries, basket ball is also a popular spectator sport. Competitive basket ball is primarily and indoors sport played a basket ball cord. Last regulated variations played out doors have come increasing popular among both inner city and groups.

Great work every one. I am sure you learned even more from that article the second time through. Feel free to read it again at the end of the lesson for practice. Let us finish our lesson today, by reading article in some words related to the different sport, Alpine skiing. This article is a bit more challenging because likely contains some words that you have never read before. Write down the words that you do not recognize. As you working with them later on you may begin now.
Students, let us get ready. Begin (3m')

Alpine

Alpine skiing is a sport that involves sliding down snow-covered hills on skis with fixed –heel bindings. Alpine skiing often takes place at a ski resort where mechanical ski lifts have been installed to transport skiers up the mountain and where snow is groomed, avalanches are controlled and trees are cut to create trails. Alternatively, Alpine skiers may pursue the sport in less controlled environments; this practice is variously referred to as ski touring, backcountry skiing, or extreme skiing.

Time is up. Let us get back to our lesson.
Hello every one. Did you enjoy reading about Alpine skiing?
I wonder how many of you watch skiing on television.

There can be very fast and very challenging sport. At the end of this lesson, discuss with climates something you learned about Alpine skiing. Also spend some time discussing any words that you did not recognize. Take the time to research these new words and find out what they mean.

In today's lesson, we worked an improving your English reading skills. We began by reading an article about basket ball and answering some comprehension questions. With this, write an article about skiing. I am sure you found that it is much more challenging to read articles about topics that you are unfamiliar with. However, it is good to challenge your self and to continue expanding your vocabularies. This brings us to the end of our lesson. In our next lesson, we will be practicing on riding skills by creating a report about the African cup of Nations. Until next time, thank you, teacher. Thank you students.

Unit 2 Reading

Hello teacher. Hello students welcome to today's lesson on reading. Last lesson we worked on developing listening skills by learning a story about accident and picking out content. After listening the story, we were not what we have heard using sequence words. Later in the lesson, we learned about first conditional sentences and modal verbs. We read first conditional sentences using content a story we had read as well our knowledge first aid. We identified the modal verbs with in our sentences. In our lesson today, we are going to practice English reading skills. We will do this by reading serious instruction that will tell us how to give immediate first aid treatment. Number of symptoms, we will then learn the definition of ach of the symptoms we will read about than we will recall the treatment methods from the text. valuable first aid instructions that could be very useful to you in time future.

So, be sure to read very carefully. In a moment, you will see next appear in the screen. Please read the text and identify all of the symptoms. Write them on a piece of paper, as we will be addressing them later in the lesson.
Students, this lesson includes some important words. Let us get ready. Begin.
Please read the text and identify all of the symptoms (4m').

Time is up. Let us get back to the lesson.
Welcome students. I wander how many symptoms you were able to identify within the text.
This is the list that I came up with.
Please compare your list to mine to make sure you did not miss any symptoms.
Bleeding
Shock
Burns
Eye injury
Poising
Fractures, Sprains and strains
Insect or snake bite and
Bleed.
I wander if you recognize all of these words. Could you define what each one means? Let us go through them together and discuss each and so you add them into your vocabulary.
Bleeding.....
Shock.....
Burns.....
Eye injury.....
Poising.....
Fractures, Sprains and strains.....
Insect or snake bite and .....
Bleed.....

Pick three symptoms and write them in to a table as you see here them, recall the information you read previously and describe the treatment for each symptom you chose (5m')

Students, let us get ready. Begin (5 m')
Time is up! Let us get back to our lesson.

Hello again students. Were you able to recall the treatment for the symptoms you choose?
If you chose bleeding, than perhaps you said clean the would and dress it with a clean bandage. If you chose poisoning perhaps, you said that you best consult a doctor immediately. If you chose nose bleed, you likely said that it is best to have a victim sit than have them pinch their nostrils shut below the cartilage and have them lean forwarded.

Have your teacher checked over the answers? If you chose, describe the treatments of the other symptoms. The first aid instruction also listed in your students' text book. So, you might read through them again to check your answers and practice the new words in your vocabulary. Today, we practiced our English reading skills by reading a serious first aid instruction. We also expanded our vocabularies by defining different symptoms that appear with in the instructions. For our last activity, we will recall the treatments of the three of the symptoms and put into a table. This brings us to the end of our lesson for today. In our next lesson, we will discuss speaking skills by making predictive about the future. Until next time, thank you teacher. Thank you students.

Unit 3 Reading
What do like to read?
Hello teacher. Hello students welcome to today's lesson on reading. Last lesson, we practiced speaking English by retelling a story we heard about a man named Poor Ban. We paid special attention to phrases that were used in the story that indicated it that we taught in the past tense. Later in the lesson, we learned social expressions that are commonly used during story telling. We practiced using this with a partner. In today's lesson, we are going to talk about the types of reading that we enjoy the most. We will discuss why prefer

specific types of books more so than others. We will also read to extract one from Nelson Mandela's Autobiography, Long walk to freedom and the other book called Halima by the Ganian writer named Mashak. We will trade cuss our views or opinions about each and decide which we prefer. Students, let us begin by talking about our reading preferences. On a piece of paper, write about reading that you like to do and describe why. For example, you might say that you enjoy reading adventure novels because they are exciting and imaginative. Perhaps you enjoy reading the news paper you like to know what is going on in your community, your country and the world. Once you have finished, trade what you have written with another student and read about their =preference.

Students, let us get ready. Begin (4 m')
Time is up! Let us get back to our lesson.
Hello students, I wonder what you enjoy reading? Perhaps you said you like to read magazines because they contain interesting stories along with l pictures. You may also have said you enjoy reading true stories because you like to learn factual information when you read. There are no right and wrong answers in these activities. Any reading that you choose to do is beneficial. Let us take a few minute to read an extract from Nelson Mandela's Autobiography, Long Walk to freedom.
Pay close attention to the content and the style of writing.

Compare Halima's story written by Mashak with the previous one.

Students, now you have read both extracts. Please the following questions.
What is different about the two extracts?
What did you like and dislike about each?
Which did you prefer and why?
Students, let us get ready. Begin (4 m')
Time is up! Let us get back to our lesson.

Hello again students. I am curious to know how you answer these questions. There are many differences you might not list between extracts. The first is about Autobiography which means that the author written an account of his own life. Mandela's extracts which quite curious and factual. The second extract is with from fictional story written for a young audience. It is about an adventure taken by a young girl and Mashak writing is very descriptive and light hearted .Perhaps you find the gloomy town it had. You might have linked that Mashak extracts with fun and easy to read but dislike his emphasis a descriptive writing. I wander which extract each of you preferred. If you chose Mandela's extract, perhaps you prefer no one is effective fiction stories about important people and events. If you chose Mashak, perhaps you chose fictional books and places. All of these questions base don your personal opinions. So, you are all correct. Today we discussed the different types of reading that enjoyed and while. We compared two different extracts and determined what we liked and disliked about each. This brings us the end of the lesson. Next time, we will discuss writing skills, short stories. Until next time thank you teacher thank you students.

Unit 4 (Reading)
Plasma teacher: Hello teacher. Hello students welcome to today's lesson on reading. Last lesson we learn how to range social expressions to form apologies. We practiced using the social expressions to create our own apologies . Later in the lesson we looked at several different situation that would warrant an apology such as if you forgot to do something. that you said that you are going to do or if you arrived to class and an hour late we talked about social expressions the most appropriate use in each circumstance. We also discussed that there are many different reasons why we might apologize to someone not just because you have done something wrong. In today's lesson, we will practice our reading skills. We will look at override of warning signs and labels and obtain specific information from them. This is a very important lesson, students. It is critical that you learn

how to read warning signs and labels because they show you how to avoid breaking lines and they can keep you out danger.

Shall we begin? Students what are the types of places that you often see warning signs and labels. For example, you might say on the side of the road or container of medicine. Please write a list on piece of paper and we will discuss a few minutes.

Get ready. Begin.
What are the types of places that you often see warning sign and labels?

Time is up. Let us get back to our lesson.

Welcome back to students. I am sure you had no trouble with these activities. You can find warning signs and labels all over the place .Perhaps, you have seen warning signs on the streets or posted on a building. You may have seen them around your school on your community. Paradox that can cause badly harm such as chemicals and medication often have warning labels printed on them. Would you able to think of some places? Were you might find warning signs or labels. I forgot to list. If so, great work. Let us continue with our lesson. This is a bottle of pills. If you look at the bottle, you can see there is a lot of writing on the label. This writing includes warnings about how to properly take the medicine. Why do you think this is important? It is important because if people do not know how to properly take the medicine. They might take too much or too little or they might feel worse instead of better. What do you think this sign is trying to worn us about? It is a very popular sign In Australia. This sign is warning us that this is a Kangaroo crossing zone. This is important because drivers need to know that they should watch out for Kangaroos. Otherwise, they might hit one. Heating a kangaroos can cause a lot of damage to a vehicle and the people inside it. Students, here are some examples of other signs and labels that you may have seen.
Working with a partner and answer the following questions:

Which sign warns you that dogs are not allowed in the building?
Which sign warns you about high voltage electricity?
Which sign warns you that something is not working?
Which sign tells you what to do in an emergency?

Students, let us get ready. Begin. (Time: 2m)
Time is up. Let us get back to the lesson.
Welcome back to the lesson, students. I wander how many of the signs you have seen in your every day lives. Would you able to much warns or label to what it is trying to communicate? The first sign warns us about high voltage electricity.

The second sign warns us that something is not working.
The third signs tell us what to do in an emergency.
The last signs warn us that dogs are not allowed in the building.

If you much correctly, great work.
Let us try another activity. In a moment, you will see several more images of warnings signs and labels. Describe what the signs trying to communicate in the imperative tense. The imperative tense expresses commands or requests. Let us look at an example.

This signs is trying to communicate do not enter here.
Read each of the signs carefully and remember to express them using the imperative tense.
You may begin now.

Students let us get ready. (4 minutes)

Read each of the signs carefully and express them using the imperative tense.

Time is up. Let us get back to our lesson.
Hello students. Would you able to determine and express what each sign or label is trying to communicate?

Let us go through them together. You must keep out of this construction site. Use this fire extinguisher if there is a fire not to inter this space. Do not smoke in this area. With out your answers students if so, great work. If you are having trouble, identifying warning signs and labels ask your teacher for help. At the end of this lesson, we learned how to read warning signs and labels. He practice looking at pictures of different warning signs and labels and we scanned them to obtain specific information. We learned that it is very important for us to be able to read warning signs and labels because they keep us out of trouble and they help us to avoid situations there might be dangerous. They also tell us what to do if we are confronted with the dangerous situation. This brings us to the end of our lesson for today. In our next lesson, we will write stories that offer a message of warning. Remember to keep practicing reading warning signs and labels. Until next time, thank you teacher. Thank you, students.

Unit: 5 Reading Advertising
Authentic Advert

Hello teacher Hello students. Welcome today's lesson on reading. Last lesson we learned about subjects and objects. We learned they are two different types of objects including they are direct and those are indirect objects. We learned how to identify within sentences. Later in the lesson we practiced using the question words who, and why, to discuss products. We also learned that who could be both as subject and an object depending on how the questions are asked. Many of us see a considerable amount of advertisements every single day. They are in news paper and magazines on billboard and the television and they are posted on around cities.

In today's lesson, we are going to hear some advertisements for similar products. We will discuss the similarities and differences amongst the advertisements. We will also discuss what makes advertisements more effective by comparison to those that are less effective. I am sure we are going to have a very interesting discussion on the topic. Students let us begin by reading some advertisement for this activity please focus your attention on advertisements.

1, 2 and 5 on page 80-81 0f students' textbooks. Each of those promoting a financial institution or service .The first is Express Bank. The second is JDL Real State and the third is Ethiopia Capital Bank. After reading, these three advertisements please compare and contrast them. What is the same about that and what is different. We will discuss the answers after the activity.
Students, let us get ready. Please begin (3 minutes).
After reading advertisement 1, 2, and 5 on pages 80 and 81 of your student textbook, please compare and contrast them.
Time is up. Let us get back to our lesson.

Hello, every one I wonder what similarities and differences you where ever to find in these three advertisements. In terms of similarities, you might have said they all have a big bald title and they all make strong claims about their business. The Express bank claims to be one of the most awarded banks in Ethiopia. JDL real state claims to offer a unique opportunity and bargain prices and Ethiopia Capital Bank states that it aims to be one of the strongest banks in Africa. All of these strong claims are meant to win trust and keep your attention. In terms of differences, you might have no least that the express bank and JDL Real State

advertisements have images our name while the Ethiopian Capital bank advertisement does not. Other differences in the express bank and the JDL real state advertisement have slogans. While the Ethiopian bank advertisement does not. Different tactics are used in advertising to a tracked attention and to win over potential customers. I wonder even advertisement has ever persuaded you to do or try something new. Please discuss this with partner.

Students, let us get ready. Begin.
Have you ever been persuaded by an advertisement to do or try something. Why or why not? (2 m')
Time is up. Let us get back to our lesson.

Hello again students. I am very curious about how you answered these questions. Perhaps you said you that No.1 persuaded a type of food or drink because of appealing advertisement you saw you might also purchase a specific brand of clothing because the clothes looked nice in the advertisement. On the other hand, perhaps you said that you have never persuaded to buy or do something because of an advertisement. However, sometimes our discussions are affected by advertisement without our knowledge. Advertisement can be very influential to us. Even if we do not see specific remember having seeing or read them. Let us try one last activity.

E will read three more advertisement. Only this time, we will discuss which one. We think is the most effective and why. As you can see, these advertisements are promoting travel and tourism. Please read through each and decide which one used the most effective bank. Please write your conclusion on the piece of paper and we will discuss them a few minutes.

Students, let's get ready .Begin.

Please advertisements 3, 4 and 6 on page 81 of your students textbooks. Decide which is the most effective and write the reasons for your conclusion on a piece of paper. (3m')

Time is up. Let us get back to our lesson.

Welcome back students. I would be surprised if you all close the same advertisement, as the one we think is the most effective advertisement. Advertisement is very subjective and the things you really like about the certain one might be the things someone else finds an appealing. Perhaps you found Ethiopians hidden Jewels the most effective because it has an attractive photograph init of Ethiopian wild life. May be you find Egypt you get way to the world effective because it describes stress trouble or Ethiopia adventure travel because it contains an intriguing description the company services. There is right or wrong answer to these questions. Different people find different advertising techniques to be more effective than others do. This is why we business typically choose specific audience advertisement toward rather they trying entire population. As homework you should seek out an advertisement around your community on your own or with a friend, decide what makes each advertisement effective or not in your opinion. Discuss what good make each advertisement more effective. It you can find advertisement written in English it will be even better because you will be able to the practice reading in English. Today we read advertisement and compared and contrasted them. We also formed opinions on what makes certain advertisement more effective than others do. We learned that effectiveness of advertisement is subjective and that advertisements are often tell us to a specific audience. I really enjoyed our lesson today students. I hope you did too. In our next lesson, we will have opportunity to write our own advertisements. This brings us to the end of our lesson today. Until next time, thank you teacher. Thank you students.

Unit 6 Drug use

Hello teacher. Hello students
Welcome today's lesson on reading. Last time we worked on an owner English speaking skills by learning how to describe graphs using appropriate language .After learning the language of graphs such as words like

increase, decrease and constant. We describe climate graphs of different African cities over a year long period. In today's lesson, we are going to read a factual article drug use world-wide. Using the article, we are going to obtain specific information about different types of drugs such as where they are grown or produced the value of the drug trade and how they are distributed. To begin, please copy the table from page109 of your text, book into your exercise book. While you are working on that, I will tell you about the first drug in the table, Cocaine and Crack. Cocaine is a highly addictive drug mixes with other chemicals it make users then confident accelerated and a weak with a high lasting around 30 m'. Crack is smoke able cocaine, solid chunks and hold rocks.

It observed much more quickly and often in higher dozes than cocaine which makes the effect more intense. The high, however only last about ten minutes.

Students please continue reading about cocaine and crack in your text books with the bottom of the page 109. Determine where each comes from the value of that specific drug trade and how it is distributed .label on your table accordingly. (5m')
Students let us get ready. Begin.

Continue reading about cocaine and crack on page 10 and 110 of your textbook. Determine where it comes from, the volume that specific drug trade and how it distributed.

Fill in your table accordingly.
Time is up! Let us get back to our lesson.
Welcome back students. Were you able to find the correct information to fill in your chart?
Where is cocaine grown or produced? The material comes from coca plants which mostly grown in South America countries such as Peru, Ecuador, Venezuela and Bolivia.

What if the value to the cocaine trade?
The cocaine trade has an estimated annual turnover of $70,000,000,000 dollars.
How is cocaine distributed?
It is distributed by gangs of criminals. The gangs often hire people from the poorest sections of society to smuggle the drugs across international borders. These people are often referred to as 'drug mules'.

Were so your answers students? If so, you are correct. Let us continue by learning about cannabis. Cannabis is one of the world most popular illegal drugs. Regionally used as a medicine in ancient China. The milled Holocene has grown popularity as a recreation of drug and were used one hundred forty three to one hundred and ninety million people around the world in 2007. According to the USA world drug report also known as Marijuana part, Ganacha, and Dope. Cannabis usually comes in the form of Bushy weed, solid ash or oil. People can smoke it with or without tobacco. Eat and drink in tea to induce feelings of relaxation, happiness and laughter. Some users also report tiredness, paranoia and hamper when getting stowed.

Students continue reading about cannabis and choose the correct answer to fill in your chart.
Students, let us get ready. Begin.

Continue reading about cannabis and then choose the correct answers to fill in your chart.
Where is cannabis grown or produced?
A, Only in very warm climates
B. In countries around the world, including those with colder climates.
C. only in Asia and Africa

What is the value of the cannabis trade?
A, $29 billion

B. $70 billion
C. $113 billion

How is cannabis distributed?

A. It is generally confined to production and consumption within the country.
B. It is smuggled and trafficked.
C. It is legally traded around the world.

Time is up. Let us get back to our lesson.
Hello again students. I am sure you had no trouble taking the correct answers to fill in your chart. Cannabis is grown in the countries around the world, including those with colder climates.

The cannabis trade is valued about $70 billion.
The hash trade is valued.

Cannabis is distributed generally confined to production and consumption within a country. The hash trade are, however, smuggling and trafficking. Great work, students. As you know, there are two drugs left on the table, Ecstasy and Heroine. Ecstasy or MDMA is a synthetically produced drug that became farmers in 1980 clubs for its ability to make people drugs. It can be swallowed with water or crushed and snowed and makes users feel happy and energetic and keenly aware of their senses. They can take up to an hour for the high of the drug to kick in. The high is often followed by an intense law which can last for up to 3 days. Heroine is also known as smoke, gage or junk. It is the most ----of the opium family which also includes morpheme, opium and synthetic oppax. It is considered extremely addictive casing both physical and psychological of creates things in uses. Find in the form of the white crystalline powder. It can be injected or smoked. When injected the drug works almost immediately with an initial rush last several minutes and effect lingering per several hours. Let us finish this lesson with one last activity. In a moment, several statements about these two drugs. Please read through the data that is available and determine whether each statement is referring to Ecstasy or Heroine.

Students, let us get ready. Begin.
Please read through the data that available and determine whether each statement is referring to Ecstasy or heroine.

A, This drug has a market worth about $16 billion.
B. Most illicit forms of this drug are grown in small to medium sized farms in Afghanistan and Pakistan
C. This drug contains a large amount of chemicals.

Time is up. Let us get back to our lesson.
Hello every one. Were you able to determine whether each statement with referring to Ecstasy or heroine?

Let us go to through them together.
A. Ecstasy has a market worth about $ 16 billion
B. Most illicit forms of this drug are grown in small to medium sized farms in Afghanistan and Pakistan
C. Heroines ten times more profitable to grow that wheat
D. Ecstasy contains a large amount of chemicals.

This is why it is produced in illegal laboratories. Well done. I hope you learn a lot about the drug used and trade worldwide. It is important to be aware. Today, we practiced our reading skills on learned about drug trades and drug used world-wide. This brings us to the end of our lesson for today. Our next lesson will be an introduction to our new unit natural disasters. Until then thank you teacher. Thank you, students.

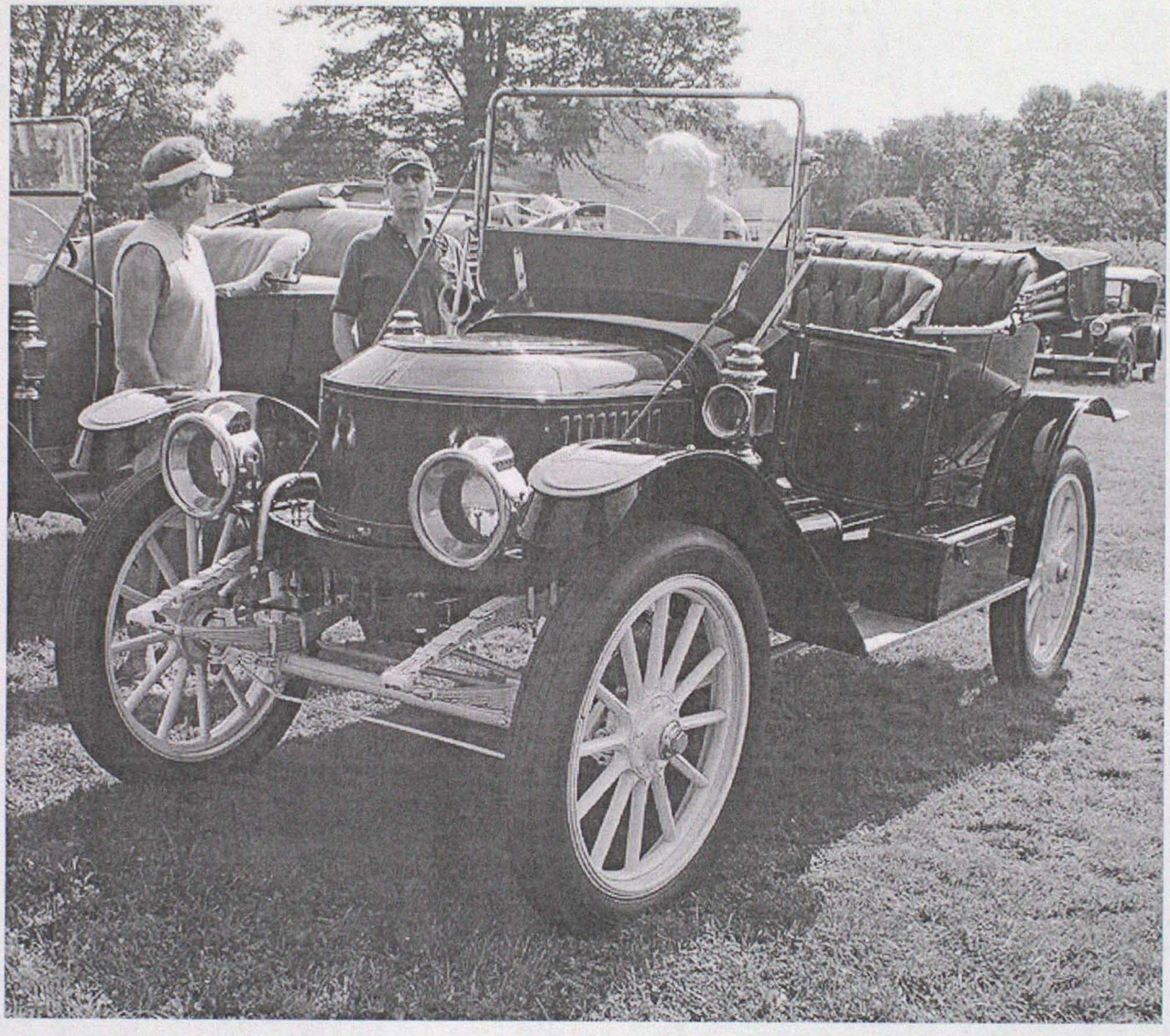
Appendix M Table 22: Teaching Reading Approach

For the kind of teaching the classroom teacher follows is that each student should have a textbook and the classes should be manageable.

Step	Approach 1	Approach 2	Approach 3	Approach 4
1	Before you stated interactive classroom teaching the reading activities, present pre-questions related to the text.' Elicit answers from students, but do not give your decisive answers, however, direct the discussion to the theme of the passage. This will develop a kind of preparedness in learners.	Follow step I & II of Approach l Get a student to narrate the story or present the ideas of the text in his own language. What ever he misses others will add in order to reconstruct the story.	Follow Step I & II of Approach 1. Step III Completing the story together: Explain to the students the process of completing the story.	Follow step I & II of Approach l &2. Present a paraphrase of the text students have just gone through with every next fifth word omitted and get them to fill in appropriate word.
2	Get students to read the text. You can tell them to read silently, if you think there are new words that may cause pronunciation difficulties, you can read the text along while students look along the lines.			
3	Present the pre-questions again. Have they changed their opinions?			
4	Present factual one-phrase answer questions which individual students should answer. If there is any contradiction, hold simple discussion.		Completing the text together: You say a sentence that begins the story, first student will say a sentence that continues it. Some or all students will go on adding a sentence that describes the subsequent event until the story is complete.	
5	Present by writing on the board or photocopies or by dictating, objective questions of the following types and elicit answers. a) Matching-Matching may be done with characters and adjectives, verbs and related characters, events and events, words and explanations, and words and synonyms/antonyms b) Gap-filling c) Putting the sentences in order according to events d) True/False	Get at least three students to explain what the text is about. Do students agree with the writer or not?		
6		Get students to write a summary of the text and correct the errors but do not make thern feel dishelved interactive classroom teaching by indicating all the errors.		

Appendix N: Training Material

N I: Steam car



From Wikipedia, the free encyclopedia
(Redirected from File:1912 Staney steam car.JPG)

I Pre-reading
Section. Comprehension
Exercise 1
Before you read the passage below, discuss the following questions in group.
1. Think about the steam engine. Do you know when the steam engine was invented?
2. Can you identify the difference between steam car and motor vehicles?
3. When did the steam train come to Ethiopia/
4. Do you think the steam train is still at work in Ethiopia?

A steam car is a car that is powered by a steam engine

Gasoline and Kerosene were used as fuel by the majority of manufactures, but some crude vehicles did use solid fuels such as coal or coke. The fuel is burned in a firebox, which in automobiles, is generally directly under the boiler. The heat converts water into steam. When the water turns to steam, it tries to expand, but being encased within the boiler, a build up of pressure results. So, the boiler can be thought of a stored of energy. This stored energy, high pressure steam, is used to push a piston back and forth, which, through a linkage of a piston rod and a connecting rod, turns the crank shaft. This in turn is either directly coupled to the driving axle or is indirectly connected via a driveshaft to turn the wheels. No clutch or gearbox is necessary since full power is available even at very low RPMs. This also made high acceleration possible, especially on sportier models that made steam cars outperform ICT cars.

Nowadays, the steam additionally produced by a hydrogen vehicle can be turned into electricity.

The steam car was the first logical step in independent transport. Though not generally known, regular intercity bus service in steam driven busses was first founded in England in the 1830's. The horse interests quickly had legislation enacted to kill this new competing form of transport.

A steam engine is an external combustion engine (ECE- the fire is not in the engine), as opposed to an internal combustion engine (ICE- the fire is inside the engine). Gasoline- power cars are more efficient at about 25-28% efficiency. A steam engine car will work at only 5-8% efficiency without add-ons. With add-ons a steam engine may have efficiencies around 50% well above. A benefit of the ECE is that the fuel burns at atmosphere pressure so it does not produce carbon monoxide and nitrogen oxide.

Eclectic cars and steam-powered cars actually outsold gasoline powered cars in many states prior to the invention of the electric starter for gasoline-powered internal combustion automobiles. Before the electric starter system from Delco was put into production by General Motors, internal combustion powered cars were started by a hand-crank, which was difficult and occasionally dangerous, as improper cranking could cause a backfire capable of breaking the arm of the operator.

The most well known and best selling steam-powered car was the Stanley Steamer produced from 1896 through 1924. It used a compact fire-tube boiler under the hood to power a simple, double-acting two –piston engine giving four power pushes per revolution of the engine. A normal diesel or gasoline engine has to have eight cylinders to produce four power strokes per revolution. With the smoothness of the steam power and because of its phenomenal torque at only one or two rpm's the steam car's engine was typically connected directly to the rear axle, because no clutch or

transmission was needed. Through 1914, the Stanley vented its exhaust steam directly to the atmosphere and its water tank required frequent water re-fills. After 1914, all Stanleys employed a condenser, which improved their water efficiency considerably.

The world's land speed record was dramatically pushed up to 127 mph by a Stanley steam powered car, piloted by Fred Marriot on the sands of Ormond Beach, Florida in 1906. This annual week long "Speed Week" was the genesis of today's Daytona 500.

Early steam cars took a long time to start from cold, but once fully fired-up, could be instantly driven off all day long. Around 1914, Abner Doble and his brothers began producing, on a very small scale, more expensive, upscale steam-powered cars that incorporated a flash-steam generator, which heated a much smaller amount of water into steam as needed. This shortened the start-up time, and lessened the severity of any steam leak, due to the smaller volume of stored steam. By 1923, Abner Doble had developed new automatic boiler and burner controls which allowed his steam cars to be started from cold with the turn of a key and then be driven off in a matter of seconds at speeds up to 70 to 80 mph. The last DOBLE WAS PRODUCED IN 1930. As a historical sideline, the burner and boiler controls developed by the Dobles changed the heating industry. Their systems are used now in almost every home heating boiler and most commercial boilers that burn oil.

As a result of the 1973 oil crisis in 1974 started a project headed by Dr. Ove Platell that made a steam powdered prototype. It used an electronically-controlled 28-Ib multi parallel circuit steam generator, 1mm bore tubing and 16 gph firing rate intended to run an engine at 160 hp. It was about the same size as an ordinary car battery. To avoid long start-up time it used a system where compressed air was stored when the car was running. When starting the car ran on the compressed air until steam pressure built up. The engine used a conical rotary valve made from pure boron nitride. To conserve water, a hermetically sealed water system was used.

A company called Enginion AG has since 1996 developed a system they called Steam Cell. It makes steam almost instantly and with no open flame. It takes 30 seconds to reach maximum power from a cold start. Their third prototype was fitted in a VW and a Skoda Fabia. It was a two-stroke displacing 1.0 litre, producing up to 500 N-m of torque. Emissions were far below the standard. Since the water was recruited the engine used no oil as a lubricant, but instead used the steam as a lubricant. However, they found that the market was not ready for steam cars so they changed to make power generators based on the same technology.

Electric cars had a short range , and could not be charged up on the road if the battery ran low. Gasoline-powered internal combustion automobiles with electric starters rapidly gained in popularity, while electric and steam-powered cars then fell by the wayside. The development of the Doble system with the automatic controls and super fast firing-up came after steam had lost its market share to the gas powered automobile, becoming an anachronism with the automobile world, albeit, a beautiful, powerful, and an absolutely silent one.

Source: http://en.wikipedia.org/wiki/ Steam-car

While reading

Exercise 2; skimming and Scanning

Scanning

1. Which paragraph describes the electric cars?
2. Who produced the most well known and best selling steam powered car?
3. Which paragraph describes the general appearance of gasoline and Kerosene/
4. What did engine company develop since 1996?

Skimming

1. What is paragraph 1 about?
2. What is paragraph 2 about?

Exercise 3

Read the passage again and try to guess the meanings of the words written below.

1. crude (par.2 line 2).....
2. encased (par.2 line 7)....
3. driveshaft(par.2 line 13)
4. intercity(par.4 line 18)
5. breaking the arm of the operator(par.6 line 30)...

Exercise 4

In your answers to questions 1 to2 add one word in each space.

Complete the following using information from para. 1.

Gasoline and kerosene were used as fuel. The fuel is burnt in:

a. a firebox directly under .....
b. the .....converts.....into....
c. the..... .....to steam . it-----to-------

Complete the following using information from the passage.

Electric cars had a short range:

a. it could not be -----on----
b. it--------by----------

Exercise 5

Choose the best answer A, B, C, or D. There is no need to write any words.

1. Steam car
a. used eight cylinders
b .is an internal combustion engine
c. could be changed
d. will work at only 5-8% efficiently.

2. Electric car
a. can move any where

b. takes coal and coke
c. should be charged
d uses no power

3. An Engine Company
a. developed a steam cell in 1923
b. produced a system in 1996
c .made gasoline powered. invented Electric cars

4. A normal diesel engine
a.produces four powers
b.has 6 cylinders
c.uses coke
d.uses high pressure steam

After reading
Write a letter to your friend living in rural area about the modern vehicles

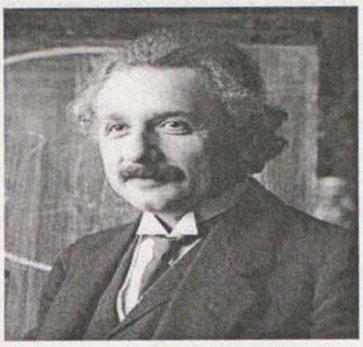
N II: Training Material

Pre-reading tasks

Experience sharing

1. Do you know some philosophers that you admire their work?
2. Four Pictures are given above . Do you know about what they contributed ?
   first discuss in pairs and the in small groups.
3. Names are listed below. Try to match the names with the given pictures first individually and then in small group.

A,



B,

C.

D.

Aristotle
Albert Einstein
Newton
Galileo

II. Einstein's Expanding Legacy

The recent fiftieth anniversary of Albert Einstein's death has caused many around the world to take stock of this amazing man. The word 'genius' has been used to describe lesser mortals, but in Einstein's case it was truly deserved. He was a popular figure too, with his familiar shock of white hair and droopy moustache, and was often treated like a superstar-although the trappings of fame meant little to him. Married twice and indifferent toward his children he was obsessed with physics.

Einstein remains the foremost scientist of the modern era. Looking back 2,400 years, only Newton, Galileo and Aristotle were his equals. 100 years ago, in 1905, Einstein published no fewer than five scientific papers that fundamentally changed our grasp of space, time, light and matter. A decade later he surpassed even himself with his theory of general relativity.

Born in the era of horse-drawn carriages, his ideas launched a technological revolution that generated more change in a century that in the previous two millennia, it can be argued that computers, satellites, telecommunication, lasers, television and nuclear power all owe their invention to Einstein's pioneering work. The world is a very different place than it was 100 years ago-thanks to Einstein.

But he was not just a scientist. As a teenager he read philosophy. It taught him how to think independently and abstractly about space and time. He was also an accomplished musician. The interplay between music and maths is well known. Einstein would furiously play his violin as a way to think through a knotty physics problem. He escaped Hilter's Germany and devoted the rest of his life to humanitarian and pacifist causes with an authority unmatched by any scientist today, or event most politician and religious leaders.

Today, however, there are curiously few statues of the man. The most notable is a 12 foot bronze at the National Academy of Sciences in Washington depicting wrinkled old gazing at his famous Emc2 formula. Tourists climb into his lap for snapshots.
Imagination is more important than knowledge," Einstein once said, "the important thing is to not stop questioning". He also had a sense of humor, describing relativity this way: "Put your hand on a hot stove for a minute".

Will there ever be another Einstein? A new Einstein will emerge, scientists say, but don't hold your breath. After all, more than 200 years separated Einstein from his nearest rival, Issac Newton.

Source: Selamta 1997 E.C.

<u>While-reading tasks</u>

Give short answers to the following questions

4. Mention some of Einstein's works? (Page 2 and 3)
5. What taught Einstein to think about space and time? (Page 3)
6. What does the expression "imagination is more important than knowledge" mean? (Paragraph 6)

7. Mention those scientists who have almost as equal work as Einsein's previously? (Para 2)

Say "True' or 'False'

8, Among the previous presidents of the world, Hitler was the one who devoted his time in helping Einstein.

9. Now a days , there are many scientists who have created as many new things as Einstein did

10. The text has been written after the fifth anniversary of the death of Newton .

Find a word 0r expression in the text which has brought the same meaning as the following.

11. highly interested in(para. 1)

12. Dominant (para. 1)

13. Original (para. 2)

14. Be hopeful (par. 6)

The following words are written in italics from the text.

Write down the word or words referred in the text.

15. It (paragraph 1) refers to.....

16. His(paragraph 3) refers to...

17. Their (paragraph 3) refers to...

18. This (paragraph 5) refers to....

Post-reading tasks

Answer the following questions in

19. Summarize the reading text not more than 50 words.

20. Think of a scientist or a philosopher in your country and write about his /her work in half a page.

Appendix O: Panel of Judges

O 1 Table 22: Panel of Judges

This panel of judges has 30 items. Please respond to these items by putting a tick " √ "against your choice in only one of the three spaces in the response column under '**High suitable**', '**Average suitable**', '**Low suitable**'.

High=3, average=2, low=1

Questions	**Rate**		
	High suitable	**Average suitable**	**Low suitable**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Panel of Judges Results

This table shows that four English language teachers evaluate each item and give their judgment. Based on their judgments, most of the items (29 items) are rated average, only item 19 rated low. Because the item is not written properly.

Item	Rate															Total		
	High suitable					**Average suitable**					**Low suitable**					High Suitable	Average Suit.	Low Suit.
	T1	T2	T3	T4	Total	T1	T2	T3	T4	Total	T1	T2	T3	T4	Total			
1		1			1			1	1	2	1	-	-	-	1	1	2	1
2		1			1			1	1	2	1	-	-	-	1	1	2	1
3		1			1	1		1	1	3						1	3	-
4		1			1	1		1	1	3						1	3	-
5	1	1			2			1	1	2						2	2	-
6	1	1			2			1	1	2						2	2	
7	1		1		2		1		1	2						2	2	
8	1		1		2		1		1	2						2	2	
9	1				1		1	1	1	3						1	3	
10	1		1		2		1		1	2						2	2	
11	1				1		1	1	1	3						1	3	
12	1				1		1	1	1	3						1	3	
13	1				1		1	1	1	3						1	3	
14	1				1		1	1	1	3						1	3	
15	1				1		1	1	1	3						1	3	
16		1			1	1			1	2			1		1	1	2	1
17		1			1	1		1		2				1	1	1	2	1
18		1			1	1		1	1	3						1	3	
19		1			1						1		1	1	3	1		3
20		1			1			1	1	2	1				1	1	2	1
21	1	1			2			1	1	2						2	2	
22		1			1	1		1	1	3						1	3	
23		1			1	1		1	1	3						1	3	
24		1			1	1		1	1	3						1	3	
25						1	1	1	1	4							4	
26						1	1	1	1	4							4	
27						1	1	1	1	4							4	
28						1	1	1	1	4							4	
29						1	1	1	1	4							4	
30		1			1	1			1	2							3	

T1=Teacher 1
T2=Teacher 2
T3=Teacher 3
T4=Teacher 4

Appendix P: English Syllabus

English Syllabus
For Grades 9 & 10

English Syllabus: Grade 9 and 10
Desktop/ Files Grades 9 -12 September 2008/English 9 & 10 Comp 3 CV2 Page iii

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Topic flow charts for Grades 9-10 .....
Minimum Learning Competencies for Grades 9-10 .....
Content maps for Grades 9-10 .....
English Grade 9 syllabus .....
English Grade 10 syllabus .....

English Syllabus: Grade 9 and 10
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The English syllabus for Grades 9-10 was revised by:
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Rationale
Why do Ethiopian students study English?

English has been retained in the educational system because it is vital to for the economic development of Ethiopia. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia

What is the new syllabus based on?

The English syllabus for Grades 9-10 is based on the new curriculum framework for Ethiopian schools and on the needs assessment conducted prior to revision work. The syllabus has also considered international content standards for a similar age and Grade level of learners.

What are the main changes?

The main changes to the previous English syllabus are:

- The content has been reduced and teachers should be able to cover the content in the allotted time.
- The syllabus is based on minimum learning competencies for each Grade against which students will be assessed. Each unit provides the content and activities needed to build up students' competency.
- There is spiral progression throughout the four Grades of secondary: the four language skills, grammatical and vocabulary items and other language components are taught at increasing levels of difficulty and sophistication within the topic areas. This spiral progression is demonstrated in the minimum learning competences and the topic flow chart.
- The content is relevant to all students whether they are leaving school after Grade 10, continuing to Grades 11 and 12 or moving into the vocational stream.
- The syllabus demonstrates practical implementation of active learning and learner-centeredness. It is designed to inform the production of quality textbooks that will inspire confidence and develop competence in teachers so they can use a broader range of methodologies in their teaching.
- The approach to language teaching is communicative and skills based: students learn and practice language which is meaningful to them and which has a real purpose and context. For this reason the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. Language is about communicating with others and learners are encouraged to interact with each other in a variety of patterns: pairs, groups and plenary. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through debates, surveys, games and stories appropriate to their age.

What is the new approach?

The new approach contains a number of aspects that are demonstrated in the MLCs, the syllabus and its activities.

1. Psychological preparation

This includes:

- motivating students to learn English by using interesting and enjoyable methods
- learning geared to: communicating in English in both speaking and writing and using the language creatively
- building on learners' natural curiosity and desire to try things out
- taking account of students' capacity for imagination and creativity

• developing in learners sensitivity to foreign languages and cultures
• raising their awareness of the mother tongue and English
• developing in them a positive attitude to language learning

2. Attitude goals

Attitude is an important aspect of language learning and therefore find pleasure for them from new the syllabus. Students should want to communicate and confidence in exploring English. They should anticipate or predict what comes next and be willing to 'have a go'. They should not be afraid of taking risks or making mistakes. Finally they should reflect on their actions and learn.

3. Content goals

Content is both topic-based and linguistic. Topics have been chosen that are interesting and enjoyable, relevant to Ethiopian life and complementary to what students are studying in other subjects. All four language skills are developed equally and language chosen is functional, relevant and realistic for teenagers.

4. Lessons and materials

These include activities and tasks that:

• have a clear learning outcome
• can be personalized according to students' interests
• are Graded, to facilitate movement from the cognitively simple to the more demanding
• are contextualized and meaningful, with a real purpose and audience in mind
• encourage creative, productive and enjoyable use of language
• are designed to enable increasing student independence and choice
• stimulate learners
• engage students' minds and keep them occupied
• allow students to respond to language input by doing
• provide opportunities for interaction to develop fluency
• enable teachers to choose a style that suits the mood
• cater for different modes of learning: verbal, visual, musical, logical, physical, interpersonal etc
• vary work on the same topic
• vary the organization of learning (students working in pairs, groups, plenary)
• reuse materials for a different purpose
• repeat patterns (e.g. words or phrases) which promote learning
• repeat rhythms that reinforce English sounds, stress and intonation

What are the main features of the syllabus?

1. Minimum Learning Competencies

The Minimum Learning Competencies (MLCs) are the skill levels we expect all the students to have reached within each topic at the end of each Grade. Some students will demonstrate abilities beyond the MLCs.

2. Topic flow chart and content map

The topic flow chart shows the spiral progression of the competencies within a number of topics. The content map shows the content to be learnt in each unit at each Grade.

3. Units and period allocation

Each Grade is broken up into a number of units based around a topic.
Competencies in language and skills are built up within a topic as topics recur a number of times throughout the 4 Grades of secondary.

In both Grades 9 and 10 there will also be four revision units. These units will provide teachers and students with opportunities to recycle language and skills and assess competencies. In these units there should be a variety of activities across the skills and integrated tasks to practice and assess what has been learnt. Activities should be enjoyable and engaging but should also include examples of national test types such as multiple choice.

Each unit is divided into 11 of periods based on a 34-week school year. Regular, short slots of language learning during the week are likely to be more effective than a longer, more concentrated slot once a week. In Grades 9 and 10 students will have 4 periods of English per week. Below is the proposed period allocation across the units. However, while teachers should ensure they finish they syllabus, exact period allocation is flexible. Teachers should respond to the needs of their students in different skills and topics.

Grade 10 (4 periods a week)
Units 1-12 11 periods (each)
Revision units 4 periods (in total)
Total periods 136

4. Learning outcomes, language focus and vocabulary

Each unit starts with a learning outcome related to the topic and which is applicable across the skills. Each unit also has a language focus divided into grammar, vocabulary and social expressions. The grammar focus will be the main structures/items that are revised or introduced in the unit. The vocabulary focus lists the main topic areas of vocabulary and social expressions are the main functional structures. For vocabulary, examples of words in the topic areas can be found at the end of each Grade. It is important to stress that these are only suggested examples. Teachers can choose relevant lexical items from this list and add items appropriately. Students do not have to learn all the words from the list. Students should also be encouraged to keep vocabulary notebooks.
(See Learning Strategies).

Teachers should recycle grammar, vocabulary and social expressions as much as possible. This can be done through speaking activities, games, tests etc. at the beginning and end of lessons.

5. Competencies

The left hand column of the syllabus lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each Grade. Teachers use these competencies to assess students (see assessment).
Grade 9 (4 periods a week)

Units 1-12 11 periods (each)
Revision units 4 periods (in total)
Total periods 136
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6. Skill

For clarity of focus each unit of the syllabus is broken up into
- Listening
- Speaking
- Reading
- Writing
- Additional Learning Strategies

It is important to stress that this is not the order in which activities should be conducted. Indeed over the course of the 11 periods per unit teachers should provide a variety of skills practice both within and between lessons. Some activities do need to precede others: listening and speaking activities often provide the context for the introduction of new vocabulary, grammar or social expressions. In addition to this, activities in different skills are often connected and may need to be followed consecutively e.g. reading texts often provide models for writing activities. However, although textbook writers and teachers need to bear this in mind, they are free to conduct the activities in the order that will best suit their classes and give variety. Moreover, they are also free to adapt and change the activities as they see fit as long as the relevant Minimum Learning Competencies are met. If textbook writers or teachers need suggestions on a possible order of activities for each unit, the Curriculum Department will be happy to provide it.

7. Learning Strategies

Learning strategies (or study skills) are the skills students need not only to improve their competency in English and therefore their ability to access other subjects through the medium of English, but also to improve their ability to learn generally. The aim of developing learning strategies is for students to understand how they learn and ultimately for them to become independent learners. In the primary English syllabus many activities focused on developing the sub-skills needed in each of the four main language skills of listening, speaking, reading and writing. In reading for example the sub-skill of predicting the content of texts was a minimum learning competency from Grade 4 onwards.

Grades 9 and 10 continue to develop these linguistic sub-skills which are reflected in the Minimum Learning Competencies and practiced through a variety of activities. What is different is that the secondary syllabus contains additional activities which aim to make these sub-skills explicit to the students. These activities give them the opportunity to discuss and assess their strengths and weaknesses in each skill/sub-skill as well as try out new ways of learning. Moreover, the syllabus also extends learning strategies to the areas of vocabulary and grammar. For example students try out different ways of recording vocabulary in their notebooks and reflect on which is most appropriate and effective. They also discuss the issue of making grammatical mistakes and how this is a necessary stage in becoming better communicators. Finally, the syllabus for Grades 9 and 10 also incorporates activities which aim to improve generic study skills such as being aware of their individual learning styles and time management.

It is hoped that this focus on learning strategies in English will help students to cope with the English speaking environment at Secondary school as well as give them vital skills for future studies in any subject.

8. Language Content/items

On each page of the syllabus the middle column of content/language items contains the grammar, language patterns, social expressions, and vocabulary or text type to be learnt in each unit to build up students' competency within each topic and skill area. Examples of the language items students are expected to produce or respond to in order complete an activity are also given in this column. These are located across the skills but more often appear under listening or speaking as the communicative approach would generally expect them to be introduced in these skills first. Teachers should clearly present the new language within context and check understanding before proceeding to the practice activities. Under reading and writing, the language content also contains the text type (such as sentences, paragraphs, newspaper article, story, descriptive passage etc.) the students will be working with.

9. Language activities and resources

The third column contains activities and resources for the teacher to use with students to facilitate learning of the corresponding content/ language items and build up the corresponding competencies. The resources that are needed are included in the activities.

As mentioned above, the syllabus is not set out in the order it should be followed. However, when students are introduced to new language items, controlled practice of these discreet items should precede freer peaking activities. This is to give the students the chance to practice the meaning, use and manipulation of the target language.
Occasionally there are suggestions for activities which may not be possible in all classes, these are 'optional'. However, as with all the activities, teachers are free to adapt them to meet the needs or situations they face. With all the skills students should be encouraged to work on activities in a variety of interaction patterns: pairs, threes, small groups, larger groups and plenary. For listening and reading activities students should check and compare their work together, practicing their English as they do so. For reading, students should read aloud in pairs and small groups rather than reading silently. The skill of writing is as much about process as product.

Indeed Secondary English follows the six stages of writing model (think/brainstorm, plan, draft, check, rewrite, proofread) and students must be encouraged to follow this model both individually and in pairs/groups for every writing activity.

10. Assessment

Teachers are expected to assess students on a continuous basis. Many of the activities can be used for assessment as well as practice. Teachers should keep records of student performance in class and regularly take in notebooks to mark work and record achievement. At the end of each unit there are suggested assessment activities, some of which are taken from the unit (mainly for writing) and some of which are additional.
Moreover, as mentioned earlier, each Grade will have four revision units which will also provide the teacher and students with opportunities for assessment. It is not only the teacher who can assess; students should also be encouraged to do self and peer assessment activities.

11. Assessing speaking

Assessing speaking is vital for providing feedback to the students and for informing schemes of work and lesson plans. Ensuring that students are aware of their competencies and how they can improve their language is also essential now that English is the medium of instruction for other subjects.

Assessing speaking should not be formal or intimidating. The teacher should just listen in on pairs and groups, provide them with feedback and record progress. The teacher should not focus on mistakes but rather on whether the students have reached the competency level and can be understood. This means the focus is on communicating the intended message not fluency or accuracy.

In large classes assessing speaking can be challenging. Below are some ideas to address these challenges and provide the teachers with at least one assessment opportunity per child per term.

- At the beginning of each term, the teacher divides the class into speaking/assessment groups (of about 10 students) according to where they sit in the class (this can be rows or groups of students whichever is more practical). For all speaking activities, students form pairs, threes or groups within these groups. For assessment the teacher concentrates on one group per week. He/she can assess a number of students each lesson and record comments.

- In each Grade there are a number of activities where students are working in small groups. As long as the teacher is satisfied that discipline will not be affected, students can be pulled out of these activities to be assessed for speaking.

- Some of the writing activities may take a lesson or two. Once more the teacher could listen to 10 pairs of students perform a speaking/listening activity in this time.

12. Assessing writing

Assessing writing is vital for the same reasons as assessing speaking. However with large classes it can often be burdensome and challenging to mark. The following are some ideas:

- Develop marking schemes to use when correcting e.g. letters/symbols such as 'Sp', 'T' or _ which denote the type of mistake ('Sp' = spelling mistake, 'T' = tense and _ = missing word) but not the actual correction. Students then correct the mistakes for themselves or with partners. This process takes a lot less time and encourages student awareness of the mistakes they are making.

- Teachers don't need to correct everything – indeed some days teachers may just focus on one area e.g. tenses or vocabulary so that students hone in on these areas of the language.
- Students should be encouraged to check their own and others' writing before they hand in work. This follows the 6 stage model of writing (think/brainstorm, plan, draft, check, rewrite, and proofread) and encourages them to become more independent learners.
- For some assignments students can work in pairs or groups and be assessed as a pair or group. This strategy will cut down the marking considerably but must be used in conjunction with assessing students individually.
- Assess students in class time as they are doing writing activities (using the 6 stage model) – success is just as much about process as product

13. Assessing listening and reading

Assessing the receptive skills is also vital, especially since students' access to other subjects is mainly through these skills. Teachers can assess the competencies for listening and reading both informally and formally.

Continuous assessment can take place as the students are doing the activities and through regular checking of their notebooks. More formal assessment should be done through the end of unit assessment activities and in the revision units.

Assessing listening and reading is not too time-consuming as exercises can be devised that are easy to mark. However teachers do need to ensure that all the range of competencies are being assessed and that what they are assessing is reading or listening i.e. if it is note-taking that is being assessed, it is the skill of understanding the content that is key not the quality of the notes made.

14. What is the difference between primary and secondary English in Grades 9 and 10?

There are a number of differences between primary English and secondary English in Grades 9 and 10. Firstly students are now studying through the medium of English. It is therefore crucial that English classes develop students' subject survival skills, confidence and learning strategies. Secondly students will have come to secondary from a range of different schools and backgrounds and will be a more diverse group. For these reasons the focus in Grades 9 and 10 is on revision and extension of what students covered at primary rather than introducing a range of new language items. Another difference is that topics, texts, vocabulary and activities are more directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is also much more of a focus on authentic materials.

The syllabus for Grades 9 and 10 also presumes that when they finish, most students will continue to use English, either in Grades 11 and 12, at college or in the world of work. For this reason there is a focus on communication and through the development of learning strategies, independent learning.

Finally, at secondary, students should begin to take more responsibility for their own learning. The syllabus therefore encourages students to use onsite facilities such as libraries, reading boxes and computer rooms (if appropriate) and access the English speaking environment wherever possible. This can be done through setting up reading logs, research tasks, inviting speakers etc.

Appendix Q: Specifications for English Educational Satellite Television Programmes(Grade 10)

Q1 Table 22 : Grade 10 Reading Skills Lesson for first and Second Semester

	Unit	Episode No.& Topic	Competencies	Contents	Production	Duration
First semester	Unit 1: Sport and Fitness	EP-09A : Reading Basketball (B1.9)	Read a factual article and scan to obtain	Text on an unfamiliar sport e.g. skiing/ mountaineering	Pictures(moving and still) Text and voiceover	20 minutes
	Unit 2: Health- First Aid	Ep-13B :Reading First Aid (A2.4)	Identify the meaning of key vocabulary items related to the topic	First aid vocabulary	Vocabulary for first aid using pictures and mime	20 minutes
	Unit 3: Fiction	EP-26A: Reading What do you like to read? (A3.9)	Read stories and express their views and give reasons	Reading for an enjoyment	Brainstorm Elicitation Text and voiceover	20 minutes
	Unit 4: Moral education and Personal Responsibility	EP-38A: Reading warning signs and labels (A4.8)	Read labels and warnings and scan to obtain specific information	Labels/warnings	Pictures of Labels/warnings	20 minutes
	Unit 5: Advertising	EP-47: Reading Authentic Advert (A5.6)	Read advisements and express their view	Examples of authentic adverts frommagazines/news papers/TV etc	Different adverts for a similar products. The extracts could be from different media	20 minutes
	Unit 6: Drugs	EP-66 Reading Drugs use worldwide(B6.11)	Read a factual article and scan to obtain specific information	A passage on drugs in an international context	Pictures of different drugs, where and how they grow	20 minutes