

EFFECTS OF TEACHER MEDIATION
ON STUDENT CONCEPTIONS AND APPROACHES
TO READING

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A THESIS
SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY

FOR
THE DEGREE OF
DOCTOR OF PHILOSOPHY (PHD)
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

JUNE, 2005

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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ACKNOWLEDGEMENT

A number of people have supported me during my study. However, I especially wish to express my heartfelt gratitude to my advisors Dr. Gebre Medhin Simon and Dr. Taye Regassa, for their invaluable commitment, guidance and feedback on my work and for their encouragement throughout the study. I am also indebted to Dr. Dejene Leta, a veteran instructor in Addis Ababa University in the department of Foreign Languages and Literature, who meticulously saw the quality, difficulty level, and equivalence of the pre-mediation and post-mediation tests meant for the study. I would also like to express my gratitude to Ato Teshome Yimer and Ato Ashenafi Tesfaye, both from Bahir Dar University, who gave me valuable comments and suggestions on the translations I made on the research instruments.

I am also happy to express my indebtedness to the English Panel members, particularly W/o Belaynesah Wubishet, the Head, who read the teaching materials organized for the research purpose and gave me valuable comments.

I am very grateful to Ato Zeleke Yitayew, the director of Fasilo Secondary School, who helped me all he could in arranging classes and providing me with all kinds of assistance I needed for the mediation program both during the pilot and the main studies. I am also grateful to Ato Iyasu Mesfin and Ato Solomon Birhane who made this research successful being mediators during the pilot and the main studies respectively.

My gratitude also goes to Professor Tirusew Tefera, Dr. Teka Zewdie, and Dr. Gessesse who gave me different materials related to the mediation theory, to Dr. Seime Kebede whose encouragement could motivate me to work harder, and to Dr. Teshome Demissie, who gave me valuable comments on my study.

Finally, I would like to thank my wife, W/o Emebet Abate, and my children, Rahel Abiy, Zelalem Abiy, Tinsae Abiy, and Yonas Dereje, who visited me repeatedly, and encouraged me throughout my study. I also thank Ato Abyot Abate who helped me in distributing questionnaires, in administering tests and in many other things.

ABSTRACT

This study tested whether or not teacher's mediation could bring a change in students' conceptions and approaches to reading, and develop their reading ability. It employed Feuerstein's mediation theory (The Mediated Learning Experience) to change students' quantitative conceptions to qualitative conceptions and surface approaches to deep approaches to reading. The Mediated Learning Experience differs from the direct exposure to stimuli; that is, the behaviorists' and the cognitivists' views. The underlying philosophy used in the study was the constructivists' philosophy, social interactionism, which emphasizes students' construction of knowledge by relating new knowledge with their experience. Social interactionism emphasizes the interplay between teachers and learners and tasks. And mediation is inherent in social interactionism. The study, thus, focused on teacher and student interaction, as mediator and mediate, for the purposes stated above.

To achieve the purposes of the study, a case study was employed on grade 9 students at Fasilo Secondary School in Bahir Dar. In the case study, different instruments, quantitative and qualitative types, were utilized at different stages of the study: the pre-mediation, while-mediation, and post-mediation stages.

The findings were analyzed quantitatively and qualitatively. The findings indicated that the students had quantitative conception and surface approaches to reading. Their conceptions and approaches, however, were changed because of teacher mediation.

Teachers did not have the experience of using the mediation tools. In the study, it was found that teacher's application of Feuerstein's mediation theory had positive effects in changing students' conceptions and approaches to reading, and in developing their reading capacity.

Based on the findings, it was concluded that teacher mediation could help students develop qualitative conceptions and deeper approaches to reading, and improve their reading capacity. Based on the conclusion, recommendations were forwarded.

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CHAPTER I

INTRODUCTION

1. Introduction

The purpose of this study is to investigate the effects of teacher mediation on the conceptions and approaches to reading of grade 9 students at Fasilo Secondary School in Bahir Dar, the capital of the Amhara Region. Grade 9 is the beginning level of the first cycle secondary education in the present Ethiopian educational system. In the Amhara Region, unlike Addis Ababa, the Southern Nations/Nationalities and Peoples (SNNP) and few other regions which utilize English as a medium of instruction starting from the second cycle primary level, English, as is decreed in the Educational and Training Policy (ETP) of the Federal Democratic Republic Government of Ethiopia, is used as a medium of instruction from the first cycle of secondary level onwards (ETP, April 1994). The language, however, is given as a subject beginning from the first year of schooling. In cognizant of the pedagogical advantage and with the intent of promoting the use of their language, students in the Amhara Region are made to study academic subjects in Amharic, the nationality language of the region, before grade 9 level (ibid.).

In this context, to cope with the educational demands of their academic studies, grade 9 students require a high level of English language proficiency, reading in particular. Reading plays a pivotal role in providing the students with input for their English language development (Gee, 1999) and in helping them learn other academic subjects (Latha, 1999; Cunningham and Stanovich, 2003). Few of the educational demands can be reading and understanding instructions and concepts, reading questions in assignments and examinations, and reading textbooks of different disciplines and others. The students are required to understand reading materials, to read widely, to combine a variety of resources, to analyze, discuss, evaluate, reflect and relate parts to a whole, and to apply knowledge in real world situations. That is, they are required to deeply process information as one of the general objectives of the Education Policy is to promote deep (or critical) thinking, creativity, problem-solving capacity, and independent learning (ETP, April 1994). Content area textbooks for grade 9, similar to the higher levels, are also developed based on this objective.

However, the students' reading ability seems to be at a lower level. Previous reading researches of various focuses such as Tsegaye (1982), Hailemichael (1984), Mendida (1988), Berhe (1989), Abdu (1992), Gebremedhin (1993), Genene (1994), Getachew (1996), Solomon (2000), and Birhanu (2004) have confirmed this. Besides, as statistics of 9th grade examinees of Fasilo Secondary School in June 2002 indicated, more than 25 % were made to repeat, and this could be attributed to their low reading ability in English more than to other causes which could contribute to their failure.

Students in the first cycle secondary school level at Fasilo Secondary School seem not to have developed their reading skill in English, as a result they could not effectively comprehend their learning materials (of the academic subjects) which needed deep understanding. The students' failure to cope with the reading requirements of the academic subjects may be ascribed to a host of factors. To mention a couple of them, one of the factors can be "reading in a language which is not the learner's first language is a source of considerable difficulty" (Alderson 1984: 1). In support of this view, research has shown that bilingual students' reading in their weaker language was slow and with lower comprehension than those who read in their first language (MacNamara, as cited in Alderson 1984). What Alderson and MacNamara said are evidences for the fact that students who read in a foreign language may have a linguistic barrier.

As mentioned above, the first cycle secondary school students at Fasilo Secondary School start learning their academic subjects in English at this level. Their reading experience in English language, therefore, will be limited. They seem to be the type Cooper (1984) described as "unpracticed readers". Cooper described "unpracticed readers" as those students who have pursued their previous education through the medium of their first language and have studied English as a subject (as a foreign language). In contrast to the "unpracticed readers", "practiced readers" are those types who have pursued a large part of their previous education through the medium of English and are expected to cope adequately with the demands of their secondary school textbooks. The "unpracticed readers" are likely to perceive their academic reading requirements in light of their reading and assessment practices they have had in their primary education (McClean, 2001). But the amount of print students are exposed to also profoundly affects their cognition and conception (Alderson, 1984; Grabe, 1991; Cunningham and

Stanovich, 2003). This is because the conceptions of learning that students hold and how these change are dependent on their schooling, their personal traits, and the academic environment of the school (Mclean, 2001).

The other factor can be the ineffectiveness of the reading instruction practiced at the level. Teachers' common practice of reading instruction both in Amharic and English seems to have emphasized reproduction of information in reading texts. This may be because of the strong influence of the audio-lingual methodology which was in use for decades in Ethiopian modern education, and the influence of the teaching/ learning styles of the traditional schools which entrenched as a norm among the society (See Chapter 2 for the detail). Reading to reproduce on-text information is assumed to lack in constitutive meaning (Sachs and Chan, 2003). This instructional experience might be a backdrop for students' conceptions and approaches to reading, because conceptions and approaches are "strongly related to ... experiences of teaching and assessment" (Mclean, 2001: 401). Their conceptions and approaches to reading, in turn, may determine their comprehension level. As Horwitz (1997:6) asserted:

All behaviors are geared by beliefs, experiences and expectations. The beliefs or expectations learners hold may either contribute to, or impede the learners' engagement in the language learning process. And this will have a great imposition on the learners' performance.

Teachers' philosophy of teaching reading and their instructional and assessment practices, therefore, play a crucial role in students' thought processes about how they perform the reading tasks in their English classes and in other academic subjects. The students' thought processes and approaches to reading affect their level of understanding (See also Chapter 3).

The students' conceptions and approaches to reading are, therefore, a function of both student characteristics, which also includes linguistic capacity, and the teaching factors as well as the foci of the teaching materials. That is, the student characteristics and teaching contexts including the focus of the teaching materials produce quantitative or qualitative conceptions (See 3.2.1 for qualitative and quantitative conceptions) which underpin surface or deep approaches to reading (Grabe, 1991; Garrison *et. al.*, 1995; Entwistle and Ramsden, 1983). When we see the learning environment discussed above, grade 9 students at Fasilo Secondary School, as may be the case

with many other students in Ethiopia, can be assumed to exhibit quantitative conceptions and surface approaches to reading. But qualitative conceptions and deep approaches are also desirable to respond to the educational objectives described above.

Conceptions and approaches to reading are changeable (McClean, 2001; Haggis, 2003). Some researchers argued that students' perceptions and approaches can be changed through teaching and assessment methods (Haggis, 2003). Others such as Vygotsky (1978), Kozulin (1990), Feuerstein (1980) and Boyd (2000) advocated the use of mediational tools. Mediation is an instrument for students' cognitive and affective changes.

In order to satisfy the general objectives of learning (See page 1) that include problem-solving and promoting deeper thinking, I believe that the students' conceptions and approaches to reading should be mediated by the reading teacher so that the students will be able to cope with the need for reading in content area subjects. This is because the Mediated Learning Experience (MLE) is effective for it is planful, systematic, consistent and directional (Falik, no date). And these objectives are elaborated by the mediation parameters (See 3.4.2.3). The impetus for this research is that as students' perceptions (thought processes) mediate their achievement, English teachers at first cycle secondary level need to mediate their students' conceptions and approaches to reading by ensuring the classroom environment support the desired change. In order to ensure environmental support, I argue, reading teachers need to become cognitively active and play a mediational role (Dole, Duffy, Roehler and Pearson, 1991).

Students' engagement in quantitative conceptions and surface approaches to reading seems to oblige reading teachers to mediate their students' conceptions of reading, and students' conceptions mediate their approaches and achievement (Wittrock, 1986; Richards and Lockhart, 1994; Horwitz, 1997). Reading teachers have to generate conducive environment to their students' reading development (Hattie *et.al*, 1996). Teacher's role as a mediator may involve cognitive (which enhances task-related skills), meta-cognitive (which promotes self-management of learning), and affective (which focuses on motivation and self-concept) interventions (*ibid.*).

I would like to make a distinction between direct teaching and mediation in inducing deep approaches to reading. In direct teaching, teachers present curricular goals (as stimuli) directly (Dole, Duffy, Roehler and Pearson, 1991) and it can be effective once students have already established desirable conceptions and approaches to reading (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997). While among grade 9 students who have faced complex situations and struggle to "read to learn" and "learn to read", teachers' mediation, in which they empower students, help them learn how to learn, engage them in deeper approaches, and help them achieve cognitive and affective changes, seems to be mandatory. (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997) (See 3.4.2 for details).

For example, teacher mediation helps students perceive value of their reading. Biggs and Moore (1992:10) pointed out the significance of perceived value of learning as follows:

Everyday learning is mostly concerned with personally valued content which is experienced first-hand and is situated functionally in context. This 'situated' nature of everyday learning solves many other problems, particularly those of motivation and acquiring self-management skills. ...Much every day learning springs from a felt need to learn.

This implies that students' reading interest, motivation and intent depend on the value they offer to their learning reading. Consequently, the value the students offer to their reading determines their reading approaches. Thus, teachers need to play a significant role in adjusting the learning context to make it exploitable to the students (See 3.4.2.3 for the different mediation parameters).

Teachers' mediational role in instruction is emphasized by social interactionists. Social interactionists believe that the secret of effective learning lies in the nature of the social interaction between the teacher and students (Williams and Burden, 1994). The mediation process is an interactive process which helps the teacher shape, direct and encourage students' learning (which is also applicable to reading) (See 3.4.2.1 and 3.4.2.2.).

As stated above, this research aims to investigate the conceptions of reading of the first cycle secondary school students, their approaches to reading, and teacher mediation to induce qualitative conceptions and deep approaches to reading among them. Because of the students'

low linguistic capacity, inadequate reading experience in English, and teachers' traditional teaching and testing practices, I assume that the students have particularly experienced quantitative conceptions and surface approaches to reading. I also assume that the students' conceptions and approaches to reading can be altered by applying Feuerstein's mediation tools as far as reading teachers properly apply them.

Many writers such as Lunzer and Gardner (1979) and Conley (1992) suggested that content reading instruction be carried out by the respective subject teachers themselves. But its implementation was not so easy because of the negative attitude of these teachers. The subject teachers were not willing to shoulder the responsibility of teaching reading in their subject areas since they considered that this meant shifting one's duties to another "who didn't deserve". Based on the information I found from these researches, and for the assumption I have that teaching the English language is also rendering service for students to learn other subjects, I have decided the mediator to be an English language teacher.

1.2. The tradition of teaching reading in Ethiopia

In the traditional theological schools of Ethiopia, reading was perceived as memorizing and reciting religious truths (See section 2.3.1 below). This conception is still prevalent in the traditional schools for two basic reasons: the belief people have in the contents as truth and the linguistic barrier (Orthodox Christian and Muslim students learn in Geez and Arabic respectively, and the majority of them read scripts without understanding the messages). The modern secular education, despite its multiple objectives of teaching foreign languages, which included English, in different eras, was suffering from dearth of reading materials, and this would affect the students' conception of reading (See sections 1.1. and 2.1).

The emphases of the English language curricula at various times affected the tradition of teaching reading in Ethiopia. In the rehabilitation period, that is during the years after the Italians were driven out of Ethiopia, and later, the English language curricula emphasized the development of students' oral proficiency. For example, the 1947/8 and the 1958/9 English language curricula stated that hearing and speaking be taught beginning from grade 1. Reading began at grade 3 with learning the names and sounds of letters, and this resembled the bottom-up

approach in some way. Egyptian reading materials such as *Egyptian Primer and New Method Series of Readers* were taught with the objective of helping students enrich their vocabulary. In secondary schools, too, *New Method Readers* or their equivalents were used as teaching materials. In addition, students also used to read books such as *Allan Quatarmain, King Solomon's Mines* and *Ivanhoe* for the sake of their stories (Tefaye and Taylor, 1976)

As indicated in the 1958/9 elementary community school English language curriculum, the teaching of reading was developmental with the students' grade levels. Therefore, in grade 3, fluent reading was emphasized; and in grade 4 emphasis shifted to comprehension. In grade 5, the purposes of reading were *to develop facility in both oral and silent reading, to teach word analysis and to initiate work in the development of various reading skills*. It also aimed at *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 plays which were all about Europe and America (Tefaye and Taylor, 1976:388).

The change made in 1962 on the extant curriculum was the condition for the deterioration in the quality of students' as well as teachers' use of the English language which might have also affected the teaching/ learning of reading. In 1962, following the tour of the Chief of the Elementary Division of the Ministry, various recommendations were made. They included the educational structure, the introduction of a self-contained system, class size, the employment of the audio-lingual methodology, assessment and change of curriculum (Tefaye and Taylor, 1976).

Concerning curriculum, it was recommended that the teaching of English commence at grade 3 since it was assumed that it would be a burden to children, especially to those for whom Amharic was the second language, to start before this level (ibid.). This might imply that the teaching of reading started at grade 3 or later.

In secondary schools, the general aims and purposes of teaching reading were to increase fluency in reading, to increase and widen the scope of comprehension, to encourage reading for enjoyment, and to introduce students to good English literature (ibid.). For all these objectives,

however, the 1967 seminar held at Addis Ababa University on secondary school curriculum reported that (a) the state of English language teaching was critical, and that (b) the crisis had its origin in the elementary schools (See 2.3.2.2.).

Based on the recommendations made by the 1967 seminar, a new secondary English curriculum the *New Oxford English Course for Ethiopia* was outlined. The underlying principles of the new English curriculum were an oral approach, structural accuracy development, controlled writing and intensive reading. It was recommended that modern prose be read extensively outside the classroom (Tesfaye and Taylor, 1976).

In the 1967/8 elementary English curriculum, reading was not taught until grade 4. Teachers used to play the role model for reading, which was displayed through an oral reading. Students practiced silent reading and individual oral reading followed by teachers' questioning on the passages for comprehension. The approach was traditional. The teacher training focused on teaching silent reading, oral reading and testing for comprehension (Tesfaye and Taylor, 1976). As Tesfaye and Taylor wrote, there was a great gap between the provisions of the curriculum and actual classroom operations.

In general, the tradition of teaching reading chronologically put above exhibits that reading was given only very little attention. In most cases the teaching of reading began in grade 3 or later. This may indicate that the students had less experience in reading in the primary schools. Taking the then popular teaching method, the audiolingual method, into account, we may also assume that the students were not actively engaged in reading; they were trained to read mechanically through memorization and to passively receive information on the page. This reading tradition as well as the students' proficiency in the English language might influence students' conceptions and approaches to reading to become quantitative increase and surface type.

1.3. The angle of this research

The present study focused on the effects of the mediation theory on the change of students' conceptions and approaches to reading. In contrast to the past research traditions that emphasized reading instructional processes and student achievement, readability of texts and student

comprehension, the thrust of this research was to assess whether or not teachers could influence students' thinking and approaches to reading by employing the mediation parameters. Current research on students' cognitive processes focused on how learners' thoughts mediate their achievement; that is, studies that focused on the predictive value of students' conceptions to shaping their approaches to learning and achievement. This study, however, aimed to explore learners' thoughts and approaches to reading in an FL context, and then to find out whether or not teacher mediation could bring about a desired change in their conceptions and approaches to reading so that they could experience effective reading both in the English language reading classes and content area studies.

As stated in 1.1., this research was based on the social interactionists' view. According to this view, knowledge is constructed through learners' active involvement, through representation of action, through conveying meaning to others, and through explanation (Gagnon and Collay, 2002). For social interactionists, "children are born into a social world, and learning occurs through interaction with other people" (Williams and Burden, 1997:39). Social interactionism combines humanistic and constructivist notions and assumes learning to be affected by social context. The basis of this approach is that learners exist in a social world and that learning takes place through interaction between two or more people with different levels of skills and knowledge (Williams and Burden, 1997; Daniels, 1996). From an interactionist's view, both first and second language acquisition involves many complicated interactions between the learners and other people (who have higher level of skills). This implies that teachers play a significant role in providing students with the necessary strategies, skills, concepts, language and vocabulary to become fully effective learners.

Central to this study was Feuerstein's interactionist theory of learning which focused on Mediated Learning Experience (MLE). As Williams and Burden (1994, 1997) noted, this is the experience provided by significant adults, the mediators, at first parents but later teachers. The mediators select and organize the stimuli, shape and present them in the ways considered most suitable to promote learning. They also intervene in shaping the learners' early attempts at responding to the stimuli. The teacher as mediator is assumed to be responsible for the cognitive, social and emotional development of the learner. The EFL reading teacher as a mediator plays a

crucial role in helping the learners with their learning engaging them as active participants in making sense of the tasks they perform (See also section 3.2.2).

Hence, this study sought to ferret out the reading practices, which were assumed to emanate from their conceptions, of first-cycle secondary school students. As repeatedly stated, this level is a transitional level from using the first language as a medium of instruction to using English for this purpose in the Amhara Region. By understanding learners' conceptions and practices of reading, a selected English language teacher of the grade level mediated to students' conceptions and practices of reading for an effective reading development. In addition to this, teachers' conceptions and teaching practices of reading were investigated.

Feuerstein's mediation theory was employed to investigate how teachers and students perceived the parameters, and whether or not teachers used them in language classes (Delligani, 2000; Michoňska-stadnik, no date; Chin, cited in Williams and Burden, 1997). As far as my knowledge is concerned, to date, however, Feuerstein's mediation theory has not been used to change students' conceptions and to engage them in deep reading. Thus, it was deemed important to study its effects so that we can attain an alternative approach to solve the issue under investigation, changing of students' conceptions and approaches to reading.

1.4 The objectives of the study

The study had general and specific objectives.

1.4.1. General objective

This study sought to have an alternative method of teaching reading. So, it attempted to see the efficacy of Feuerstein's mediation theory in changing students' conceptions and approaches to reading. The teacher played a mediator's role.

1.4.2. Specific objectives

1.4.2.1. To see the conceptions and approaches to reading of grade 9 students at Fasilo Secondary School.

1.4.2.2. To find out teachers' perceptions of reading and their classroom practices.

- 1.4.2.3. To see teachers' and students' perceived values of Feuerstein's mediation parameters.
- 1.4.2.4. To know whether or not (or which ones and to what extent) grade 9 teachers applied Feuerstein's mediation parameters in reading lessons.
- 1.4.2.5. To assess the efficacy of teacher's role as a mediator in changing the conceptions and approaches to reading of grade 9 students.

1.5. The research questions

As stated in 1.1 and 1.3 above, the constructs of this research were students' conceptions and approaches to reading, and teacher mediation to students' conceptions and approaches to reading. The relationships between the constructs were shown by assessing the effects of teacher mediation on student conceptions and approaches to reading. In addition, teachers' conceptions of reading and their teaching practices were investigated. Therefore, the following research questions were posed.

- 1.5.1. How do grade 9 teachers and students at Fasilo Secondary School perceive reading ?
- 1.5.2. How do the students approach their reading?
- 1.5.3. How do these teachers and students value Feuerstein's mediation parameters?
- 1.5.4. To what extent do grade 9 teachers employ the mediation parameters in reading classes?
- 1.5.5. What are the effects of teacher's mediation in changing students' conceptions and approaches to reading?
- 1.5.6. Does teacher's mediation have an effect on the reading development (achievement) of students?

1.6. Methods of investigation

The study was mainly a case study. In order to meet the objectives of the study and to respond to the research questions, both qualitative and quantitative methods were employed (See Chapter 4).

1.7. Significance of the Study

The results of this study may be important for different bodies. Firstly, they may be beneficial to students. As stated in 1.1. above, in order to be educated in line with the national educational objectives, students are required to develop critical thinking, creativity, problem-solving capacity, reflectiveness (which are characteristics of deeper learning) and an independent learning capacity. The application of the mediation theory is assumed to bring a change in the students' conceptions and approaches to reading so that they can cope with the demands of the educational objectives. The results of this study are, therefore, expected to help grade 9 students meet the reading demands of the academic subjects and their reading classes. The results can be useful to the students because they may develop the ability to think critically, reflect, and develop deeper processing capacity in reading. And this will intrinsically motivate, and develop positive self- efficacy and internally-attributed locus of control (Williams and Burden, 1997). The more the students are intrinsically motivated, have positive self-efficacy in carrying out reading tasks, and develop inwardly attributed locus of control, the more they will be successful in their reading. As one of the goals of teacher mediation is enhancing the emotional drive (such as motivation) for learning and creating independent, problem-solving , and autonomous readers, the results of the study can help the students towards this end (Ridely, 1997).

Secondly, the results are also assumed to be important to fill in the gap in research on how to mediate students' learning. To my knowledge, in Ethiopia, to date, there are no studies which have been devoted to studying change of student conceptions and approaches to reading through teacher mediation. Even the proliferate literature and researches made thus far outside Ethiopia have been categorical and indicated student conceptions and approaches to learning in general. A particular study on teacher mediation in the change of student conceptions and approaches to reading was not made. Therefore, since effects of teacher mediation, particularly using

Feuerstein's mediation theory, on student conceptions and approaches to reading have not been studied, the research can help fill in the rift in the realm of reading research.

Therefore, because of the obvious problem of lack of student reading ability and the research gap about teacher mediation concerning student conceptions and approaches to reading, I feel that the issue is worth investigating. It is expected that the study would contribute to the students' change of conceptions and approaches to reading and to alleviate their reading problems.

Thirdly, the teachers can also benefit from the study. Teachers, as classroom practitioners, need to build their capacity of teaching by employing variety of methods. Therefore, they can gain an alternative methodology for teaching reading if they utilize mediation strategies.

Besides, by employing the mediation parameters in reading classes, it may be possible for the teachers and the students to understand each other. Understanding between the two parties is a conducive environment to the success of students in reading. Thus, a teacher can mediate to develop a similitude in purpose for reading and information processing with his students. Before mediating to students' reading, the teacher may learn about their conceptions and approaches to reading. That is, knowledge of students' conceptions and approaches to reading can assist the reading teacher to understand where the students are, and urge them to work towards deeper approaches. The teacher, thus, can have an insight into the issue while teaching reading. It will help him to succeed in teaching reading.

Fourthly, the result can also be important for curriculum designers and materials writers. These people can be informed by this research that teaching and assessment can lead to develop either a surface or a deep approach to reading. Therefore, they may be influenced to set tasks in the teaching materials, where applicable, that would demand teachers' mediation and students' deep processing ability while reading.

1.8. Organization of the paper

In this study, Chapter 2 deals with the context of the study. Chapter 3 is devoted to the theoretical framework of the study; while Chapter 4 describes the instruments used in the study. In Chapters 5 and 6, the findings and analyses of the pilot and the main studies are reported. Finally, Chapter 7 is devoted to the summary, conclusion and recommendations part of the study.

Acronyms

The following are acronyms (alphabetically arranged) and their representations that recurrently occur in this paper.

1. (E)FL= (English) as a Foreign Language
2. ERGESE = Evaluative Research on the General Education of Ethiopia
3. ESR = Education Sector Review
4. ETP = Educational Training Policy
5. MLE = Mediated Learning Experience
6. SCM = Structural Cognitive Modifiability
7. SNNP= Southern Nations/Nationalities and Peoples
8. ZPD= Zone of Proximal Development

1.10. Definitions of terms

The following are the operational definitions of the terms recurrently used in this paper.

1. ***Mediated learning Experience (Mediation)***: is the interactive relationship between teachers and students that facilitates cognitive change, changes of conceptions and approaches to reading. ***Mediation*** is the instrument of cognitive change. Mediated Learning Experience (MLE) describes a special quality of interaction between a learner and a person, whom we shall call a "mediator". Feuerstein's theory of MLE identifies two basic forms of interaction: direct learning and mediated learning. Direct learning includes unmediated exposure of the organism to environmental stimuli, including objects, events, texts, pictures, and so on (Internet source).

2. ***Paired samples t-test:*** It is a method of analysis which compares means of two scores obtained from the same subjects.
3. ***Psychological tools:*** These are tools that bridge the gap between lower and mental functions. The Psychological tools include various systems for counting, mnemonic techniques, algebraic symbol systems, works of art, writing, schemes, diagrams, maps, and technical drawings; all sorts of conventional signs, and so on (Cole & Wertsch, 1996).
4. ***Social interactionism:*** It is a face-to-face process consisting of actions, reactions, and mutual adaptation between two or more individuals. The goal of social interactionism is to communicate with others.
5. ***Structural Cognitive Modifiability:*** is a philosophy that views the human organism as open, adaptive and amenable for change. In Structural Cognitive Modifiability, intelligence is seen as a propensity of the organism to modify itself when confronted with the need to do so. The aim of the approach is to modify the individual, emphasizing autonomous and self-regulated change (internet source).
6. ***Zone of proximal Development:*** It refers to “the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (Huong, 2004). In language education, zpd is interpreted as ***guided assistance*** or ***scaffolding*** and ***meaningful interaction***. In the classroom, teachers assist learners to reach a higher level and to a greater independent capacity.

CHAPTER II

THE CONTEXT OF THE STUDY

2.1. Introduction

The educational system, objective and content of a country may be influenced by political, socio-economic, and cultural factors. This is because politics, socio-economic factors and education are closely intermeshed and, therefore, whenever the political, social, and economic conditions change, education reflects these changes (Harman, 1974; Weber as cited in Ballentine, 1997). A society's assumptions about education, its educational philosophy and perception about learners and learning can also guide the educational system and the teaching/learning behavior of that particular society (Klein, 2001). As may be the case with many other countries, the development of the Ethiopian educational system has also been influenced by the governance of the ruling circles, the socio-economic structure, and its international relations (MOE, 1996).

All the aforementioned factors may have strong influences on the teaching/learning arena. Therefore, an assessment of both the past and the present political, social, psychological, educational and other factors is assumed to be a prerequisite for presenting the focus of this study; that is, the effects of teacher mediation on students' conceptions and approaches to reading. Klein (2001:47) remarked the desirability of assessing some of these factors before we mediate to our students' learning as: "a careful assessment of cultural and psychological variables should constitute a major prerequisite of any...intervention because of the dramatic effects of these variables on the quality and style of *teacher* interaction with *learners*". The social context, cherished values, as well as the culture of teaching and learning may directly or indirectly impact on students' conceptions and approaches to reading. For example, the social context of students' reading in their first language may reputedly have an effect on their conceptions and abilities of their English language reading skills (Alderson, 1984; Carrel, 1991; Brenhardt and Kamil, 1995; and others). Besides, students' access to reading materials and the cultures reading materials represent also affect the students' reading conceptions. For example, as Grabe (1991) pointed out, students who have experienced reading materials to represent truth may refrain from challenging or reinterpreting the various texts they read and they tend to memorize knowledge (See also 1.1.). In the same vein, students who come from limited literacy may tend to downplay the importance of extensive reading. As this study is on the effects of

teacher mediation on student conceptions and approaches to reading, understanding the multiple factors that might have contributed to the teacher and student thoughts about reading is deemed to be desirable.

This part of the paper, therefore, attempts to highlight the socio-economic, cultural, historical and educational milieu that have possibly influenced the reading and teaching reading traditions in Ethiopia, which, in turn, might influence the conceptions and approaches to reading of grade 9 students. As will be discussed below, there has been a deep-rooted tradition of learning reading as memorization and recitation in the traditional educational system of Ethiopia. This culture of reading might have effects on the educational system as well as the students' conceptions and approaches to reading in modern schools in the country.

2.2. Political and Socio-economic Factors

Ethiopia is located in the northeast Africa, south of Eritrea, east of the Sudan, north of Kenya, west of Djibouti and northwest of Somalia. Until the secession of Eritrea, it had partly commanded the Red Sea-Suez canal route. Her location had facilitated its contact with ancient civilization of the middle-east and the Mediterranean world, Asia and Europe. Her contact with overseas countries was one of the conditions for her linguistic needs and the introduction of modern education in the country.

The country is endowed with diverse natural resources. It has a considerable soil and climatic diversity in terms of types, composition, and amount of flora and fauna. The vast stretches of land, diversified climatic conditions, abundant water resources, livestock and wildlife resources make it a country with great potential for agricultural, mineral, industrial and energy development (Ayele, 2003). It has also several historical and religious heritages that are high tourist attraction.

Ethiopia has a drastically increasing number of population with a rate of growth of 2.4. The total number of population of the country was estimated 67.2 million in 2002 (Ayele, 2003, citing UNFPA) [≠] It was estimated to be over 72 million in 2005 [≠] which comprised 1.1 percent of the world's total population. The population distribution revealed that 84.7 percent of the population

were rural dwellers, while the rest 15.3 percent lived in urban areas (CSA report, as cited in Ayele, 2003). As statistics of population distribution has indicated, the overwhelming majority of the people dwell on agricultural activities. That is, the country's economy is predominantly agrarian. The fact that the population in Ethiopia increases alarmingly suggests increased demand for the establishment of schools in the different regions of the country. Since the overwhelming majority of the population are rural dwellers, it also suggests that due attention should be given to the establishment of schools, particularly primary schools, in various rural areas. However, this was not true until the Military Derg Regime attempted to reach literacy for all (as mass education) by breaking the persistent inequity between the urban and the rural dwellers, between the regions as well as the sexes, but it was not a complete success (See 2.3.2).

The country had predominantly experienced a monarchic rule before the launching of the “popular revolution” in 1974. The revolution introduced a socialist regime, and was led by the Revolutionary Military Derg (Council) until the system was destroyed by the Ethiopian Peoples Revolutionary Democratic Front (EPRDF) forces. Now, the country has 14 autonomous Regional states which are also satellites of the Federal Democratic governance in connection with defense and foreign affairs. The Federal Democratic state and the Regional states are administered by leaders elected by people through a multi-party democratic electoral system. One of the Regional states is the Amhara Region, whose capital is Bahir Dar. Bahir Dar, at present, hosts several traditional religious schools in churches and mosques and modern secular private and government schools. Of the modern secular schools, Fasilo Secondary School, where this research was conducted, entertains first cycle secondary education (grades 9 and 10).

The educational system of Ethiopia was enmeshed with the aforementioned socio-economic factors and the nature of governance of the alternating ruling circles. Thus, the predominant traditional, agrarian, subsistence economy and the varying ruling systems were the causes for developing various educational objectives in different eras. The section below attempts to provide a brief account of the various educational objectives and their causal relations with the contemporaneous situations, educational problems and measures taken to alleviate the problems.

2.3. Education in Ethiopia

2.3.1. Traditional Education

The Ethiopian educational system has a long history that dates back to the sixth century B.C. In traditional Ethiopia, religious institutions were responsible for the dissemination of Ethiopian education which was exclusively a religious theme (Birhanu and Deneke 1995; Seyoum, 1996). The main objective of traditional education was to propagate religion. Since the theological education was truth for the followers, there was a complete admittance of the education, leaving little or no room for “why” and “how” questions, by the learners and was studied by rote system and memorization. Christianity, Islam, Judaism, and Paganism co-existed in the country for centuries and founded schools for their adherents. Among these, the Ethiopian Orthodox church could be said to have taken the lion's share in contributing to the educational development. It has developed script, a literature, and founded schools that may be equated to the strata of the modern education system as primary, secondary and tertiary levels. Missionaries and Islamic religion have also contributed to some extent (Birhanu and Deneke, 1995). In the following sub-sections, the contribution of the different traditional educational institutions to the Ethiopian educational development will be discussed.

2.3.1.1. The Ethiopian Orthodox Church Education

The Ethiopian Orthodox church, since the fourth century has taught its religious culture to its members. It expanded to a greater extent between 1200 and 1500 A.D. The contents of its teaching were theological and emphasized memorization and rote learning as the process of learning. Critics of its educational system indicated that its rigidity delayed innovative activities in the secular world (Birhanu and Deneke, 1995). The education mainly aimed at preparing church functionaries but it was also the only source in the country to produce civil servants such as judges, governors, scribes, treasurers and general administrators (Teshome, 1979).

The Ethiopian Orthodox church education could be characterized as partisan and undemocratic – a characteristic which she shares with Islamic religious institutions – in the sense that it predominantly served males in the society. Females were allowed to attend school to a certain level, but practically they had a very limited opportunity. The few who got the chance of learning

to read, unlike their male equals who were trained to serve the church, were trained only in menial skills such as spinning and managing household chores. It was also partisan for it rendered service only for its religious cohorts. Even among the religious members, children of the aristocracy seemed to have had the most opportunity, while children of the peasant class had only little.

The church education offered education that was despairingly lengthy and painstaking as a result of which the majority of students dropped out after learning to read and write, and only few proceeded to such fields as church music, poetry, theology, church history, philosophy, manuscript writing and painting (Pankhrust, 1976; Girma, 2000).

The lessons were given in the precincts of the churches and had different stages which might be labeled as primary level which was named as *yenibab bet* (house of reading), secondary level called the school of *zema* (church music), and higher level which was the *metsahft bet* (the school of books). In the school of reading, students first studied to master the Amharic syllabary which consisted of 265 characters, and the process of mastering these characters was through memorization. Then the students proceeded to reading *fidel hawarya* (Epistle of St. John). The third stage of this school was the reading of *gibre hawaryat* (Acts of the Apostles), the stage when students begin reading in Geez. In addition to these, students also studied the physiognomy of Mary and Jesus Christ and praises to Mary orally through the process of memorization. Education in "the house of reading" used to last for two years (Teshome, 1979; Pankhrust, 1976). At this stage, learning reading might be characterized as oral reading in Geez, a language confined to rendering church service. This process of learning continued until the students studied Geez in the school of *quine*, the higher level school which provided instruction in the subtle arts of versification and where students developed high standard linguistic capacity, critical thinking and creativity. This came true hierarchically in the school of *zema*. The education offered at this stage was a prerequisite for further study in the *metshaf bet* (school of books), and students studied Geez grammar, translation, and composition of verses. At this stage, students learned only Geez grammar and prosody through memorization, and a good deal of the learning also took place through discussion groups and criticised compositions on a given theme (Girma, 2000).

In the school of *zema*, students sequentially studied *tsome- digua*, *mi'iraf* and *digua*. They also studied *mewedis* (Hymns of praise) in the school of *quine* from *gubae quanna* (congregation of *quanna*). As mentioned above, the students began to understand what they sang and read in Geez in this school. This was the stage when they also endeavored to write advanced forms of composition in traditional styles. And this happened after ten years of schooling. The school of books (*metsahftbet*) was the highest level of education, a seminary, where students read aloud passages from the scriptures, interpreted religious texts, and had a deep understanding of the religious doctrines. Mastery of books lasted up to 10 years depending on individual efforts and capacity.

Characteristically, the church education in many of its levels, unless the student wanted further education for specialization, had a self-contained class nature: a single teacher educated students to a certain level. It also practiced a cooperative learning style: the advanced student helped the less able. Besides, it could positively be described as practical education for its purpose. Students learned by doing; that is, they put the moral virtues into practice. It could also be described as relevant to the values of the society because, in traditional Ethiopia, people valued religious knowledge as the main, if not the only, education one could think of. Seen from the point of view of mundanely life, the church education could also be characterized as a source of people's obedience and subservience to an authority. This characteristic might be attributed to the teacher-dominated student/teacher relationship that occurred in the course of student learning. Compared to the present-day practice of education, the teaching approach in the traditional church education might largely encourage dependency, that is, underestimating inventiveness, curiosity, critical mindedness, independence of thought and action which were desirable in the secular life of the society (Girma, 2000). This might be because the content of church education is accepted as "true" and so the "how" and "why" questions were almost unthinkable. The trend of complete dependency on the page in search of religious truths might lead students to practice surface reading (surface learning).

In general, the theological education of the Ethiopian Orthodox church, in all the levels of education it offered, memorization of texts and recitation were the main processes, in which most

learners, except for those in *quine bet*, studied the texts without comprehending them. It was not unusual to find church service givers, deacons and priests sing and read the Epistles in Geez without understanding them. This traditional learning system might impact on the process of learning in modern education. Particularly, it might impact on the students' conception, process and approaches to reading. The meaning and practice of reading as a status quo might be transferred to reading lessons and reading learning materials in the modern education. That is, as most students read in search of truth on one hand, and in a language they did not understand on the other, they merely memorized scripts.

2.3.1.2. The Madrasa

While the Orthodox Church educated its followers, the Mosques also carried out similar activities in Quranic schools to their followers particularly in the eastern and western lowlands of Ethiopia. The language of instruction in the Quranic schools was Arabic which was foreign to Ethiopians (Bender, 1976). The contents of Muslim education were theological similar to that of the Christian education. The Quran school curriculum included some chapters from Quran, grammar, and Islamic law (Birhanu and Deneke, 1995). The Islamic education in Ethiopia had two levels: *Tahaji*, the lower level, which, characteristically, was a stage when students identified Arabic letters and memorized texts; and *Mejlis*, the higher level, in which the students studied grammar, religion, politics and civic concepts. Like that of the Ethiopian Orthodox Church education system, reading in Arabic was characterized by memorization and rote learning. The type of education offered in Muslim education, like that of the Orthodox Church, did not encourage productive work or manual labor (Birhanu and Deneke, 1995). In many respects, the characteristics of the Quranic education resembled the Church education, and hence a replication of effects on modern education in general and reading in particular could be expected.

2.3.1.3. The Missionary Schools

The European missionaries had an important but limited contribution to modern education in Ethiopia. The first missionary attempt to educate Ethiopians was made by the Portuguese who sought to propagate Catholicism in the 16th century as a price for their assistance in defeating the Ahmed Gran rebel in Harar, but it was not successful. Emperor Susinios was a convert and

attempted to propagate Catholicism but it resulted in discontent among the society. The students were taught to read and write in Portuguese and Amharic. The Spanish Jesuits, however, gained a little success to have a seminary first with their children and later with very limited sons of Ethiopian noble men, youngsters in Dembea and Gojjam (Pankhrust,1976).

Later the German Lutheran Mission got the opportunity in Ethiopia through Peter Heyling who instructed the youth in Greek and Hebrew. For fear of Jesuits' intervention, Ethiopia was isolated and closed to missionary activities for two centuries (Pankhrust, 1976). In the close of the 19th century, however, missionaries of various creeds used a curriculum of some sort, foreign to Ethiopia both in its design and implementation (Marew, 2000).

Generally, the establishment of missionary schools in Ethiopia paved the avenue toward modern education, but with alien culture and exotic, non-Ethiopian content of education. Because modern methods of teaching were not in practice, students were hardly taught to be innovative, critical thinkers (and hence critical readers), and problem-solvers. Memorization and reiteration of others' views, thoughts and sayings was the order of the day.

2.3.2. Modern Education

2.3.2.1. Modern Education (1900 - 1935)

As stated in 2.3.1. above, the traditional education cultivated the individuals principally to religious services, that is to perform the rituals and perpetuate the teachings of the religious institutions (Teshome, 1979). The change from traditional to modern education went through many upheavals (Birhanu and Deneke, 1995). It was not easy for the past rulers to divert the religion-oriented trend of education and introduce a secular program of education because of the influence of the conservative attitude of the church leaders and the nobility. On account of this, Ethiopia was denied the opportunity for modern secular education and modernization until the reign of Menilik II. At the turn of the 19th century, during the reign of Menilik, however, modern education began to the sons of the nobility at Menilik's palace in 1905.

The first modern government school, the Menilik school, was established in 1908 for boys and girls under the auspices of Emperor Menilik himself. The emperor and his foreign advisors were

the “policy” makers for education, which was characteristically western in style. The school was opened with the objectives of educating the young to ensure peace in the country, to reconstruct the country, and to enable her to exist as a great nation in the face of the European powers (Pankhrust, 1976). Besides maintaining the country's independence, education aimed at producing administrators, interpreters and technicians. Since the country's independence was linked with the presence of communicators with a foreign tongue, the school was primarily engaged in the teaching of academic courses in general and foreign languages such as French, English, Arabic and Italian in particular (Birhanu and Deneke, 1995). Menilik's employment of a western-style education with the objectives above was because of some compelling reasons like interest in understanding the prevailing political order, the need for modernizing and building Ethiopia, and the need for training interpreters for international communication (Marew,2000). To satisfy the need for interpreters, the Minilik school was predominantly concerned with the instruction of foreign languages. As Tekeste (1990:1) described it, “the Minilik school resembled a language institute rather than a proper school”. The medium of instruction for the academic courses was French. Other successively built schools by Regent Teferi Mekonnen (later Emperor Haile Selassie) were initially engaged in the inherited objectives of the Menilik school.

The two successive leaders were committed to the expansion of modern education to satisfy the dire needs of the country. The development of Ethiopian education was further accelerated after 1930, after the coronation of Emperor Haile selassie (Pankhrust, 1976). The expansion continued until the Italian invasion of Ethiopia in 1935 when the empire had more than 22 schools (Tekeste, 1990). In addition to the in-country learning opportunity opened to Ethiopians, few pupils were also sent abroad for further education.

During the period between 1900-1935, education was European-orientated and was not geared towards problem-solving, hence it failed to respond to the actual problems of the country. Its success in modernizing the country was not as expected because of dearth of materials, alien curricula, educational content, and untrained and inefficient teachers. These deficiencies might be causes for students' adoption of surface learning (See 2.1). For all these problems, the inception and development of education could be seen as a step forward to the country, but the Italian occupation amputated the stride. It disrupted the new pace of the country. During the

Italian occupation, schools were either closed or requisitioned for military purposes, and the educated few were eliminated. If there were any schools functional for Ethiopians, the Italians used them for different objectives and they were limited to grade 4 standard; otherwise, they were meant to educate their soldiers. This situation lasted for five years from 1936 to 1941, and the period can be labeled as a “dark period” in the history of the Ethiopian modern education (Seltene,1988;Tekeste,1990).

2.3.2.2. Modern education (1942-1974)

After the Italians had been driven out of the country, the Imperial government, with the motive of educational reconstruction and expansion, began to lay down the educational foundations in 1942 virtually from scratch. Education was taken as the key to the country’s development. The educational expansion aimed at producing workforce who would serve the bureaucracy substituting expatriates (ETPI, 2002), but with serious dearth of resources and without proper consideration of relevance of content (Tekeste, 1990). Tekeste (1990: 5) described the educational content as one that “did not reflect on the type of education conducive to the development of the country”. It was hardly related to the realities of the country.

Education in the post-war Ethiopia suffered from an excessive dearth of textbooks, materials, stationery, and shortage of teachers. The teaching/learning process was, therefore, impelled to be mainly oral and teacher-based (Tekeste, 1990). This condition, as stated in 2.3.2.1, might determine the process of learning to become a surface type (See also 2.1.).

The structure of the educational system was designed to be a three tier system with equal duration (4+4+4) for the primary, intermediate and secondary levels. In 1963-64, this was restructured to be 6+2+4 for the three levels mentioned. With this new structure, Amharic became the only language of instruction at the primary level for the first time. Tekeste described the event as “the most significant reform of the decade” (Tekeste, 1990: 8). Although Amharic became the language of instruction, training was given for teachers in English. The training was, thus, unrealistic, inconsistent and irrelevant (Bowen, 1976).

It was in 1947 the first official elementary school curriculum, for grades 1-6, which covered a wide range of subjects, was published. The elementary school curriculum was later improved in 1949, and was extended to cover grades 7 and 8. The secondary school curriculum was issued during this same year (Tesfaye and Tayler, 1976).

The training for elementary school teachers in Teacher Training Institutes during this period, particularly in the 1960s, was given for two years to 8th grade graduates. A one year training was given to 9th and 10th grade graduates. Later, the training was given to 10th grade graduates for two years and a one year training for 12th grade graduates. The graduates, however, were small in number and they did not keep up with the demand. Therefore emergency programmes were set. Since the latter option also did not satisfy the need, untrained 12th grade leavers were employed with the hope that they could be trained through in-service programmes (Bowen, 1976). During this period, therefore, there was an acute problem of trained teachers in the primary schools. Exodus of the limited trained teachers to other jobs was also a common practice.

In secondary schools, the number of fully trained teachers was very small. The number of trained secondary school teachers at a B.A level from 1962/3 to 1967/8 was only 78. Since the number did not satisfy the needs, elementary school teachers were assigned to teach in secondary schools. The training problem was one of the causes for the deterioration of the standards of instruction.

Although the educational system faced a number of problems, efforts were exerted to educate the people. For all the efforts made to quench the educational thirst of the country, it was paradoxical to find quite a large number of unemployed secondary school graduates. The problem of unemployment coupled with the students' discontent with the exotic and mere academic nature of the curriculum proved most intractable. Besides this situation, there was also an international dissatisfaction with Ethiopia's poor performance in its efforts to achieve universal literacy by 1980 as pledged at the conference on African education held in Addis Ababa in 1961 (Tekeste, 1990). These diverse problems were conditions for a thorough review of the educational sector. Therefore, the Education Sector Review (ESR) was officially constituted in 1971.

The objectives of the ESR were to analyze the education and training system of the country, to assess its relevance and suggest ways to promote national integration, and to prioritize studies and investments in education based on the needs of the country. The ESR presented proposals for the national goals of education as speeding up the economic development and improving the living standard of the people, creating a society that preserves its culture, innovative, and civilized, as well as building self-reliant generation. The educational objectives of the proposal included popularizing manual work, producing manpower for science and technology, and making individuals self-supporting by raising their own income. The proposal also raised policy-related issues that recommended the integration of the educational system with life. As Tekeste (1990: 10) noted, “the most radical aspect of the ESR was that it made the rural population the target of the educational policy”. Unfortunately, its implementation rather proved a rapid expansion of primary education. The ESR was finally doomed to failure for it was perceived detrimental to teachers, secondary students and parents alike. The major reasons for the ESR to fail were that it did not consider the socio-economic and psychological conditions of the country, that the method of study was not appropriate, and that it proposed an elite type of education (Oumer Abdi, as cited in Birhanu and Deneke, 1995).

Another possible reason for the failure of ESR could be that the reformation was not genuinely participatory; it was rather a government secret. The reasons for teacher, student and parental dissatisfaction on its implementation could be ascribed to this (Seyoum, 1996). Besides, it seems that the reformation was meant merely to lull the political situation which rampantly affected the ruling class. This could be seen as related to the Ministry’s measure taken after the proposals. The Ministry hardly considered the proposals; it rather attempted to implement other alternatives astray from them. With this strife educational situation, the popular socialist revolution erupted in the country and hence a new pavement to the educational system of Ethiopia came into being.

2.3.2.3. Modern education (1975-1990)

Before 1974, the modern Ethiopian educational system mainly produced managerial elites. There were only very few technical and vocational training institutions. In 1974, the Imperial system was overthrown and a socialist regime came to power. This regime criticized the Imperial

educational policy for pursuing a curriculum that was foreign to the needs of the country. The post-revolution state also believed in education as the key to the nation's economic and social development. A transitional curriculum based on the educational objectives of *Education for production, for scientific research, and for political consciousness* was launched, but it served all through the regime inadvertently for compelling reasons (the government was with political problems). The curriculum was predominantly socialist oriented taking East Germany as a model. Unlike its predecessors, there was a considerable inclination to meet the social, economic, political and educational changes (Tekeste, 1990), and a remarkable contribution was also made to reach universal primary education through formal education scheme and the literacy campaign. The literacy campaign resulted in the reduction of the rate of illiteracy from 93% in 1975 to 37% in 1983. In spite of all these efforts, it was not possible to make education equitably accessible to all regions as desired. The quality of education also declined for reasons like inadequate educational resources, uncontrolled spread of schools, and notably the media of instruction (Seyoum, 1996). The quality and number of trained teachers at different levels also contributed to the decline. These problems called for an educational reform again for the second time in the history of Ethiopian education. A national project, The Evaluative Research on the General Education of Ethiopia (ERGESE), was launched to study the various aspects of the educational system such as curriculum and instruction, educational structure, educational measurement, teacher education, educational technology, educational management, finance, etc. The ERGESE, unlike the ESR, attempted to involve some sectors of the public, but the results, like that of the ESR, were shrouded in secrecy; and, thus, they were merely shelved (Seyoum, 1996).

Leaving the ERGESE study aside, in the reform of the socialist educational system, especially in 1984, emphasis was rather given to another scheme, *polytechnic approach*, which sought to provide education for all the society regardless of cultural areas, and which was taken as a solution to the rampant unemployment of secondary school graduates (Tekeste, 1990). The *polytechnic approach* to education was regarded as a precondition for life and work in society, for further education, and for all-rounded development of the human personality (Birhanu and Deneke, 1995), but it was a short-lived approach (Birhanu and Deneke, 1995).

After the fall of the Derg regime in 1990, a new education and training policy was issued by the The Ethiopian Peoples Revolutionary Democratic Front (EPRDF). A new education and training policy was launched as solutions to the extant problems of the educational system in the country.

2.3.2.4. Modern education (1991 to date)

Although efforts were made during different eras to educate Ethiopians, those efforts were fraught with persistent problems such as inequity, poor quality, irrelevance, and unemployment of graduates. The attempts made to alleviate these problems were also hardly effective. Thus, the education in the pre-1991 Ethiopia could generally be characterized as too academic (theory-based) and was entangled with problems of irrelevance, lack of quality, inaccessibility, inefficiency and inequity. It was not needs-based and problem-solving (ETP, 1994; ETPI, 2002). In addition to these problems, insufficient facilities, inadequate training of teachers, and shortage of books and other teaching materials contributed to the deterioration of the standard of education (ETP, 1994). The controversy in education, that is between governmental will and the reality, could, I think, emerge mainly from the low economic standard of the country. The country was thus politically, economically and educationally dependent on outsiders and was obliged to adopt foreign curricula.

In pre-1991 Ethiopia, except for the attempts made in the Derg regime, the disparity among regions, between the urban and rural areas, as well as between the sexes in providing educational opportunity was high. The number of higher education institutions was very limited and they were found only in very few regions. Higher institutions at a university level numbered only three, namely Addis Ababa University, Asmara University and Alemaya University.

The educational objectives of the post-1991 Ethiopia were *education for development and democracy* and education claimed to emphasize the production of democratic, inventive, appreciative and self-reliant citizens (ETPI, 2002:12 &16). As indicated in ETP (1994: 6):

...the education and training policy envisages bringing up citizens endowed with human outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully

in development and the utilization of resources and the environment at large.

As a correction to the past educational system, the 1994 Education and Training Policy of the Federal Democratic Republic Government of Ethiopia claim to emphasize the development of democracy, problem-solving capacity and culture, change of curriculum structure and approach, the acquisition of scientific knowledge, critical thinking, creativity, relevance and practicum.

The educational structure was designed to constitute kindergarten, 8 years of primary, 4 years of secondary and 3 or 4 years of tertiary levels. The primary and secondary levels are divided into first and second cycles each. The first cycle of primary education ranges from grade 1 to 4 (where students learn in self-contained system), while the second cycle is from grade 5 to 8. The primary education emphasizes a general primary education. The first cycle of secondary education (grades 9 & 10) provides a general secondary education, while the second cycle (grades 11 & 12) offers a university preparatory education.

The language of instruction of the primary level (1-8) is the mother tongue of the learners in almost all the regions (except for Addis Ababa, SNNP and few others where English is used as a medium of instruction beginning from the second cycle of the primary level). Teacher training was given to the trainees in the mother tongue. From secondary level onwards, all regions use English as a medium of instruction. This late beginning to use English as a medium of instruction seems to have an effect on students' effective learning of content area subjects in secondary schools and higher institutions. Since students lack the linguistic capacity required to learn content area subjects, and are *unpracticed readers* (See 1.1. for the definition), they may tend to memorize their readings even without understanding (See 2.3.1.1). Therefore, what was sought in the educational objectives might not be realized. This situation calls policy makers for continuous evaluation of the policy and practice for taking corrective measures.

Generally, the problems of the educational system of Ethiopia, in spite of the various causes stated in different eras, can be subsumed to originate from the low economic background, backward culture and undemocratic political views of the country (See 2.1).

2.4. The teaching of the English language in Ethiopia

As discussed above, the beginning of modern education in Ethiopia was characterized mainly by teaching foreign languages. In the decade before the Italian occupation, English was competing with French in schools as a language of instruction (Pankhrust, as cited in Daniel, 1998). The period between 1920 and mid-1930 was the marking period for English to gain ground in Ethiopian education. For example, primary schools in Gore, Dire Dawa, Jijiga, Nekemte, Assebe Teferi, Gondar, Adwa, and Makalle which were founded between 1928 and 1935 used English as their language of instruction. There were other schools in Addis Ababa, such as Menen, Teferi Mekonnen and Menilik, however, which used French as a medium of instruction.

During the Italian occupation (1935-1941), schools were closed, and books and other teaching materials were destroyed. This situation and a host of other factors 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 1930's which contributed to the acceptance of English for official purposes (Brown *et al*, 1976).

The other was the efforts of Ethiopian reformers, such as Dr. Workneh and Tefera Work, which gave way for English to displace French. Because Dr. Workneh liked the British way of doing things, he had a hand in the eighteen Indians who were brought to Ethiopia as teachers. These expatriates spoke English and it was mandatory they taught in schools in English. Tefara Work, on the other hand, was an interpreter at the British legation and sought to emulate the British in most matters of style (Daniel, 1998). A related cause includes the increasing number of foreign-educated Ethiopians and the need for the enhancement of modern education. These conditions, in fact, allowed for the study and use of different foreign languages. However, English could emerge as the most dominant language because of the strong bond in many respects between Ethiopia and Britain.

The third was Ethiopian indebtedness to Britain. During the Ethio-Italian war, Britain had paid a lot of sacrifice, and this contributed to the receptivity of the British and their language both by the Ethiopian government and the people.

These causes resulted in a shift from using English for translation and interpretation to a language of instruction (at first from grade five onwards). Students' interest in the English language also necessitated the use of English. They learned English to get jobs, to improve their living standards and to get promotions because a greater facility in English promised paying jobs and higher posts in administration (Daniel, 1998).

Besides, English was also a means for access to education. Firstly, most of the instructors during that time were expatriates (Indians and the British), and being literate in English was mandatory in order to learn from these people. Another reason for incorporating foreign languages in the curriculum was to sidestep the opposition of the church to secular education, especially at the introduction of modern education in Ethiopia. English could also enjoy this situation as all other foreign languages introduced in Ethiopian schools. Since Ethiopian schools had dearth of learning/teaching materials, they were obliged to use foreign-developed English materials.

All these conditions gave way to the shift from French domination to English domination in schools. Schools and institutions began offering different subjects in English. For example, the theological and commercial schools which were opened in 1944 and 1945 respectively taught in English. It was also decreed in the education policy that a gradual transition be made to English after grade three in the teaching of other subjects. The strong use of English in Ethiopian schools continued up to the early 1950's. Between the 1950's and 1974, however, the Ethio-British relationship was loose and Ethiopianization of education (curricula, materials, teachers) was forced in the national educational system. This instance was the time when discontent regarding English as a language of instruction was heard among secondary school teachers. They argued that English as a language of instruction was very difficult for both students and themselves; and because of this difficulty, Amharic was used as the *de facto* language of instruction (Daniel, 1998). The dissatisfaction, however, didn't last long. The Americans became best friends with Ethiopia; therefore, between the years 1952 and 1974, the Ethiopian education sector was greatly influenced by the Americans. Americans assisted the economy, and contributed in running higher education. In general, the status of the English language in Ethiopian schools somehow remained almost the same until 1974, although there were conditions that led to its deterioration in 1967 (See section 1.2. above).

In general, Ethiopian schools had a positive attitude towards learning English. However, learning the language had problems one of which might be lack of social base. This, in effect, may mean that the language was difficult for the students to read and learn other subjects.

2.5. The current status of the English language teaching in Ethiopia

In the period between 1974 and 1990, English was the medium of instruction from grades 7 onwards and was given as a subject beginning from grades 3. Nevertheless, it failed to play an effective role as an instructional language. As cited in Amare (1998:209), Stoddart criticized the status of English during this period as follows: *it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction*. The crisis was assumed to have its origin in the elementary school (Madsen, as cited in Amare, 1998).

At present, English is offered as a subject from grade 1 onwards and is the language of instruction from grade 9, except for Addis Ababa and Gambela where it begins at grade 7 and SNNP which recently began to offer different subjects in English starting from grade 5. The problem of using the language across the curriculum is still acute, and hence on-job English language improvement training is being offered for content area teachers as well as English language teachers (ETPI, 2002).

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. The students' linguistic problem in general and their problem of reading in particular may influence their conceptions and approaches to reading (See 1.1.).

2.6. Summary

In this chapter, an attempt was made to highlight the socio-economic, cultural, historical and educational milieu that could serve as a background for the present research. It was assumed that the objectives, content and educational system of a country could be influenced by these factors. This means whenever the political, social, and economic conditions change, education reflects

these changes. On the other hand, societal values, a society's assumptions about education, its educational philosophy and perception about learners and learning can also guide the educational system and the teaching/learning behavior of that particular society. Therefore, a brief account of the socio-politics of Ethiopia, the history and objectives of its education in different eras, and the status of the English language teaching in the country were discussed. All these variables were assumed to have influenced the reading and teaching reading traditions in Ethiopia, which, in turn, might also influence the conceptions and approaches to reading of grade 9 students.

The main objective of the traditional education (except for the mission schools which also attempted to include secular education) was to propagate religion, and learners were mere "receptacles" of the religious truths. The objectives of the modern education, however, varied in consequence of political influences and socio-economic factors. Thus, for the period of three and a half decades since the start of modern education in Ethiopia, the objectives of education were principally to ensure peace in the country, to reconstruct the country, and to enable her to exist as a great nation in the face of the European powers. During this era, education also aimed at producing administrators, interpreters and technicians. For the duration of slightly over 30 years (1942-1974), education aimed at producing workforce that could serve the bureaucracy substituting expatriates. The objectives of education during the Derg Regime were *education for production, for scientific research, and for political consciousness*, but now in the EPRDF rule the objectives claim to emphasize the production of democratic, inventive, appreciative and self-reliant citizens.

In the traditional religious schools, education was perceived and practiced to be memorization and regurgitation of religious texts. The modern education all through three-fourth of a century lacked relevance, and expediency and hardly helped solve the multiple problems of the country. Students studied alien content and culture and depended largely on theoretical knowledge exploiting the scanty books available with limited variety. This situation, therefore, could lead students and teachers as well to perceive learning (which is also true to learning reading) as getting information from the materials they read, presumably replicating writers' views; that is, leaving little or no room for critical reading, problem-solving and creativity.

The English language has occupied a significant place in the history of the Ethiopian education. It has been taught as a subject and used as a medium of instruction. However, students' capacity of utilizing it is deteriorating from time to time. Thus, the students seem to be obliged to memorize their studies in a language they are not comfortable with. This situation coupled with the tradition of teaching reading as well as the aforementioned contexts might influence teachers' and students' conceptions and approaches to reading.

This study, therefore, attempts to see students' conceptions and approaches to reading and how teachers could serve as change agents through mediating to students' conceptions and approaches to reading vis-à-vis the educational objectives and demands of the country.

The next chapter attempts to review the related literature regarding conceptions and approaches to reading and the mediation theory.

CHAPTER III

REVIEW OF RELATED LITERATURE

3.1. Introduction

As this study focuses on the effects of teacher mediation on student conceptions and approaches to reading, this chapter is devoted to discussing the theoretical framework for student conceptions and approaches to learning, their conceptions and approaches to reading and other related concepts. It is also devoted to discussing the social interactionists' view of learning, the theory of mediation and Feuerstein's mediation parameters.

In the sub-sections, reviews will be made about the concept and types of conception, different learning approaches, and the relationships between context, conceptions, approaches and outcomes. The discussions about conceptions and approaches to learning are made because they have relations with the conceptions and approaches to reading and, therefore, it is assumed that they can be a necessary backdrop for understanding student perceptions and approaches to reading in light of them (Ingerslev, 2003). In addition, then, views and research findings concerning student and teacher perceptions about reading, students' approaches to reading, and other related areas will be included (See 3.2.)

The literature concerning constructivism vis-a-vis the concept of mediation, and Feuerstein's mediation parameters will also be included. Recent development in psychology is the social interactionists' view of learning which combines humanistic and constructivistic notions and the influence of the social context on learning. Social interactionists understand learning as a process that takes place through an interaction with other significant people, initially with parents and later with teachers. They view the learner as active who makes sense of his learning, and think that he needs help from the significant others (teachers) for his cognitive, social and emotional development. According to the interactionists' view, thus, both first and second language learning involve many complicated interactions between the learner and the significant others who are referred to as mediators. In foreign language context, teachers carry out the prime mediator role and better performer students also contribute in mediating to their peers' learning and mastery of the language.

The founders of social interactionism such as the American Bruner, the Russian Vygotsky, and the Israeli Feuerstein argue that the secret of effective learning lies in the nature of social interactionism between two or more people with different levels of skills of knowledge. The adult mediates to the child learning; and the teacher mediates to the students' learning. Williams and Burden (1997) have offered the theoretical background of mediated learning experience and its application in language teaching. In first language acquisition, parents interact with children, and in second or foreign language learning context teachers, and to a lesser extent more active and intelligent students, mediate to students learning and mastery of the language (See 3.4.).

As will be discussed in 3.4.1 and 3.4.2., the notion of Mediated Learning Experience is different from the direct approach to learning because teachers mediate both the stimulus and the response (Feuerstein and Feuerstein, 1991). In the sub-section 3.4., attempt will be made to provide a theoretical framework concerning the philosophy of Vygotsky and Feuerstein as specific to Social Constructivism (Social Interactionism) and mediation and other related concepts. More emphasis, however, will be given to Feuerstein's mediation theory for in this research I utilize his mediation parameters to change students' conceptions and approaches to reading.

3.2. Conceptions and Approaches to Learning

3.2.1. Student Conceptions of Learning

The term "conceptions of learning" is defined as "beliefs and ideas people have about what learning actually means" (Stekette 1997:1). These beliefs and ideas refer both to the what and how aspects; that is, the content and the approach to learning (Biggs and Moore 1992). Pajares (1996) categorized the term with the proliferate other terms that constitute conceptual affinity: attitudes, values, judgments, axioms, opinions, perceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, rules of practice, and others. Although these terms share some common characteristics, such as their reference to thought processes, they have been treated differently. Of these terms, in fact, some of them seem to have close concepts, and, thus, "perceptions", "conceptions" and "beliefs" are used in this paper interchangeably.

Students have varied perspectives of learning. Different researches conducted among students of different levels have proved this. For example, researches made by Marton and Saljo (1976) and Marton *et al.* (1993) identified qualitatively different student conceptions of learning in higher education. The other type of questions focused on the major lines of reasoning. Other studies found different conceptions of learning among children (Pramling, 1983), and among primary school students (Stekette, 1997).

Research regarding the students' conceptions of learning in higher education identified five qualitatively different and hierarchically related conceptions of learning that included: (1) a quantitative increase in knowledge, (2) memorizing, (3) the acquisition of facts, methods, etc. which can be retained and used when necessary, (4) the abstraction of meaning, and (5) an interpretive process aimed at understanding reality (Saljo, as cited in Marton and Saljo, 1984). Marton *et al.* (1993), studying adults, added "changing as a person" as a sixth conception. The study made about the conceptions of primary school students identified six distinctly different conceptions of learning that constituted *generic learning*, *physically doing*, *knowing more things*, *knowing harder things*, *searching for meaning*, and *constructing new understandings* (Stekette, 1997). Although they varied in the names they were offered, the conceptions of learning identified among primary school students, except for *generic learning*, which referred to students' overall understanding of facts, were similar to those identified in higher education. The conceptions of learning identified among pre-school students, however, were limited compared to the others. They comprised *doing*, *knowing*, and *understanding*. *Doing* referred to physically participating in an activity; *knowing*, to building up one's store of knowledge about the world that surrounds them; and *understanding*, to the meaning inherent in an activity or piece of information (Pramling, 1983).

In spite of these distinctions, the conceptions of learning were categorized under quantitative and qualitative conceptions (Biggs and Moore, 1992; and Taylor, as cited in Devlin, 2002). The quantitative conceptions constituted increasing one's knowledge, memorizing and reproducing, and the application of facts, methods. "Increasing one's knowledge" implies that learning is perceived as securing new things through absorbing and storing, and the conception of learning as "memorizing and reproducing" assumes learning to be "studying facts in an isolated but

specified items of knowledge" (Biggs and Moore, 1992:21). The belief that learning is "quantitative increase in knowledge" might lead to absorbing the grammar rules of a language and memorizing vocabulary items in language teaching, and these inquire students merely to absorb and reproduce information (Williams and Burden, 1997). The perception of learning as "applying" refers to learning facts and procedures by making use of it in some way. In quantitative conceptions, learning is a matter of how much is learned, and teaching is the transmission of knowledge. The focus of the quantitative conceptions of learning resembles the bottom-up conceptions of reading (See 3.2.8.1).

The other category is the qualitative conceptions of learning which assumes learning to be meaning-based. Here meaning refers to "personal meaning" which is "based on intrinsic interest, curiosity, and desire and ability to relate the learning to personal experience" (Haggis, 2003). The qualitative conceptions constitute "the abstraction of meaning", "the interpretive process" and "changing as a person". Students learn ideas through seeing, grasping, and understanding. They employ varied procedures and strategies, relate what is learned to other knowledge in their abstraction of meaning, and also change what is understood.

Williams and Burden (1997) argued that the conception of "the abstraction of meaning" is important in language teaching. They wrote:

The abstraction of meaning' is a particularly interesting category, which appears to belong more to communicative approaches to teaching a language and techniques such as task-based listening, reading with information transfer, or tasks requiring meaningful interaction (p. 61)

The conception "changing as a person" refers to "the experience students achieve through deep involvement in learning" (Biggs and Moore, 1992:22). This conception also has implications for language learning. It will lead to "the selection of activities that have personal significance or relevance to the learners leading to some personal benefit such as learning to think, learning some social skill or learning about the world" (Williams and Burden, 1997: 61).

The quantitative and the qualitative levels of conception are not antagonistic (Biggs and Moore, 1992), rather they are developmental (Entwistle, 2000). Research has confirmed this. For

example, Perry, as cited in Entwistle (2000), found that university students initially saw learning mainly as a matter of memorizing and reproducing knowledge in ways acceptable to the teacher. During their time at university, students gradually began to recognize that learning was more rewarding when they sought personal meaning by transforming information and ideas in terms of their own previous knowledge and understanding. Underlying the shift from quantitative conceptions of learning to qualitative ones is a constructivist view of learning (Biggs and Moore, 1992). [See also 3.3.]

Students' conceptions of learning are shaped by their prior educational and other experiences (Ridely, 1997; Mclean, 2001; Gravaso *et. al*, 2002) and possible future ones (Ridely, 1997). Because of the varied experiences they get from their family, the community, and the school, different students perceive learning differently. The conceptions of learning are complex and incorporate components like beliefs about the nature of learning, beliefs about how one knows whether learning has taken place, and knowledge of factors that affect learning (Fuller, 1999).

Students' conceptions of learning may influence their conceptions of learning the English language and reading (Williams and Burden, 1997). It can also be argued that students' conceptions of learning have more direct relationship with their conceptions of reading (Ingerslev, 2003). This is because students learn their academic subjects more through reading. Besides, the strong relationship between conceptions of learning and conceptions of reading can be inferred from the various researches made (See 3.2.3). The various studies conducted concerning conceptions and approaches to learning were based on students' reading of academic texts (See 3.2.6.).

Studies asserted that students' conceptions of learning determine their approaches to learning (See 3.2.5). The next sub-section, therefore, provides research findings regarding the different categories of approaches to learning.

3.2.2. Students' Approaches to Learning

The approaches to learning are the ways students tackle learning tasks. In order to investigate the approaches, the 'how' of learning, a series of experiments was conducted at the university of

Gothenburg, Sweden, on higher institution students' reading of academic texts, which identified four qualitatively different levels of understanding and recall. The levels were: 1) describing and justifying conclusions, 2) mentioning overall arguments and conclusions, 3) describing facts and components of argument, and 4) mentioning facts. In recalling also some stressed the author's conclusions, others the descriptions of arguments and facts without relating them to the conclusions (Ford, 1981). The levels of understanding and recall were related with the approaches to learning (Ford, 1981). Marton and Saljo (1976) had a seminal work that distinguished between surface and deep approaches which were directly related to the levels of understanding and the motivation to learn.

The surface learning approach "characterizes a methodology whereby students focus on completing task requirements, concentrating on facts rather than arguments, the memorization of information and unreflective acceptance of new material" (Brown *et al*, 2001:3). Students who conceived learning as increasing knowledge, memorizing, and acquiring facts or procedures were categorized as surface learners. Baron (1996) said that students adopt surface approach if their primary motivation is avoiding failure. This sort of students intends to simply complete the task requirements (Fells 2001; and Brown *et al*, 2001). They treat tasks as an external imposition and are unreflective about the purpose. Their focus is on discrete elements, on unrelated parts of the task without any attempt to integrate. In short, their approach is atomistic. Students who adopt surface approach to learning take a text as a collection of discrete units of information that should be memorized in order to answer the anticipated questions. These students approach learning as a task in which their responsibility is to reproduce what the teacher has taught. Therefore, they concentrate on facts rather than arguments, regurgitate information, and accept new material without asking "why" and "how" (See 3.2.8.1. to compare with bottom-up reading).

In contrast to surface learning approach, the deep learning approach refers to a method by which students attempt to understand content, argue, relate and organize new ideas with their personal experiences (Brown *et al*, 2001) in order to get personal meaning from them (Haggis, 2003). Entwistle (2000) also wrote that the intention in the deep approach is to extract meaning, and produce active learning processes that involve relating ideas and looking for patterns and

principles (a holist strategy) and using evidence and examining the logic of the argument (a serialist strategy). The approach also involves monitoring the development of one's own understanding (Entwistle, McCune and Walker, as cited in Entwistle 2000). Students who employ a deep approach critically think and process data at higher levels of generality (See 3.2.8.2. to compare with top-down approach to reading).

The deep/surface approaches to learning have relations with intrinsic/extrinsic motivation (Baron, 1996). They are also linked with different levels of abstraction. As an evidence to this, Ford's (1981) review showed that understanding at different levels of abstraction was linked with different levels of "transformation", and this was measured by students' interview statements, questionnaire and written responses to questions that inquired their ways of reading articles.

A third type of learning approach is a strategic (or achieving) approach (Biggs and Moore, 1992). Students employ this approach when their main interest is to score high grades in examinations. Students will have the tendency towards using this approach largely by the influence of the teaching style, and their understanding of the demands of the courses in examinations. Some writers considered this approach as one that switches between deep/surface approaches rather than as a distinct approach (Volet and Chalmers, as cited in Haggis, 2003).

Together with the identification of the different levels of abstraction and approaches to learning, two levels of processing were identified: deep-level processing and surface-level processing. The deep-level processing was identified by applying any one or a combination of the criteria "(a) was there a clear intention of trying to understand what the author was saying? (b) was there any intention to integrate what was being read with other parts of the article, or with facts, or with previous experience? and (c) was there an intention to try to reach own conclusion or make use of own personal experience?" (Ford 1981:349). Surface-level processing, on the other hand, was identified by the criteria "(a) was there an intention to obtain facts or information? (b) did the experimental conditions appear to have affected performance? and (c) was there an intention to memorize or an attempt to learn by rote?" (ibid).

There were high correlations between levels of processing and levels of abstraction in understanding (Marton and Saljo, cited in Ford, 1981). Entwistle *et al* (1979) also found a high positive correlation between deep level processing and high level of understanding, but the correlation between surface level processing and understanding was not significant.

Ford (1981), in his review of study approaches and 'effective learning', pointed out that Pask (1977) had also identified two complementary but distinct student processes of understanding complex academic topics. The distinctions he made were between "comprehension" and "operation" which relate to different levels of abstraction in that the former is concerned with building descriptions of what may be known in a subject matter area, and the latter with mastering operations and procedures which satisfy descriptions. According to Ford (1981), the distinctions are similar in important ways to the distinctions made by the researchers at Gothenburg. That is, "descriptions" and "operations" share certain similarities with deep and surface approaches to understanding respectively.

Another distinction that was made in relation to levels of abstraction was Biggs' (1979, 1980) taxonomy of Structure of Observed Learning Outcome (SOLO) which comprises of five levels: pre-structural, uni-structural, multi-structural, relational, and extended abstract.

In this sub-section, attempt was made to indicate three approaches to learning – surface, deep and strategic approaches – and their relations, except for the strategic approach, with different levels of processing and abstraction. The approaches to learning, the levels of understanding of academic texts, and the levels of processing may have implications to the processes and approaches to reading (See 3.2.5). The next sub-section is devoted to indicating the chain of relationships among learning environment, conceptions and approaches to learning.

3.2.3. Context, Conceptions and Approaches to Learning

The context of learning in the classroom constitutes instruction, assessment, and other aspects of the teaching-learning environment. There is a chain of connections among conceptions of learning, approaches to learning and levels of understanding (Entwistle, 2000). And these can be influenced by the learning orientations and conceptions of learning inherited from the students'

previous educational experiences (Marton *et al* 1993; Hettich, 1997; Entwistle *et al*, 2001; Watkins, 2001), teachers' practices of teaching, and task and assessment procedures (Eklund-Myskog, 1997; Mclean, 2001). For example, assessment procedures which encourage students to think critically, which require them to apply to new contexts, and which encourage problem-based questions may urge students to develop a deep approach. In contrast, procedures perceived by students as requiring no more than the accurate reproduction of information lead to surface approaches (Thomas and Bain, 1984; Scouller, as cited in Entwistle 2000, and Garrison *et al*, 1995).

A partial explanation to the influence of context on students' adoption of surface or deep approaches can be Entwistle's (2000) findings on conceptions of teaching. Entwistle, in his interviews of instructors about "teaching" and "learning," found a hierarchy of conceptions of learning and teaching and varied assessment procedures. He categorized the instructors as content-oriented, student-focused, and learning-oriented. Teachers with these differing conceptions of teaching tended to hold corresponding views on assessment. He wrote:

staff who are content-oriented are likely to see assessment as designed to demonstrate detailed factual knowledge of the syllabus.... The student-focused group tend to use more varied methods of assessment and to be aware of their own responsibility for encouraging students to develop deep levels of understanding (p. 10)

This indicates that teachers' conceptions of teaching and learning influence their approaches to testing, and these, in turn, may influence students' approaches to studying.

In short, both students' and teachers' conceptions of learning influence the students' approaches to learning. As students are required to be cognitively active; that is, reflective, critical, analytic, etc. in their academic studies, including reading, working towards this end is commendable (Dole *et al*, 1991). All that discussed above may imply that fostering deeper approaches to learning necessitates creating desirable conditions. Teachers' role therefore is fundamental. Dole *et al*. (1991:51) argued that teachers should play a cognitively active role in their efforts to develop students' understanding, and this role might be a mediational role (See 3.2.9).

In this sub-section, I have tried to show the relationships among learning environment, conceptions and approaches to learning. The next sub-section focuses on the relationships among students' conceptions, approaches to learning and outcome.

3.2.4. Students Conceptions of Learning, Approaches to Learning and Outcome

Different researches indicated different results concerning the relationships between students' conceptions, approaches to learning and outcome. One group of researches disclosed that students' conceptions of learning determine their learning approaches, and their approaches to learning determine their learning outcomes (Marton and Saljo,1976; Gravaso *et al*, 2002; Dahlgren and Marton, as cited in Gravaso *et al*,2002; Gordon, *et al*, 1998). Gravaso *et al*'s (2002) study which aimed at filling in the research gap of determining the extent of the causal relationships of these factors can be an evidence to this. They studied 119 college students from different disciplines using a questionnaire and a test. The results of the study clarified the causal relationships of students' prior learning experiences, conceptions of learning, learning approaches and learning outcomes. That is, prior learning experiences shape students' conceptions, and students' conceptions determine learning approaches (See also 3.2.3). And the learning approaches determine the quality of learning. They wrote:

Students are likely to think of learning as development of perspectives and as collaboration if they feel that their learning environment provides them with an opportunity to build their own knowledge, learn in collaboration with other students, and engage them in activities relevant to their lives as students and as future professionals. This will lead them to use deep learning approaches, thus resulting in better quality learning outcomes. However, if they feel that their learning environment promotes absorption of information, they are likely to think that learning is intake of information and use surface learning approaches. The result is a poor quality learning (Gravaso *et al*, 2002 : 288).

On another study, however, Fuller (1999:2) argued that there is "only little empirical evidence about the extent to which conceptions of learning are significant and influential part of approaches to learning and learning outcomes". According to him, previous research on the relationships of these variables suffered from three basic limitations. These include the attempt to designate students as holding just one conception of learning and using one corresponding approach to learning, the research instruments and the contexts of the studies. Previous research

on these issues involved a laboratory study rather than the actual school or university course. Besides, the research instruments utilized to study conception-approach relations were interview data or written statements. However, since conceptions of learning are complex and incorporate a number of components, students often describe features of their learning which relate to several conceptions of learning rather than just one (Fuller, 1999).

Fuller, then, conducted a research which he claimed could improve some of the limitations of previous research in the area. He collected data using the short version of the Reflections on Learning Inventory (RoLI), the Motivated Strategies for Learning Questionnaire (MSLQ), and the Study Process Questionnaire (SPQ). His findings indicated that the relationships between students' conceptions of learning and their approaches to learning, their use of learning strategies, and their academic results were different from what might be anticipated. Based on the findings, he concluded that knowledge of students' conceptions of learning is not in itself sufficient to provide useful information about their likely approaches to learning and use of learning strategies or about their academic results; it is also necessary to know how these conceptions interact with other aspects of the particular learning context in which they are engaged.

Although different results were found concerning the relationships among conceptions, approaches, and outcomes of learning, the majority of the researches made showed causal relations of the variables. Recent researches such as Mclean (2001: 399) also indicated that academic ability is "a reflection of the conceptions of learning students hold". Fuller's (1999) study, therefore, needs to be replicated to assume other factors as major determinants. So, in this paper, it is held that conceptions can determine both the approaches to learning and the outcomes of learning. Therefore, conceptions, approaches and outcome of learning are linked: surface approaches leading to poor outcomes, and deep approaches to good ones (Haggis, 2003). As a support to this view, Mclean's (2001:399) research also confirmed that academic ability can be the reflection of students' conceptions of learning.

3.2.5. Implications to conceptions and approaches to reading

The relationships between conceptions of learning, perceptions of the learning environment, approaches to learning, and learning outcomes have implications for the conceptions and

approaches to reading. As stated above, the data used for studying conceptions and approaches to learning were drawn from students' academic reading (See 3.2.1). This might indicate a direct relationship between conceptions and approaches to learning and reading (Ingerslev, 2003). The conceptions of teachers and students reading, however, varied in different eras (Alexander and Cox, 2004). Students' processes of reading which are labeled as bottom-up and top-down may resemble the surface and deep approaches to reading. The relationships between conceptions and approaches to learning and reading are discussed below in the next sub-section.

3.2.6. Conceptions and Approaches to Reading

Meloth *et. al.* (1989:33) defined "conception of reading" as "a general knowledge of reading, namely an understanding of the relationship between the reader and the text, as well as the strategies used to read successfully." In this definition, the term conception of reading refers both to the what of reading and how to approach it. It consists of congruity with Flavell's (1981) concept of metacognition in that it reflects the individual's knowledge about reading, the interaction between the reader and the task, and comprehension strategies. Meloth and others, however, took metacognition as a facet of the overall concept of reading for it is often understood as more specific and is described as 'strategy'.

In this paper, however, "conception of reading" refers to what students think reading or the reading process to be. And the approaches to reading, which result from their conceptions, are the ways readers process information to comprehend texts.

Reading was conceptualized in different eras differently because of the influences of learning theories. For example, because of the influence of behaviorism, it was conceptualized as "conditioned behavior" and it concentrated on observable events outside the individual. Reading research and instruction, therefore, were restricted to the relationships between stimuli, such as words, and responses, such as word recognition (Clapham, 1996; Alexander and Cox, 2004). It was taken as discrete skills passively drilled and practiced until reflexively demonstrated. Reading was conceptualized as a "natural process" between the mid-1960s and mid- 1970s, and this resulted in the importance of the reader's knowledge base in reading research and instruction (Alexander and Cox, 2004). Clapham (1996) said that the focus on the mental processes during

this era produced the conception of reading such as "a psychological guessing game". When information-processing gained ground in the realm of education, the focus of reading research and instruction turned to the individual mind. During this era, it was conceived that the individual mind could be modified through direct intervention, training or explicit instruction. In the mid-1980s, because of the influence of socio-cultural perspectives, group orientations replaced individualistic reading. Thus, concepts such as "cognitive apprenticeship", "shared cognition", and "social constructivism" were prevalent. In the present era, the reader is conceptualized as a motivated knowledge seeker. The engaged reader has both individualistic and collective dimensions which reconcile information-processing and socio-cultural perspectives of past decades.

In this paper, the reader is taken as an active, engaged reader who can solve-problems, critically read texts, evaluate, analyze and synthesize information from his readings. In order for the students to perform these cognitive activities, I argue that the teacher should play a mediator role.

Dole *et.al.* (1991) distinguished between task-analytic behavioral conception and cognitively based conception of reading (See also Cairney, 1996). In the former kind of conception it is assumed that the aggregate of all the sub-skills equals reading comprehension, and, therefore, it emphasizes programmed instruction, mastery learning and behavior modification. In this view, readers are passive and are expected to reproduce meaning of the text. Dole and others describe this sort of reading conception as:

In the traditional view, ... readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Once the skills have been mastered, readers are viewed as experts who comprehend what they read. In this view, readers are passive recipients of information in the text. Meaning resides in the text itself, and the goal of the reader is to reproduce that meaning (p. 240-1).

The task-analytic behavioral conception assumes a passive reader who masters a number of discrete sub-skills and who automatically and routinely applies them to all texts (See 3.2.8.1). Dole and others take this conception as traditional. In contrast, cognitively based conception of

reading comprehension (which Dole and others, 1991, take as new) assumes an active reader and emphasizes the interactive nature of reading and the constructive nature of comprehension. The reader constructs meaning through the integration of existing and new knowledge and the flexible use of strategies to foster, monitor, regulate, and maintain comprehension. The reader uses textual cues and situational contexts to build or construct meaning from the text (See 3.2.8.2.).

In the cognitively based conception of reading, prior knowledge is paramount. This knowledge can be knowledge about the topic of the text, general world knowledge about social relationships and causal structures, and knowledge about the organization of the text. The reader uses his existing knowledge to interpret and construct meaning of a given text, to determine importance, to draw inference, to elaborate text, and to monitor comprehension (Dole *et al*, 1991).

In short, the task-analytic behavioral conception and cognitively based conception about reading differ mainly on viewing reading as a set of discrete skills and as holistic respectively.

Students' approaches to reading have been linked with their conceptions of learning which, in turn, have resulted from the teaching environment (See 3.2.3. and 3.2.4.). The students, therefore, had different focuses while reading (Robinson, 1966; Walcutt; and Stanovich, as cited in Clapham, 1996). That is, some concentrated on the decoding of written symbols (Fries, 1963), and others ignored the decoding stage altogether (Adams and Collins, 1979). Carver, as cited in Clapham (1996), described the reading processes to be a linear process from graphic symbols to meaning responses, and Goodman (1972) considered it to be driven by hypothesis. These two differing processes are named as bottom-up and top-down processes. The former is described as perceptual information while the latter earns information from the context (Field, 1999). Stanovich (1980) and Rumelhart (1977), on the other hand, introduced interactive processes of different types (See 3.2.8.1, 3. 2.8.2, and 3.2.8.3 for bottom-up, top-down and interactive processes).

3.2.7. Levels of Processing of Reading

Students' reading processes are categorized as surface and deep level processing. As Fransson (1984) indicated, the classification was made based on a laboratory study undertaken by Saljo (1977). In the study, students were asked to read one or more passages of academic textbooks of different disciplines. Then, they were asked questions about the passages and how they approached the texts. The results indicated that some of them employed surface-level processing, and others deep-level processing in their readings. The former ones were characterized as those who had reproduction oriented learning; and the latter, meaning - oriented learning. Similar studies were repeatedly made and the results replicated. The levels of processing could relate with levels of abstraction, recall, attention, and motivation.

As reviewed by Ford (1981), Marton and Saljo (1976) found high correlations between levels of processing and levels of abstraction in understanding. According to Ford (1981), Entwistle *et.al.* reported a positive correlation between deep level processing and high level of understanding, and a negative correlation between surface level processing and high level of understanding. Fransson (1977) identified subdivisions of these approaches as deep active, deep passive, surface active, and surface passive which related to different learning outcomes: describing and justifying conclusions, mentioning overall arguments and conclusion, describing facts and components of argument, and mentioning facts.

As cited in Fransson (1984), Saljo, in his study of information recall from reading texts, found that surface level and deep-level readers performed about the same on regular quantitatively scored tests for factual knowledge. It was reported that when the questions demanded understanding of arguments or principles, deep-level readers were seen to perform better. Surface level readers failed to see conclusions as consequences of arguments. As reported by Fransson (1984), Saljo found that the deep-level readers excelled the surface-level readers in retaining factual information in long term memory. Svensson (1977) also found deep-level reading to be strongly related to academic achievement in various disciplines.

Other studies identified two levels of attention which related with the two levels of processing. According to Fransson (1984), level of attention is an alternative term for level of effort. Within

each level of processing some students read intensively, and others formed general impression. As researches indicated, the deep-level processors who read with a high level of attention tried to go beyond what is on the page; and those with a low level of attention tried to form a general impression of the information. The surface-level processors who read with a high level of attention, on the other hand, tried to press the text into their minds, while those with low level of attention designated a kind of lazy reading (Fransson 1984).

Research also indicated correlations between levels of processing, and motivation and levels of attention and motivation. As Fransson (1984) pointed out, extrinsic motivation correlates with surface-level processing; and intrinsic motivation, with deep-level processing. Strong intrinsic motivation also correlates with a high level of attention. The results also indicated that both extrinsic and intrinsic motivation were positively related to results on a factual knowledge test; that is, the stronger the motivation, the higher the score. In short, the research showed that "the type of motivation for reading a particular text is an important factor influencing the choice of approach to learning, and thus also determining levels of outcome" (p. 115).

From these researches, therefore, it can be concluded that there is a strong correlation between levels of processing, motivation, levels of attention, information retention, and performance in tests.

3.2.8. Conceptualizations of the Reading Process

3.2.8.1. The Bottom-up conception of reading

Although one may retrospectively see and find an implicit conception and bottom-up teaching/learning process in behaviorism (See 3.2.6), the bottom-up processing of reading, in the strictest sense, was originally Gough's (1972) proposition. Gough devised the model based on laboratory studies of adult readers engaged in letter and word recognition tasks. Based on the studies, he characterized reading as a sequential process (Davis, 1995). The bottom-up process of reading assumes that the reader decodes text data such as words, phrases and sentences, and is called text-driven (Barnett, 1989) and data-driven (Carrell and Eisterhold, 1988). It is text-based (text-bounded) in that meaning, which is perceived to be essentially textual, is assumed to be drawn from the individual linguistic units such as phonemes, graphemes and words (Carrell, 1988;

Carrell and Esterhold, 1988; Davis, 1995; and Nuttall, 1996). Carver, as cited in Clapham (1996:13) described it as a “linear process from graphic symbols to meaning responses, and readers check words individually and sound them out phonetically”. In short, it is a decoding view (deriving meaning from print) of reading, and reading problems are considered to be decoding problems. In this process, reading is viewed as "reconstructing the author's intended meaning via recognizing the printed letters and words, and building up a meaning for a text from the smallest textual units at the bottom to larger units at the top" (Carrell, 1988:2); that is, it consists of hierarchical, "sequentially ordered set of transformations" (Rumelhart, 1988:866). As cited in Clapham (1996:14), Gough described five stages of the bottom-up process: "eye fixation, absorption of the visual stimulus, letter identification, phonological representation, and understanding of words from left to right." In other words, similar to what Carrell (1988) and Rumelhart (1988) viewed it, the input is hierarchically transformed from low-level sensory information into high-level encoding. The reading process is strict "letter-by-letter, word-by-word analysis of the input string" (Rumelhart, 1988:867). Interaction among the hierarchy does exist, but any one level can directly affect only the immediately higher level.

Carrell and Eisterhold (1988) took the bottom-up process of reading as data-driven, because it is evoked by the incoming data which enter the system through the best fitting, bottom-level schemata. As Rumelhart (1988) and Davis (1995) discussed, Carrell and Eisterhold (1988) noted that the bottom-level schemata converge into higher level, more general schemata. According to them, the process enables readers to become "sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text" (p. 77).

The bottom-up view of reading has drawbacks. Carrell (1988), for example, considered it to be passive for it claims to exclusively dwell on a linguistic decoding process. Reading is viewed as an adjunct to oral language skills, and this is assumed to be the influence of the audio-lingual method, and the structuralists' view of phoneme-grapheme relationships. Therefore, the conception of second language reading process as a decoding of sound-symbol relationships and mastering of oral dialogues is considered to be the primary step in the development of reading proficiency (ibid). The reader here is assumed to take stimuli (letters, words, etc.) from the text with little recourse to higher-level knowledge (Treiman, 2001). The reader does not involve his

prior knowledge to understand the meaning in the text. In this sense, the approach resembles the surface approach to learning discussed in 3.2.2. It also resembles the analytic category of Kirby's (1988) reading style, and parallels to Biggs' (1988), Entwistle's (1988) and Schemeck's (1988) surface styles. It also parallels the serialist style of Pask (1988). All these share a common characteristic of their predisposition to the identification of words rather than to the extraction of meaning. They also seek information on the page without involving readers' personal thoughts.

Davies (1995) stated two basic drawbacks of the bottom-up reading process. One of them, as Smith (1971) demonstrated, is that it hasn't taken an account of the reality of the number of grapho-phonetic rules. The number of the English grapho-phonetic rules, which cover spelling-to-sound correspondences, is more than 166, and this is not easy to teach. Secondly, the bottom-up processing is laborious and imposes a very heavy burden on short-term or working memory. As Davis (1995) said, such a burden can be "counter-productive, forcing the reader to focus on lower-level sources of information such as letter-sound correspondences at the expense of other sources of information" (p. 60). Another deficiency was what Samuels and Kamil (1988) noted. According to them, linear reading models have difficulty accounting for a number of occurrences known to take place while reading. As remarked above, the bottom-up model, as a linear model, does not take account of the role previous knowledge plays in comprehension.

The process also has advantages. Nuttall (1996) suggested that text-based or bottom-up processing can be used as corrective to "tunnel vision", but with caution. Over-reliance on the process may produce deleterious effects on comprehension, especially for unskilled readers. Such a misconception about reading may restrict the reader's reading ability, and may cause a breakdown in second language reading (Devine, 1988). Carrell (1988) proposed two areas of pedagogy - grammar skills and vocabulary development - that can assist second language readers to improve their bottom-up, linguistic decoding skills. Reading improvement may be possible by creating awareness among the readers about cohesive devices and the function across sentences and paragraphs. The grammatical skills can help the readers to understand how ideas in a text are unified. On the other hand, vocabulary development and word recognition have been recognized as crucial to successful bottom-up decoding skills. This, knowledge of individual word meanings is associated with conceptual knowledge.

In general, readers who exclusively dwell upon the bottom-up process of reading seem to be surface readers. They depend on external, text-based information for meaning construction, and seem to require to include internal factors such as previous knowledge, active engagement, and others that may also help them deeply process information. The readers are required to construct meaning by relating their previous knowledge with the information they gain in the reading texts (See 3.2.8.2). The reverse activity of the bottom-up process of reading is the top-down process (Pavili, no date).

3.2.8.2. The top-down conception of reading

The introduction of the psycho-linguistic theory of second language reading in the 1960's and 70's influenced the top-down conceptualization of the reading process. Goodman, cited in Carrell (1988:2), described reading as a "psycholinguistic guessing game", in which "the reader reconstructs... a message which has been encoded by a writer as a graphic display". Reading was defined as a "psycholinguistic guessing game" because the reader was assumed to use graphophonic, syntactic, and semantic systems of the language in predicting meaning, confirming, correcting, and developing of further hypothesis (prediction) in the reading process (Grabe, 1988; Carrell, 1988). Smith (1971, 1973) and Goodman (1972) emphasized "higher order" sources of information, which are in contrast to Gough's bottom-up, letter-sound correspondences. As reported in Davis (1995), Goodman's model was based on the study of beginning L₁ readers and was extrapolated to fluent adults. The study was made by using the miscue analysis method.

According to Clapham (1996), Goodman did not characterize his theory as a top-down process; he even resisted its characterization as such. Several other reading experts such as Anderson (1978) and Czico (1976), however, characterized Goodman's theory as knowledge based, concept-driven, top-down pattern in which "higher level processes interact with, and direct the flow of information through, lower level processes" (Stanovich, as cited in Carrell 1988: 3). In spite of Goodman's earlier introduction of higher order sources of information and reading experts' acceptance of the theory, it was only since 1979 that the top-down approach has been advanced in second language reading. Its advancement was possible because in 1979 Coady elaborated the basic psycholinguistic model for ESL reading and suggested a model in which the

ESL reader's background knowledge interacts with conceptual abilities and process strategies to produce comprehension (Carrell, 1988).

Contrary to the bottom-up process, in the top-down reading process, the reader is an active processor; that is, he reconstructs meaning of the text by predicting based on his background knowledge (schemata), confirming, and correcting. Nuttall (1996) wrote confirming that we make predictions based on our schemata to understand texts.

As Davies (1995) said, the distinctive feature of the top-down process is the emphasis given to reader predictions with minimum attention to visual decoding. Thus:

Prediction precedes confirmation which precedes correction. The reading process is represented as a series of four primary cycles: optical, perceptual, syntactic and meaning, with meaning in the controlling role: the readers' focus... is on meaning, so each cycle melts into the text and the readers leap towards meaning (p. 61).

In this process, anticipation and prediction are the driving forces and processing visual information is reduced to the recognition of a graphic display of written language. Goodman's model is, thus, referred to as 'leaping to meaning model' (ibid).

Carrell (1988:101) also described the top-down process of reading as "the making of predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation or refutation of those predictions."

According to Davis (1995), one of the strengths of the model is its truthful representation of the behavior of beginning L1 readers. He has also stated some drawbacks the model suffers from. Firstly, in its emphasis on leaping to meaning, it has revealed weaknesses in that it attempts to promote the importance of prediction, guessing and going for gist at the expense of attention to letters and words or even details. Another weakness of the model relates to its claim that the data from L₁ beginners can be extrapolated to represent the behavior of efficient fluent readers.

In general, the top-down process of reading presupposes "the primacy of higher level, top-down processing skills such as prediction of meaning and background knowledge at the expense of

lower-level skills” (Pavil, no date). Such an approach resembles deep-approach to learning discussed in 3.2.2. It also resembles Kirby's (1988), Biggs' (1988) and Schemeck's (1988) global reading (or learning) styles and Pask's (1988) holist style, which relies on prior knowledge rather than the identification of letters, words and sentences while reading. But, as both deep and surface approaches are important for learning, the bottom-up and top-down processes may also be important. Being aware of the importance of both, Rumelhart (1977), LaBerge and Samuels (1974) and Stanovic (1980) suggested an interactive approach in their own ways.

3.2.8.3. The Interactive Conception of Reading

The term "interactive" may refer to a process, a model or a textual interaction (Grabe, 1988). The interactive model posits an interaction between bottom-up and top-down processing of reading (Eskey, 1988:94). In other words, in the interactive model, "interactive" refers to the "interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis, both of which depend on certain kinds of prior knowledge and certain kinds of information-processing skills." (ibid. p.96).

The model was proposed by Rumelhart (1977) based on a laboratory research and fluent skilled readers, and was further developed by McClelland and Rumelhart (1986). It emerged as an alternative to bottom-up and top-down models (Davis, 1995; Grabe, 1988; and Eskey, 1988). As Eskey (1988) indicated, the top-down model, which has been popularly used since the introduction of the psycholinguistic model has its shortcomings in giving attention to poor readers who rely on accuracy and the "guessing game" metaphor relinquishing the importance of the linguistic knowledge for reading. According to Eskey, the major problem of second language reading is a language problem, and hence "the educated guessing game" cannot be a substitute for accurate decoding (p. 97). As cited in Eskey and Grabe (1988), Weber also noted that the top-down perspective fails to accommodate important empirical evidence adequately. Furthermore, Eskey (1973), Coady (1979), and Clarke (1979) all raised questions — such as the extent of second language readers' use of lower-level processing strategies and how these skills interact with higher level strategies — about the psycholinguistic model for the ESL reader (Grabe, 1988:57).

As an alternative to the top-down and bottom-up models, then, the interactive model is characterized as that which combines textual information with the information a reader brings to a text (Widdowson, 1979; Eskey, 1988). According to Eskey (1988:96), "knowledge of the language of the text must be an integral part of whatever background knowledge is required for the full comprehension of that text." He argued that language is a kind of schema without which there cannot be an easy top-down route when fluent reading entails bottom-up perceptual and linguistic skills as well as higher-order cognitive skills (ibid). The importance of both the top-down and bottom-up skills is also stated in Eskey and Grabe (1988). They wrote: "for second language readers, especially, both top-down and bottom-up skills and strategies must be developed, and developed interactively, since both contribute directly to the successful comprehension of text" (p. 227). Research also confirmed the importance of background knowledge and linguistic schemata for second language reading (Eskey and Grabe, 1988; Carrell, 1988).

The different proponents of the interactive process stated in 3.2.8.2 differ in their views about how the bottom-up and top-down processes interact. They differ in responding to which of the processes occurs first in reading, or whether or not both operate simultaneously (Field, 2001). For example, LaBerge and Samuels, as cited in Clapham (1996), assumed automatic processing to emerge from a bottom-up process, and this, she reported, was modified by Samuels which allowed back and forth between the two levels of processing. As cited in Clapham (1996), Rumelhart and Stanovich had different views concerning the interactive process. Rumelhart posited "parallel distributed processes", while Stanovich, in his interactive-compensatory model, related the sequential occurrence of the process with student capacity. According to Stanovich, students employ a top-down process if words and phrases are unfamiliar to them, and they employ bottom-up processes if they are not familiar with the topic. In spite of these differences, however, all advocate the interactive process of reading.

In spite of advocating to any of the the three foregoing processes, many scholars in the field had said very little how readers conceptions can be changed. The question is, therefore, how are students' conceptions and approaches to reading changed if they are limited to either bottom-up or top-down processes if we claim that both the processes have their own limitations? Different

writers have forwarded their views concerning this, and their views are presented in the next section.

3.2.9. Conceptual Change and Approaches to Reading

Researchers have differing views about teacher intervention in the change of student conceptions and approaches to reading. Some reading researchers, theoreticians and teachers argue that interference (intervention, negatively understood) with student conceptions and approaches to reading is not desirable. Edfeldt, as cited in Fransson (1984), for example, contended that intervention between the reader and the content of the text will result in negative effects. Fransson himself also supported the view that external manipulation of the reading process is undesirable. Similarly, Augstein and Thomas, as cited in Royer *et. al.* (1984), expressed their dissonance by the idea that teacher's role should be providing guidance rather than training. Agee (1998) emphasized the difficulty of teacher intervention, and also noted the risk for both teachers and students. For her, if students' prior conceptions about teaching and learning reading conflict with those espoused by their teachers and reading texts, it may be detrimental to the teaching/ learning process.

In contrast, other researchers, theoreticians and teachers argue for the need of teacher intervention (mediation) in changing students' conceptions and approaches to reading. Teachers want their students to have perceptions that enable them to approach reading texts as deep processors rather than to merely attempt verbal memorization (Fransson, 1984). Johnston's (no date) association of surface approach with poor understanding, and deep approach with high level of understanding implies the need for deep approach to reading and reading conception that leads to it (See also 3.2.2.). Although Johnston and others associated the surface and deep approaches to learning (or reading) with different qualities of learning, I argue that both are required to perform the different demands of the learning tasks. But students seem to tend towards surface reading because of the context of learning (See 3.2.3.). Examination of the reading requirements at secondary schools in Ethiopia indicates the need for deeper learning (See 1.1). Thus, in order to meet the academic requirements, I believe that teacher endeavor to foster deeper reading skill among students will also be desirable. The students' total predisposition towards surface reading, however, needs to be altered based on task requirements.

Some theoreticians attempted to single out the type of beliefs which might be altered through teacher mediation. Brownlee *et.al.* (2002), for example, distinguished between core beliefs and peripheral beliefs which are characterized as impervious and likely to change, respectively. Core beliefs are considered as impervious to change because it is central and has connections with others within the system; whereas, peripheral beliefs can be reflected upon and changed because "other knowledge and beliefs are not dependent on them" (p. 7). Brownlee *et.al.* further expounded the distinction and provided a relational definition to the two types of beliefs. Thus, they defined core beliefs as related to knowing; and peripheral beliefs, to learning.

Other writers, however, stressed on how the change process can take place. Johnston (no date), in his review of related literature, mentioned that student cognitive development, task perceptions, previous experience, and perceptions of assessment demands are sources of approaches to learning (See also 3.2.4.). He, then, forwarded the view that the learning environment be changed in the process of promoting learning. One prior activity in the endeavor would be caused by identification of student use of the surface approach. Johnston stated that extremely high or low challenging tasks (or content), excessive workload, assignments and examinations that elicit factual or descriptive responses are some of the reasons for students to adopt surface approach to learning. In order to foster deep learning, then, factors such as arousal of students' interest, provision of balanced work load, clarity and organizations of classes, use of concept maps, assessment instruments which reward deeper learning and negotiation are proposed.

Deep learning requires higher order cognitive thinking skills such as analysis, synthesis and evaluation, and these contrast with surface learning that focuses on literal meaning and reproduction of knowledge (See 3.2.3.). Heavy workloads and exclusive use of formal teaching may detract students from deep learning (See 3.2.3.). Thus, the workload needs to be reasonably set and the lecture time should be extended to students' individual study time and project work. Research also indicated that some instructional methods help promote deep learning. Among these are: encouraging student-teacher and student-student interaction, linking new ideas with previous knowledge, orienting students with the goals of instruction, and discussing the relevance of the lesson with students for their future career. So as testing not to go counter to

these instructional methods, its design must enable to foster deep learning. The assessment goals and tasks need to ensure congruence with instruction, to encourage collaborative projects, and to enable students to integrate information from different sources (Campbell, 1998).

Fransson (1984), on the other hand, said that deep level processing of reading can be achieved if students choose their own reading material and realistic objectives are set in the reading class. Entwistle (2000), in his study of promoting deep learning through teaching and assessment, demonstrated that instruction and assessment could play a pivotal role in determining student approaches to learning. Mclean (2001) and Haggis (2003) also supported this view. As an evidence to this, Gessesse's (1999) experiment of the effectiveness of the process approach instruction for first year college students indicated that it was effective in the change of student conceptions and approaches to reading.

Strike and Posner, as cited in Agee (1998), mentioned necessary conditions for conceptual change to occur. These include dissatisfaction with the existing conceptions, minimal understanding of the new conception, and an initial plausibility of the new conceptions. According to Agee (1998), strategies for initiating conceptual change involve ideational confrontation and discussion. She also noted the importance of understanding the conceptions of students, analyzing the nature of concept formation and change, knowing how prior conceptions interact with new ideas, and understanding how the learners' own praxes shape those intersections.

Agee studied 25 students who were enrolled in undergraduate program for secondary school English teachers at a large State university. Her focus was to see the interactions of the students and their professor and the tensions that emerged as the students grappled with new conceptions about reading and learning literature. The results indicated that the students' entering conceptions that "the teacher transmits knowledge" was gradually changed. In the gradual process, there were resistance, dissonance, questioning and reflection. She concluded that "conceptual change involves inevitable tensions between the known and the unknown. One of the best ways to encourage conceptual growth is through discussions" (p. 118). Agee's conclusion goes consonant

with previous studies that recommended ideational confrontation and discussion to be vitally important for conceptual change.

Another option may be teacher mediation, which is a systematic approach that qualitatively differs from direct instruction. The pioneer of this method was Vygotsky (1978) who endowed it with a theoretical foundation. But, his contemporary, the Israeli, Feuerstein (1980) shaped and systematized it. As Boyd (2000:383) wrote, teacher mediation helps students move from "lower psychological functions (such as, perception) to higher psychological functions (such as, problem-solving)." Mediation implies social interaction and "serves as a source of support to enhance literacy and learning among teachers and students in the classroom" (ibid.). To become effective, a teacher should play a mediator role (Kozulin, 2000). As stated in 1.1, Dole *et al* (1991) also confirmed this.

I argue that teachers' explicit intervention, direct instruction and training may be effective only when the students have received desirable strategies to read (learn). As stated in the literature below (3.4), the Mediated Learning Experience may be of paramount importance for "unpracticed readers" (See 1.1), but who are expected to analyze, synthesize, evaluate, and critically see reading materials. The experience might help them achieve these qualities by developing perceived value in what they read, develop personal meanings by relating what they read with what they have known, transcend the strategies to other similar or related situations, develop a sense of confidence and become engaged, motivated and responsible readers (See 3.4.2.3.1. and 3.4.2.3.2.). The next sub-sections discuss the constructivists' approach to learning, which subsumes the concept of mediation.

3.3. The constructivist approach to learning

3.3.1. Definition and types of constructivism

As stated in 1.1, the philosophy behind teacher mediation is social constructivism (social interactionism). The philosophy adopted in this research is, therefore, social interactionism because I accept the assumption that students construct their own meanings by relating the information they obtain from their reading with their previous knowledge. Mediation is inherent

in constructivism. So, this part of the paper is devoted to reviewing what constructivism is and its types.

The essence of constructivism is that learners actively construct their own knowledge and meaning from their experiences. This thought directly relates to the way learners achieve deep reading. There are four essential epistemological tenets of constructivism, which include the learners' active role in the personal creation of knowledge, the importance of experience in this knowledge creation process, the realization of the variance of knowledge, and the degree of the validity of knowledge and its representation of reality. These four fundamental tenets provide the foundation for basic principles of the teaching/ learning, and knowing processes of constructivism (Doolittle, 1999 no page).

Constructivism is a continuum which constitutes cognitive, radical and social constructivism. Cognitive constructivism is associated with information processing and its reliance on the component processes of cognition. It emphasizes students' active knowledge acquisition as an adaptive process. This emphasis maintains the external nature of knowledge and the belief that an independent reality exists and is knowable to the individual. For cognitive constructivists, learning is the accurate internalization of external structures that exist in the "real" world. Radical constructivism, on the other hand, representing the other end of the continuum, is based on the foundational assumptions that knowledge acquisition is an adaptive process that results from experience, and active involvement of the individual learner. It maintains the view that emphasizes the internal nature of knowledge and the unknowability of external reality to the individual. Social constructivism lies somewhere between the transmission of knowable reality of the cognitive constructivists and the construction of a personal and coherent reality of the radical constructivists. It emphasizes all the four epistemological tenets which lead to define principles that maintain the social nature of knowledge. Social constructivism maintains the belief that knowledge is the result of social interaction and language usage, and that knowledge is shared (Doolittle, 1999).

The three types of constructivism differ in their pedagogical considerations. The cognitive constructivists, for example, emphasize accurate mental constructions of reality. And radical

constructivists emphasize the construction of experiential reality. Social constructivists, however, emphasize the construction of an agreed-up on, socially constructed reality (Doolittle, 1999).

Although social constructivists differ in their pedagogic considerations, they share a set of core design principles. These include authentic experience, negotiation and mediation, relevancy, prior knowledge, transcendence, self-regulation, teacher's facilitation of learning, and teacher's encouragement of multiple perspectives (Doolittle, 1999).

Doolittle (1999) associated the concept of self-regulation and self-awareness with cognitive constructivism, and self-mediation with social and radical constructivism. Self-mediation is represented within social and radical constructivism by Vygotsky's (1978) concept of the psychological tool, and Piaget's (1977) concept of reflective abstraction, respectively. As Doolittle (1999) indicated, Vygotsky (1978) believed that students construct mental signs, or psychological tools, to represent concepts and relationships, and these tools are used to mediate "intermental" cognition. Similarly, Piaget (1977) theorized that students mentally reflect on the use and nature of objects and then construct new knowledge by generalizing, or abstracting, new relationships.

In this paper, I am especially interested in social interactionism because mediation is its subset. Through social interaction, that is the teacher as a mediator and the students as mediatees, I assume, the students can alter their conceptions and approaches to reading. (See also 3.3.3).

3.3.2. Social Interactionism

Social constructivism maintains the view that knowledge is a product of social interaction. Knowledge is a product of negotiation and consensus among members of a discourse community. Social constructivism derives from Khun's (1962) concept of "the structure of scientific revolution" (as opposed to evolutionary development of knowledge) and Rorty's concept of knowledge as a "product of consensus" (This is contradictory to the foundationalist's view) (Rorty, 1991).

Social constructivism is different from cognitive epistemology in several ways. First, it doesn't accept the universal foundation of knowledge. Second, it assumes that thinking is an internalized version of conversation, whereas cognitive epistemology assumes that the mind functions in a certain universal model, that certain modes of thinking are innate, objectifiable, and measurable. Third, it understands language as a social activity in contrast to the cognitive epistemologists who take language as a medium or conduit for thought (Williams and Burden, 1997).

Social interactionism, as a core phenomenon in social constructivism, encompasses the insights provided by cognitive and humanistic perspectives. The celebrated psychologists of this school of thought are Vygotsky and Feuerstein (Williams and Burden 1997). As Williams and Burden wrote, these psychologists assumed learning to take place from the environment (a concept taken from Piaget) and the adult's decisive role in shaping the child (a concept taken from the behaviorists). Hence, for the social interactionists, “children are born into a social world, and learning occurs through interaction with other people” (p. 39).

Basically, it is assumed that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. The one who knows most mediates to the others' learning. Through the mediation process, the mediator enhances others' learning by selecting and shaping the learning experiences (Williams and Burden, 1997; Kathryn, 1993).

Through the social interactionists' mediational approach to teaching, deeper approaches to learning can be encouraged (See 1.1), and hence deeper approaches to reading (Dole *et al*, 1991).

3.3.3. Social interactionism and conceptions and approaches to reading

Social interactionism emphasizes the interplay between teachers, learners and tasks. As stated above, it advocates that learning occurs through interactions with others (Williams and Burden, 1997). In reading lessons, as in all other lessons, the teacher and the students interact playing the role of the mediator and the mediatee. The mediator facilitates student learning from reading texts, and the mediatee derives meaning employing the mediational processes. As stated in 3.2.9., the interactive learning through the mediational process results in deeper approaches, in

this case, deeper reading. These deeper approaches emanate from qualitative conceptions of reading (See 3.2.1). Therefore, mediation may play a significant role in the change of conceptions and approaches to reading (Kathryn, 1993).

In social constructivism, students actively construct their own meanings by relating the information they obtain from the reading materials with their experiences (See 3.3.1). The meaning they construct would be a personal meaning, and this also leads them to understand concepts deeply.

3.4. Theories of Mediation

3.4.1. Vygotskian theory of mediation

Central to the psychology of Vygotsky are the concept of mediation (Williams and Burden, 1997) and the zone of proximal development (Zpd) (Daniels, 1996; Dixon-Krauss, 1995; Garton, 1992; and others). The concept of "mediation" refers to "the part played by other significant people in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them" (Williams and Burden, 1997:40). Vygotsky's concept of Zpd refers to the layer of skill or knowledge which is just beyond that with which the learner is currently capable of coping (ibid). Daniels (1996:5), citing Vygotsky, defined Zpd as:

The distance between problem-solving abilities exhibited by a learner working alone and that learner's problem solving abilities when assisted by or collaborating with more experienced people.

Daniels (1996), citing Lave and Wenger, distinguished between a "scaffolding", a "cultural" and a "collectivist" or "societal" version of the original formulation of the Zpd. "Scaffolding" refers to the distinction made between support for the initial performance of tasks and subsequent performance without assistance. The "cultural" interpretation is the distinction between what Vygotsky calls the scientific and everyday concept. The third version, the "collectivist" or "societal" perspective, sees Zpd as "the distance between the everyday actions of individuals and the historically new form of the societal activity that can be collectively generated" (p. 6).

It is in the Zpd that "psychological tools" and "signs" have a mediational function. In the student's transformation of the actual developmental level to the higher level of potential

development, teachers (mediators) employ these psychological tools, as mediation tools, to reverse actions. These psychological tools (mediation tools) transfer the psychological operation to higher and qualitatively new forms and permits students to control their behavior from outside (Daniels, 1996).

In contrast to Piaget's cognitive development theory of *conflict*, Vygotsky's proposition of developmental mechanism is *collaboration*. This means cognitive development is in the social and cultural context, and it can be explicable and comprehensible only by reference to these contexts (Garton, 1992). And mediation is characteristic of human cognition. Mediation "refers to the internalization of socio-historical and cultural activities and behaviors and is solely the domain of humans" (Garton, 1992: 89). As stated above, mediation includes both tool use and sign use. Garton described tools use as a representation of externally oriented behavior, and sign use as internally oriented.

Vygotsky's concept of mediation is highly enmeshed with the concept of Zpd. The concept of Zpd, however, is assumed to have some flaws in that it does not invent a new method of teaching that qualitatively differs from the traditional approaches (Hatano, 1993). As to Hatano, the flaws have come due to two reasons: its empiricist nature and the way it is introduced to educational researches (p. 154). For these, the full engagement of the constructivist approach in teaching is suggested as a remedy.

Vygotsky's theories of Zpd and mediation are theoretical. Some improvements have been done by neo-Vygotskians, however, for practicality of the theories. A theory of mediation was also proposed by Feuerstein, but on a practical basis (Williams and Burden, 1997) (See 3.4.2). Though both are social interactionists who theorized about mediation, they have gone through the theories in their own ways. Vygotsky related mediation as a support in the zpd of students' learning, whereas Feuerstein's mediation theory focused on engaging learners through the (mediation) parameters he proposed. Here, a mention about Vygotsky's mediation theory is made to provide insight into the distinctions and similarities between the theories of mediation to readers. Otherwise, his theory of mediation is not applicable in this study. As stated above, the

study will make use of Feuerstein's mediation theory merely because it has a practical ground. A detail account of Feuerstein's theory is included in section 3.4.2 below.

3.4.2. Feuerstein's theory of mediation (Mediated Learning Experience)

3.4.2.1. Historical background

The theory of Mediated Learning Experience (MLE) was developed over the period of 1950-1963 when Feuerstein worked with Jewish immigrant children entering the country from different regions of the world after World War II (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997; and Deligianni, 2000). Feuerstein was one of the founders of the Israeli state and worked with large numbers of children who manifested massive intellectual and academic dysfunctioning because of their traumatic experience during the Holocaust (Williams and Burden, 1997; Deligianni, 2000). The immigrants were deficient who witnessed a wider gap in performance with Geneva children on Piaget's and other cognitive tasks. Feuerstein and others, based on their findings, then, considered two sources of contrast: cultural difference and cultural deprivation. As they reported, the culturally different individuals showed their capability of becoming modified through direct exposure to stimuli without special investment. The culturally deprived ones, however, had severe difficulty in benefiting from new experiences. This situation demanded special investment far beyond the teacher had experienced (Feuerstein and Feuerstein, 1991). Feuerstein and others argued that the "classical conventional approaches to testing and nurturing intelligence" (p.4) could not explain the difference in capacity of the culturally deprived and the culturally different from direct exposure to stimuli sufficiently. They claimed that the culturally deprived had to "learn how to learn" via mediation. The term "culturally deprived" was utilized because the immigrants were considered not to have been exposed to their own culture — and this was taken as a cause for the children not to benefit from direct exposure to stimuli. Feuerstein and others, therefore, proposed that these immigrant children needed to be mediated on the belief that their intelligence could be modified. Feuerstein's theory of Structural Cognitive Modifiability (SCM) asserts this.

The underlying tenet to the formulation of MLE is Feuerstein's theory of SCM, which postulates that "human beings are inherently modifiable via external intervention" (Rand, 1991:76). In the SCM theory, mediation is taken as the main avenue for producing such modifiability. The

essence of human modifiability is that genetic endowment alone cannot be determinant of individual differences: mediation plays a more significant role. According to Folik and Feuerstein (1990:143), SCM describes how learning and change can occur. It emphasizes the importance of active and optimistic interactions and identifies the integration of emotional (or affective) aspects of learning with the more readily identifiable cognitive aspects. If the integration is not experienced, a passive acceptance approach to human behavior and retarded performance levels occur. The integration of emotional and cognitive aspects can be experienced through the adults' mediation (ibid.)

Currently, MLE has received increased operationalization; and its criteria have been developed from a theoretical level to an extensive source of methodology of intervention. Its applicative devices such as the Learning Potential Assessment Device (LPAD), which tests the extent of a child's modifiability in mental functioning, and Instrumental Enrichment (IE), a psychological program to correct deficient functions, have been developed.

MLE is extensively being used in education and other fields. Its application in the language classroom was proposed by Williams and Burden (1997). Williams and Burden designed a questionnaire for teachers to evaluate their perceptions about and the frequency of their mediating experiences in language classes. As cited by these authors, Warren (1995) also designed teacher mediation questionnaire applicable to language classes.

3.4.2.2. MLE: What it is

As repeatedly stated, central to Feuerstein's MLE theory is the view that a child's learning is progressively shaped by the intervention of significant others; that is, at first parents and later teachers. These mediators interpose between the mediatee and the world and intervene stimuli by affecting their frequency, order, intensity, and context. In other words, the mediators select and organize stimuli appropriate for the child, shape and present them in the best ways possible to promote learning (Tzuriel, 1991; Williams and Burden, 1997). Mediation is, therefore, an interactional process in which a more experienced individual acts as a mediator between the learner and the stimulus. The purpose of the intervention is to improve adaptability and

flexibility of learners in new learning situations and to find ways to develop their learning ability (Latva-Karjanmaa, 2001); that is, to promote learning (Williams and Burden, 1997).

Feuerstein and Feuerstein (1991:7) defined MLE as "a quality of interaction between the organism and its environment". The quality, according to them, is ensured by the interposition of the mediator impinging on the organism. The concept of learning through MLE is qualitatively different from "direct and immediate exposure to stimuli" (Feuerstein and Feuerstein, 1991; Emerson, 1991; Sewell and Price, 1991). Many theoreticians such as Feuerstein and Feuerstein (1991), Sewell and Price (1991), Williams and Burden (1997) and others, associated the basis of the concept of "direct exposure to stimuli" with behaviorism and Piaget's cognitive theory. The Skinnerian theory of environmental (rather than genetic) influence on learning was strongly indicted to overemphasize on observable behavior. For Piaget, cognitive development evolves from the physical environment through adaptation. Admittedly, as Sewell and Price (1991) noted, his Stimulus-Organism-Response processes offer a plausible framework for the development of cognitive structures, but the mechanism for changes in cognitive structures is absent. Citing this critical limitation, Feuerstein and Hoffman, as cited in Sewell and Price (1991), have argued that " by relying only on direct experience, neither the Piagetian nor the Skinnerian theory addresses the question of structural cognitive modifiability, which is an observed phenomenon that, in many cases, renders the individual development flexible, modifiable, and open to radical change — and thereby unpredictable in the biological sense of the world" (p.302).

Here three basic points of departure between the two modalities of cognitive development can be stated. First, as Rand (1991:72) said, MLE advocates meaningful transformation and structural modification of individuals. Thus, it is taken as a multi-directional and highly complex process in which both inner and outer environments are mediated. Piaget's learning process, however, emphasizes that knowledge is the direct result of personal experiences. Asserting this, Williams and Burden (1997: 22) said that, for Piaget, cognitive development is "a process of maturation within which genetics and environment interact".

For Piaget, cognitive development is a process of enlarging schemata through the process of *assimilation, accommodation, and equilibrium*. *Assimilation* is changing and modifying incoming data to what we already know; and *accommodation* refers to the process of cognitive adaptation (Williams and Burden, 1997). As Williams and Burden (1997) and Feuerstein and Feuerstein (1991) stated, Piaget viewed the developing mind as constantly seeking *equilibration*; that is, the balance between what is known and what is currently being experienced. Piaget's processes, however, are considered inadequate in explaining the observed differences in the process of enlargement schemata (Feuerstein and Feuerstein, 1991).

The second difference lies on the predictability of behavior. In the direct exposure to stimuli, interaction displays a high level of uniformity of behavior. Development is seen as normative and easily predictable, and this evades successive changes and diversity. The MLE theory, however, advocates that there are considerable individual variations in the degree of rapidity, generalizability, and permanence of changes observed among individuals exposed to the stimuli (Feuerstein and Feuerstein, 1991).

The third difference relates to the change and cognitive development. In the direct exposure to stimuli such as Piaget's, the role of the natural environment to the development of intellectual behavior is emphasized. Change and development are interpreted in terms of biological sense (Sewell and Price, 1991). As Freeman (1991:124) indicated, the MLE, however, roots the cognitive process in social experience. He wrote: "The theory of MLE explains the taking in of the social process as a whole, the internalization of the generalized other, in terms of cultural transmission characterized by intentionality".

Williams and Burden (1997) described the three fundamental features that distinguish mediation from dissemination of information their own way. Firstly, in mediation the concern is empowering, helping learners to acquire knowledge, skills and strategies; to learn more to tackle problems, to function effectively in a particular culture and a changing society, and to meet new, emerging and unpredictable demands. Moreover, it is concerned with helping learners to become autonomous, to take control of their own learning, and to become independent and problem solvers. Secondly, mediation involves interaction between mediator and learner in which the

learner is an active participant. Thirdly, mediation emphasizes on reciprocation, which refers to an agreement between the mediator and the students.

Feuerstein's theory accepts that the co-existence of the two modalities (direct exposure and mediation) can influence a high level of modifiability of the human cognition. The argument is that MLE plays a more significant role in the rate of diversification which distinguishes individuals from other individuals. The theory holds the view that contrasts with high level of predictability which is assumed to result from direct exposure to stimuli. The direct learning theory denies the diversity of culture. The culturally determined modes of MLE, on the other hand, advocate a high level of plasticity, modifiability, and diversity of development (Feuerstein and Feuerstein, 1991).

According to Feuerstein and Feuerstein (1991), MLE, as a quality of interaction, is responsible for the phenomena of human modifiability and diversity. These phenomena are basic to the theory of Structural Cognitive Modifiability (See 3.4.2.1.)

In general, MLE is responsible for the modifiability of human cognitive structures, need systems, emotional and attitudinal tendencies. It is also responsible for the diversification of human cognitive, emotional, and behavioral characteristics. This diversification cannot be explained by direct exposure to environmental stimuli (Feuerstein and Feuerstein, 1991). The MLE can be effective if mediators employ the mediation parameters appropriately. The mediation parameters are included in 3.4.2.3. below.

3.4.2.3. Parameters (Features) of MLE.

As defined in section 3.4.2.2 above, mediation is a quality of interaction unique to human beings. Its quality is described by twelve parameters of which three — mediation of intentionality and reciprocity, mediation of transcendence, and mediation of meaning— are universal, which can be used in all races, ethnic groups, cultural entities and socio-economic strata, and are, thus, necessary conditions for an interaction to qualify as MLE (Feuerstein and Feuerstein, 1991; Tzuriel, 1991; Williams and Burden, 1997; Klein, 1991; Greenburg, 1991; and others). According to Feuerstein and Feuerstein (1991:15), these three features are responsible for

structural modifiability. The other nine parameters are neither uniformly necessary conditions nor are they supposed to be present always for an interaction to be called MLE: they are task dependent and are strongly related to the culture to which one belongs, cognitive styles, need systems, motivation, types of skills mastered, and the structure of knowledge.

Below are the twelve features of MLE as described by Feuerstein and Feuerstein (1991), and by Williams and Burden (1997) as applied to language teaching, and others. The twelve parameters are categorized into three classifications based on Williams and Burden's classification.

3.4.2.3.1. Main features of MLE

Intentionality and reciprocity (Shared Intention): These are the main conditions of an MLE interaction. In MLE, the specific content of the interaction is shaped by the intention to mediate to the mediatee, not only the particular stimuli, activity, or relationship, but also to share this intention with the mediatee. According to Feuerstein and Feuerstein (1991:18), "the best way to evaluate the mediational quality of an interaction, such as parent-child, teacher-classroom, is to detect the transformation produced by the intention in the stimulus or event to be mediated". The intention transforms the stimuli, the mediator, and the mediatee. Reciprocity, on the other hand, is a way to turn an implicit intention into an explicit, volitional, and conscious act. The interaction animated by an intention and an effort to create a relationship of reciprocity can be viewed as powerful and rich in behavioral, mental and emotional components. Feuerstein and Feuerstein (1991) argued that *intentionality and reciprocity* create in the mediatee awareness of the learning process at any level. They wrote:

A deeper analysis of the mental processes engendered by the interaction animated by intentionality of interaction, even when done on elementary levels, creates in the mediatee an awareness of the learning process (p.20).

Klein (1991) described *intentionality* as an act played by an adult in order to achieve a change in the child's perception, processing or response. She said that an intentional behavior is considered reciprocal when the child in the interaction responds vocally or nonverbally to adult's behavior.

Williams and Burden (1997) similarly said that teachers should provide students with a clear set of instructions. It is also important to ensure that learners understand what is required of them, that they are willing to attempt it, and approach the task in a self-directed way. *Reciprocity* is not a one way process. Since the purpose is to encourage autonomous learning, negotiation is crucial. In language teaching, the reason why tasks are selected and what are required of them can be conveyed to students and the students reciprocate what is required of them.

Mintizker (1991) noted that parents' or teachers' intention alone cannot yield an MLE unless the child or the learner shows reciprocity. He said, "if the learner passively accepts, it has a restricting effect on the goals of parents' investment in the education or training of the child" (p.72). *Intentionality and reciprocity* is also paramount in language teaching. The difficulty to the language teacher, as Williams and Burden (1997) noted, is to find a way of conveying clear intentions through the target language and that these intentions are understood and reciprocated. They, however, have suggested some ways such as demonstrating while explaining, asking learners to repeat instructions, or asking a group to demonstrate while the teacher explains what to do (p.72).

Transcendence (Purpose beyond the here and now): Mediation of transcendence refers to going beyond the immediate goals of interaction. It is in the realm of abstract thinking (Mintizker, 1991). It "creates in the mediatee a propensity to enlarge his cognitive and affective repertoire functioning constantly..." (Feuerstein and Feuerstein, 1991:21). According to these theoreticians, "it is the flexibility and plasticity engendered by MLE and transcendence that make the human individual modifiable and in constant state of change" (p.22). Transcendence transforms goals to more important and remote goals as well as the means of achieving the goals. As mentioned above, the *mediation of transcendence* refers to the design and way of carrying out activities that will be a more general value that goes beyond the task in focus. In language teaching, transcendence can be exemplified by a strategy use of a learner who employs it to learn vocabularies which was already used for one. It can also be exemplified by students who work out other grammatical rules using analytic strategies once they learn the analysis about grammatical rules (Williams and Burden, 1997). In reading, students can be taught strategies that

may be used to understand, infer, analyze, synthesize, organize, evaluate, etc. information from different texts.

Meaning (Significance): The *mediation of meaning* deals with the energetic dimension of the interaction and answers the questions "why", "what for" and others related to causes of learning. Of all the MLE criteria, the *mediation of meaning* is the one the most determined by the cultural heritage of the individual. It is the reflection of attitudes, values, mores, needs, aspirations and commandments which regulate and shape the transmitted behavior: emotional or cognitive. Meaning is taught to relate previous knowledge with the new one to be understood, retained, and generalized to other similar events and internalized as a set of principles for future use (transcendence) (Feuerstein and Feuerstein, 1991). Rand (1991) took meaning as a dynamic process of sharing and attributing both an objective and a subjective value to the given activity as well as to the specific performance of the mediated during that activity. Meaning can be expressed verbally and/or non-verbally; and includes expressions of satisfaction or admiration in relation to successful performance or a new discovery of the mediated (p.74). Williams and Burden (1997) contended that any learning task must have value or personal meaning to the learners; and thus, the teacher as mediator, has to help learners to perceive how the activity is of value to them. Mediating to students reading helps them develop personal meaning and deeper understanding (See 3.2.9).

3.4.2.3.2. Features that support the major parameters

Mediation of feeling of competence: A feeling of competence is vital for learners to be courageous enough to explore new realities. A prerequisite to it can be success in tasks, but the success may not guarantee the sense of competence (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997). Thus, teachers' mediation plays a significant role toward this end. The mediator can encourage or express the learners' success verbally or non-verbally by including a specification of the behavior component which he considers successful (Klein, 1991). Williams and Burden (1997) argued that instilling a positive self-image, self-esteem, self-confidence (i.e. the feeling of *I can do this* among learners) is important because there is a strong relationship between a positive self-image and performance. Once learners perceive themselves incompetent,

it is very difficult to reverse, and usually leads to unsuccessfulness. In language learning, the feeling of competence has an urging power of taking risks among students.

Mediation of regulation and control behavior: According to Feuerstein and Feuerstein (1991: 37), mediated regulation of behavior creates the flexibility and plasticity necessary for modifying the individual with respect to inhibition as well as initiation. It has its major emphasis on cognitive and meta-cognitive self-reflective orientation that create propensity for a reasoned way of behaving adaptively. Regulation of behavior is at first external which will later be internalized by the learners and become a source of control from within. In language teaching, teachers need to introduce learners on how to tackle problems of learning a language. Williams and Burden (1997) said that learning a foreign language is a problem to be solved, and requires learning how to break a problem down, to gather and assess information, to process the information, and to express results logically. The purpose of this mediation is to enable learners to become effective and independent (self-directed) learners who are responsible for their own learning. Mediation of regulation of behaviors are culture-specific (Feuerstein and Feuerstein, 1991).

Mediation of goal seeking, goal setting, and goal achieving behavior: Feuerstein and Feuerstein (1991) said that this parameter is important in the development of human modifiability, flexibility and learning propensity, and its presence in the individual reflects the origin of a representational modality of thinking. Seeking out a goal and striving for it requires prior experience as a basis. Greenburg (1991: 252) described this parameter as an awareness or ability to engage in purposeful behavior that includes an implicit or explicit seeking of goals, determining them, planning for meeting the goals and implementing them. Absence of goals among learners lack any sense of direction. The main task of teachers concerning goals would be helping students to set their own short-term and long-term goals rather than setting goals for them (Williams and Burden, 1997). As reported by these writers, research has indicated that students who set their own goals have evidenced higher achievement than those who haven't. In language learning, learners can set short-term goals such as studying fixed number of vocabularies within a limited time; and long-term goals such as deciding on the number of books they will read within some time.

Mediation of challenge: The search for novelty and complexity: This is mediating a desire for the awareness and engagement in new and complex acts. Feuerstein and Feuerstein (1991) considered *challenge* as the goal of education in general and enrichment in particular for all programs that prepare learners for adapting to the novelty and complexity of our world. Teachers must set a task which is neither more difficult nor very easy to learners and help them plan appropriate strategies to meet the challenges.

Mediation of awareness of the human being as a changing entity: This paradigm refers to learners' awareness of their own change or progress. Williams and Burden (1991) stressed on the importance of monitoring and evaluating change in language learning. Language teachers, then, need to help learners to self-evaluate their progress instead of telling them that they have progressed.

Mediation of search for an optimistic alternative (Belief in positive outcomes): If learners have a feeling that something is attainable, they will become committed to materialize it. Thinking that something is impossible will refrain them from attempting to learn. Developing the feeling among learners that they are capable of learning a foreign language can urge them to strive for achieving it. Language teachers, therefore, need to develop this feeling among learners. This parameter is central to the general theory of Feuerstein, and has a relation with fostering the feeling of competence (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997).

3.4.2.3.3. Factors concerned with fostering social development

Mediation of sharing behavior: This parameter and mediation of ***Individuation and psychological differentiation*** described below seem to be antagonistic type of needs. ***Sharing behavior***, whose absence may lead to become idiosyncratic and result in cognitive difficulties, refers to cooperative work with others. In classroom situations, this may be interpreted as learning in groups or in pairs. Learning cooperatively in such a way has evidenced a considerable benefit for all learners. As reported by Williams and Burden (1997), works by Smith *et al* (1993), Dunne and Bennet (1990), Thacker and Fcest (1991), Bligh (1971) and Johnson and Johnson (1987) could attest to this. In language classrooms, teachers need to arrange their

classrooms in ways which will encourage sharing behavior. This behavior is practiced in the communicative approach to language learning (Williams and Burden, 1997).

Mediation of individuation and psychological differentiation: According to Feuerstein and Feuerstein (1991), individuation, the opposite of *sharing behavior*, represents the need of the individual to become an articulated, differentiated self as opposed to the others with whom he shares his ideas. They argued that *individuation and psychological differentiation* can best be developed through mediation which is preceded and accompanied by sharing behavior, meaning, transcendence, and all the emotional engagement underlying MLE. According to them, making the mediatee aware of the legitimacy of differences in one's views, inclinations, desires, and styles, without necessarily accepting resulting behavior patterns, is a necessary condition for a smoothly experienced process of individuation (pp. 42-3). As Williams and Burden (1997) wrote, this paradigm can be practiced in the language classroom by setting tasks that encourage learners to express themselves in the language being taught. Tasks may include keeping a diary or personal journal, using drama, creative writing, or class discussion.

Mediation of the feeling of belonging: As well as the feeling of individuals, learners need also to feel as they belong to a community or a culture, which also includes the classroom culture.

Based on these 12 parameters, Williams and Burden (1997) developed two types of questionnaires which require information about language teachers' perceived values and applications of these parameters in their classes.

3.4.2.4. Researches made using Feuerstein's MLE theory

MLE is currently being used in different fields. It is applied in the study of instructional conversations in the secondary Math classroom (Breeding, 2001), in the improvement of the level of reflection of pre-service teachers (Cook, 2001), in cognitive literacy (Gibson, 2001), in the teaching of disadvantaged students (Skuy et al, 1990), in virtual learning environments (Latva-Karjanmaa, 1999), in child learning (Tzuriel and Evan,1990; Marfo, 1992; Klein,1992; Kahn,1992; and Notari et al,1992), in psychology (Folik and Feuerstein, 1990; Kronenberg, 1990), and in many academic areas.

In language teaching, Deligianni (2000) conducted a preliminary small scale study about teacher and student perceptions of the features of mediation and the frequency of their use in the EFL state school classroom in Northern Greece. She used survey questionnaires - Teacher Mediation Questionnaire (TMQ) and Student Mediation Questionnaire (SMQ) - (adapting William and Burden's questionnaires), interviews, and follow-up contracts which yielded quantitative and qualitative analyses. The TMQ was distributed to 20 teachers, and the SMQ to 38 students. The interview, however, was held with very limited number of teachers. The results she found from both the TMQ and SMQ as well as the interviews indicated that what teachers perceived important was not actually implemented in their classrooms. Deligianni has attributed this incongruence to teachers' lack of training. Thus, she recommended that teachers should be trained to operate as mediators in the classroom.

Similarly, Michońska-stadnik (no date) in Poland, and Chin (1990) in Taiwan also studied teacher and student perceptions of the mediation parameters in language teaching.

The application of Feuerstein's instrumental enrichment program (FIE), an applicative program of mediation, in the teaching of reading has shown different results. Mulchay (1994) found that the differences in reading achievement between the FIE group and the control group as measured by Canadian Achievement Test (CAT) were not significant. On another study, William and Kopp (1994) found that the FIE group scored better than the control group in the Standard Achievement Test (SAT-R) for reading. The principal cause for this discrepancy may be the span of time devoted to applying the program and the quality of interaction between the teacher and the students.

In this study, a case study method will be employed that also constitutes the use of William and Burden's (1997) questionnaires. As distinct from Deligianni's (2000), Michońska-stadnik's (no date) and Chin's (1990) studies, this study focuses on reading, particularly on changing students' conceptions and approaches to reading by employing Feuerstein's mediation parameters. The following Chapter is devoted to describing the different instruments employed to see the effects of teacher mediation on student conceptions and approaches to reading.

CHAPTER IV

METHODOLOGY

4.1. Introduction

This research sought to investigate the effects of teacher mediation on student conceptions and approaches to reading. In order to get information about the major constructs, that is, student conceptions and approaches to reading as well as effects of teacher mediation practices on student conceptions and approaches to reading, a case study was carried out comprising both qualitative and quantitative instruments. Varied instruments were utilized at the pre-mediation, while mediation, and post-mediation phases of the research. Diverse instruments were used in the study to see the findings in triangulation and to increase reliability. And data were gathered at different stages (phases) to see the changes in the process.

The qualitative instruments included classroom observation, teacher and student self-reflection reports, informal discussion, and interviews. The classroom observation was directed to identifying the quality of interaction between teachers and students; and the teacher (mediator) self-reflection report aimed at finding out his intentions of providing reading and mediational activities in reading lessons, his evaluation of students' receptivity and his observation of student problems. The students' self-reflection report form was designed to assess students' feelings about what they studied, their reciprocation of teacher reading and mediational activities, their change of conceptions and approaches to reading, and their problems in reading. The discussion was meant to evaluate every reading lesson and, as a result, to negotiate with the teacher (mediator) to make necessary improvements in mediating to students' reading. The interview was used to secure further data about the significance of teacher mediation to students' reading, teachers' and students' feelings about the mediation parameters, and their effects on students' conceptions and approaches to reading.

The quantitative data were collected to describe teachers' and students' reading conceptions and teaching/ learning processes, teachers' and students' beliefs about the mediation parameters, and the changes occurred in reading conceptions and reading approaches through the mediation processes. The quantitative instruments included pre-mediation and post-mediation reading tests

and pre-mediation student questionnaires. The students' pre-mediation test results were compared with the post-mediation test results to see the effects of mediation on students' conceptions and approaches to reading and their reading capacity development.

This part of the research paper, therefore, was devoted to describing the case study method and the diverse instruments of investigation that were utilized to triangulate the study. It was also devoted to describing the sampling procedures used both in the pilot and the main studies.

4.2. Case Study

As stated above, this research used case study as a method of investigation. There were convincing reasons to employ this method in my research. Firstly, the method was assumed that it would enable me to explore and describe the nature of on-going teacher mediation processes which might occur during the period of the study. This is one of the advantages of the method over the experimental method, which usually presents a summary that is basically a "stilled snapshot of processes" (Dyer, 1995:49). Secondly, the method would also enable me to include an objective description of behavior and context, and details of subjective aspects such as feelings, beliefs, impressions, and interpretations. In addition, the case study would enable me to provide a detailed and qualitative description of teacher mediation processes and student change of conceptions and approaches to reading. Finally, case study was used as a method in this research because the nature of the study fitted to what Merriem (1988) described as a *case*, and my research questions mandated a case study approach (See 1.5).

A case study is characterized by consistent and sequential engagement, and it may be either qualitative, quantitative, or both (Merriem, 1988; Stake, 1994; Husen and Postlethwaite, 1995). A case study can be of many types depending on the objectives and focuses of the study. Stake (1994) categorized the principal types of case study under intrinsic, instrumental, and collective types. The intrinsic case study is undertaken when the case itself is of interest; that is, when an abstract construct or a general phenomenon is not the goal, but only an intrinsic interest. The instrumental case study, on the other hand, provides an insight into an issue of a theory, and relegates the case to a secondary importance. The case plays a supportive role and helps to

pursue an external interest. The main interest of the collective case study is to see varied cases jointly.

This study sought to investigate the effects of Feuerstein's mediation theory on students' conceptions and approaches to reading. It was, therefore, essentially an instrumental case study. Although there are arguments that see case study as alienated from theory (Husen and Postlethwaite, 1995), I agree with the arguments of Merriem (1988) and Dyer (1995) that it can both test and build a theory. As Dyer (1995: 50) remarked, "if it is to have any scientific value, a case study must be firmly grounded in empirical facts — that is, in the discoverable features of the case — and should also be linked to a clear theoretical background." A case study can also be used to obtain evidence or to refute (i.e. to test) a theory. As mentioned above, this study attempted to see the effects of applying Feuerstein's (1980) theory of mediation on student conceptions and approaches to reading. The theory was applied by a trained teacher consistently with grade 9 students at Fasilo Secondary School in Bahir Dar for a period of seven weeks during the pilot study and twelve weeks during the main study.

4.3. Subjects of the study

The procedure used to select the samples for the pilot and the main studies was similar. From a total of 1166 grade 9 students at Fasilo Secondary School in Bahir Dar in 2004, 10%, that is 117 students which comprised 68 males (58.12%) and 49 females (41.88%) were taken as subjects to answer the questionnaires and pre-mediation tests in the pilot study. For the main study, from the total population of 747 students, 187 (25%), of which 120 (64.1%) male and 67 (35.83%) female, were taken as samples. 25% of the target student population (that is 187 students) was taken as sample for the pre-mediation tests and questionnaires because the size was assumed to be manageable and representative. The subjects were selected by employing a simple random sampling technique. The technique was used on the assumption that it would offer equal opportunity for every student to be selected, and that it would be statistically representative of the student population (Wiersma, 1995; and Mason and Bramble, 1997). For the random selection of the subjects, a random sampling number table was used. I applied the random sampling method both in the pilot and the main studies using the following procedures. First, I took the list of students in each section. Then, numbers were assigned to each name and a

general list of students was developed. Finally, numbers were read from the random number table horizontally, in an orderly manner to select the subjects from the list. The subjects were selected when their numbers corresponded with the table numbers. Since the desired number of students was not obtained through the horizontal reading, however, I resumed to read the random numbers vertically until I reached the required number of samples. After I had found the desired size of the sample, I took the names of students who would participate in my study, made a separate list by their ascending number sequence as found from the random number table, and gave them code numbers. This list made it easier for me to identify the names of the subjects in the different sections.

The sample of students taken for the case study during the pilot and the main studies was six and twelve respectively, and they were selected on the basis of their pre-mediation reading tests scores. Thus, equal number of students from the high, the average, and the low performers (two each for the pilot study, and 4 each for the main study) in the tests was selected (See 4.5.1.3.). The samples were selected purposefully, and the selection from the high, average and low scorers could help me to gain information whether or not different ability groups could benefit from teacher mediation. The subjects were coded as P₁, P₂...P₆ for the pilot study and M₁, M₂ ...M₁₂ for the main study. P₁, P₂ were high achievers, P₃, P₄ average, and P₅, P₆ low achievers in the pilot study; and M₁, M₂ M₃, and M₄ were high achievers, M₅, M₆ M₇, M₈ average and M₉, M₁₀ M₁₁, M₁₂ low achievers in the main study. The number of subjects was limited to six and twelve in the pilot and the main studies because the numbers are manageable to follow-up the students' reading development, and their change of conceptions and approaches to reading. Since equal number of subjects was taken from high, average and low achievers at each stage, it was assumed that they would represent different groups.

The case samples ranged between ages 13 and 15, and had studied their academic subjects, except for English, in Amharic in the primary levels. As stated in chapters I and II above, English served as a medium of instruction beginning from grade 9. Students at grade 9 level, as many teachers resented, were described as unsuccessful to pursue their academic subjects that required both literal and deep understanding (See 1.1. and 1.3).

All the English language teachers who taught at grade 9 level at Fasilo Secondary School were also taken as samples for the pre-mediation teacher questionnaires, interviews and classroom observation. For the while-mediation and post-mediation stages of the study, however, only the mediator was studied who was selected on the basis of service years, and on recommendations given by the school principal and the unit leaders.

The teachers who were involved in the pilot and the main studies were different. During the pilot study, there were only 3 English teachers who taught grade 9 in the school. All were Diploma graduates and one of them was selected as a mediator for the reasons stated above. All these teachers were forcedly transferred to primary schools because their level of qualification did not fit for a secondary school level. Therefore, during the main study, 4 other English teachers, B.A degree holders, who substituted the former ones were studied. The transfer of teachers to primary schools obliged me to select a mediator from the newly assigned teachers. I had intended the mediator in the pilot study would serve as a mediator for the main study taking his mediating experience into account. However, because of his transfer along with the other teachers, one of the 4 newly assigned teachers, who was veteran and who was recommended by the principal and the unit leaders was selected as a mediator.

The mediators during the pilot and the main studies were introduced to the mediation criteria and were trained how they could apply them in reading lessons to inculcate deeper learning among students. Each of the teachers who mediated during the pilot and the main studies was given a copy of the mediation theory from the book entitled **Psychology for Language Teachers: A Social Constructivist Approach**, written by Williams and Burden, 1997. The copy included Feuerstein's mediation theory, a description of his twelve mediation parameters, and example activities for each of the parameters. In addition to this material, a two-page summarized copy of the mediation parameters developed by the same authors in 1994 was also given to the mediators. After the mediators had read the materials, we discussed the concept of mediation in detail and I trained each of them for a month on how to apply it in bringing changes to students' conceptions and approaches to reading. The mediators distinguished between the universal and the situational mediation parameters, and understood how they could apply them in the teaching of reading. When they felt that they could utilize the mediation parameters, they began teaching

reading using the materials designed for the purpose (See 4.5.1.4. and Appendix H for the teaching material). The teaching material was given to them along with the copy of mediation theory, and used some examples from it during the training.

4.4. Research Site

The study was conducted at Fasilo Secondary School in Bahir Dar town. The school offers education for first cycle (grades 9 and 10) secondary level students. It is situated to the West of the center of the city just about a kilometer distance; and about three kilometers from Bahir Dar University's main campus, the campus where I live and work in. I chose the school because it is relatively more convenient to me and had proximity to the institution I work in.

4.5. Instruments of data collection

The data were collected through multiple sources including questionnaires, interviews, tests, observations, self-reflection reports and discussions, which allowed for triangulation. The data were drawn for the pilot and the main studies during the pre-mediation, while-mediation, and post-mediation stages (See also 4.1). I also made a pre-pilot assessment on some of the instruments such as the questionnaires, reading tests, and reading texts. The pre-pilot study had a very limited purpose of getting information about the balance of difficulty and quality of the pre-mediation and post-mediation tests; evaluating the difficulty level, quality and relevance of the teaching materials selected, and assessing the Amharic versions of the student questionnaires which were adapted from Ramsden (1992). The pilot study was meant to test the range of instruments of investigation chosen for the study so that it would be followed in the main study after making necessary improvements.

4.5.1. Pre-mediation data gathering instruments

4.5.1.1. Questionnaires

Three student and three teacher questionnaires were prepared and administered. The student questionnaires sought information about students' conceptions and approaches to reading, their perceived values about the mediation parameters, and whether or not, or how often, these parameters were utilized in the teaching of reading by their English teachers. The first student questionnaire that required information about the students' conceptions and approaches to

reading constituted 16 items which could be categorized equally under deep and surface approaches to reading (Biggs *et al.*, 1992). As stated in sections 1.3 and 3.2.6, students' perception of reading plays a pivotal role in determining their approaches or the level of processing of their reading (See also Wittrock, 1986; Garrison *et al.*, 1995; Entwistle, 2000). The intent behind administering this questionnaire was, therefore, to find out the students' level of processing of information in their reading. Students who would employ surface-level processing would be labeled as surface readers. The surface-level processing of reading could be characterized as students' mere focus of discovering on-text information, trying to reproduce or regurgitate information, and, in general, their focus on the literal meanings of texts. The other group of students, the deep readers, were assumed to employ deep-level processing which refers to grasping the underlying meaning of the text, predicting, analyzing, synthesizing, selecting, and critically evaluating what they read. The questionnaire was adapted from Ramsden (1992), and was at first designed to be categorical (Yes/No) similar to the original instrument but was later improved to a five-point Lickert scale that constituted *Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree* with the intent of providing an opportunity for the students to select intermediate options (See Appendix B-4). Values were given to the scales that ranged from 5 for the *Strongly Agree* to 1 for the *Strongly Disagree*.

The second student questionnaire was judgmental and inquired students to decide whether or not each of Feuerstein's twelve criteria (parameters) of mediation had significance to the development of their reading ability. Since perception is a very personal thing (Richards and Lockhart, 1994), knowing how each of the students' view mediational acts was considered to be important. The third student questionnaire was again on the twelve parameters of mediation, but here it focused on student evaluation of whether or not and how often English teachers apply the parameters while teaching reading. Each of the questionnaires on student beliefs and evaluation of teacher application of the mediation criteria was adapted from Williams and Burden (1997) and Deligianni (2000), and constituted 12 items. The questionnaire on student' beliefs of the mediation parameters had a five-point Lickert scale that constituted *Very important, important, Undecided, Not very important, and Not at all important*, and the value for the scales ranged from 5 (for *Very important*) to 1 (for *Not at all important*). The other student questionnaire that required their evaluation of teachers' application of the mediation parameters had frequency

scales that ranged from *Very often* to *Not at all* and values were given to the scales that ranged from 5 to 1 (See Appendices B-5 and B-6).

All the three types of questionnaires were first prepared in English, but they were translated into Amharic to avoid the linguistic barrier the students may encounter. After I had translated the questionnaires into the vernacular, I asked two instructors from Bahir Dar University, who had many years of experience in the teaching of translation, to evaluate the translations against the original English versions. The instructors offered me professional comments and support. Their comments and support helped me to design the translations which were distributed among the subjects during the pilot and the main studies.

Teachers' questionnaires were also of three types. One of the questionnaires asked them about their conceptions and approaches to teaching reading. The others required information about their value perceptions of the mediation criteria (parameters), and whether or not they utilized the criteria in the teaching of reading. The teachers' questionnaire on conceptions and approaches to reading constituted 16 items which were equally divisible into surface and deep types. In this questionnaire, I used a five-point Likert scale that ranged from *Strongly agree* to *Strongly disagree*, and the scales were given values that ranged from 5 to 1. Similar to the student questionnaires, each of the teacher mediation questionnaires constituted 12 items which had a five-point Likert scale that ranged from *Very important* to *Not at all important*, and from *Very often* to *Never*, for their value perception and application respectively (See Appendices B-2 and B-3).

As stated above, all grade 9 English language teachers at Fasilo Secondary School were taken as participants in both the pilot and the main studies. Since their number was very limited, the questionnaires were used to draw precursor information so that semi-structured interviews would follow based on their responses. Teachers' responses were analyzed using descriptive methods. (See 4.6.; 5.2.2; and 6. 2.2.)

4.5.1.2. Interviews

Interview is the main method of gathering data in case study (Merriem, 1988). Interviews differ structurally from the most structured form, which is organized in advance by the interviewer, to wholly unstructured form, in which no decision will be made beforehand by the interviewer. The structured interview has its virtues in getting topic-related information; but it has limitations in allowing flexibility to the interviewee. The unstructured interview, however, is flexible (Dyer, 1995). Dyer has also a third category, semi-structured interview, which combines the two mentioned above.

In my interview, following Dyer's advice, I employed semi-structured but open-ended questions providing some uniformity across interviews but still allowing teachers and students to volunteer information and pursue interesting lines of discussion (See Appendices C-1, to C-6). Teachers and students were interviewed before and after mediation to illuminate their conceptions and approaches to reading, to express their in-depth beliefs in mediation parameters, to assess the classroom practice and their change of conceptions and approaches to reading.

Prompts of teachers' interviews were geared toward conceptions of reading and teacher mediation-related phenomena in the teaching of reading, but they had free rein to discuss any aspect of their language teaching experiences which they deemed to be important so that I could see their beliefs and interests in their use of mediation from different angles.

Before mediation, teachers, except for the mediator, who was deliberately excluded during the main study to avoid "contaminated information", were interviewed about their conceptions of reading, their perceived value of the mediation parameters, and whether or not they applied mediation procedures while teaching reading. After mediation, however, it was only the mediator who was interviewed. The teacher (mediator) interview questions focused on while-mediation activities and evaluation of the effects of his mediation to the students' conceptions and approaches as well as their reading development. The interview allowed me to attain complementary information to the classroom observation.

Pre-mediation student interviews were conducted only in the main study. The interviews asked about students' interest in reading, their conceptions and approaches to reading, and whether or not their teachers employed the mediation parameters while teaching reading. The post-mediation student interviews attempted to gain information about students' change of conceptions, their feelings of achievement in the program, and whether or not they would transcend the new conceptions to their future readings. In addition, some of the stimuli of the interviews were drawn from the responses the respondents offered to the interview questions. (See Appendix C-6).

4.5.1.3. Reading Tests

A total of six different tests (three for each of the pre-mediation and post-mediation stages) were prepared to see students' tendency and reading capability, and to see if the students could improve their reading performance as a result of teacher mediation. I varied the reading tests within the pre-mediation stage and the post-mediation stage as well as between the two stages in order to avoid practice effect or “contamination”. The reading texts for the tests were drawn from *Reading and Thinking in English: Concepts in Use* which was written by *Casiella* (1980) and *Skill of Reading between the Lines* which was written by *Elis and Elis* (1982), because the texts were found to be appropriate for grade 9 students in content, length, and level of difficulty (See Appendices A-1 and A-2 for the tests) as observed against the reading passages in their textbooks. Attempts were made to equalize the length and the level of difficulty of the texts in the pre-mediation and post-mediation stages. Besides, due consideration was also given for the similarity of the content and the number as well as the types of exercises and questions to easily compare the students' pre-mediation and post-mediation results. The types of questions set were intentionally classified into questions that would require literal (surface) meaning and deeper meaning (that embrace analysis, synthesis, evaluation, appreciation, and that relate with the students' prior knowledge, etc.). This was done to “mind-map” the exercise types and know which type of questions the students were able to answer more.

The number of questions in tests 1, 2, and 3 of the pre-mediation stage was 24, 24, and 22 respectively, and the total number was 70. Similarly, the number of questions in the post-mediation tests was 70 (24, 25 and 21 in tests 1,2, and 3 respectively). Some of the questions in

the 2nd and the 3rd tests had sub-divisions. The questions were equally divided between literal (surface) and deep types. The questions comprised varieties of activities such as true/false, multiple choice, matching, and completing the missing parts.

The tests were given to a testing expert, a veteran professor at AAU, before they were administered so that he could evaluate the test formats, the content, the question types, the distracters and other factors in light of the principles of testing. Receiving the expert's comments and suggestions, I improved some of the distracters which were not intelligent. Then both the pre-mediation and post-mediation tests were administered to 15 grade 9 students, at Blessed Gebremichael Catholic School in Bahir Dar to test the reliability of the tests and to evaluate their difficulty level.

As Brown (1988) wrote, a reliable test has consistent or stable results. In language testing, reliability is estimated in three ways: namely, test-retest, equivalent forms, and internal consistency reliability. The test-retest reliability is estimated by administering the same test twice, while equivalent forms reliability is estimated by administering two equivalent tests to a group of subjects. The internal consistency reliability is a split-half method which, for example, separately calculates the even number and the odd number items. In this study, the equivalent forms reliability was employed, and compared the testees' results in pre-mediation tests with their post-mediation tests in Blessed Gebre Michael Catholic School. The estimated reliability scale of the tests was computed to be above 0.77.

The three pre-mediation tests were administered to the students within an interval of one week between each test because the time gap was assumed to avoid boredom and inconvenience among students. The same procedure was employed for the post-mediation tests. The administration of the tests was possible with the consent and collaboration of the school principal, the vice-director for the academics and teachers. The randomly selected students were called out in their recess hours and were assigned to two halls to take the tests.

I corrected all the students' papers and converted the results of each test into 100, and the average of the three test results was taken as their overall score of the tests out of 100. The

aggregate result of the pre-mediation tests had served three main purposes. First, it served me to purposefully select the subjects as high scorers, average and low scorers (See 4.3. above); second, it helped me to know whether the students tend towards deep or surface approach; and third, it was used to compare the aggregate results of the subjects with their post-mediation aggregate results to see the effects of teacher mediation on students' reading performance. Since the post-mediation tests were offered only to those who were mediated, the aggregate scores of the tests were used for comparison with the pre-mediation aggregate results of the mediatee for the purpose stated above.

The questions in each test were categorized under deep and surface types. The raw data for the deep and surface questions of the tests were computed statistically using a paired sample t-test so as to statistically see students' tendency (See 5.3 and 6.3.).

4.5.2. While-mediation data gathering instruments

4.5.2.1. Teacher and student self-reflection reports

Two types of self-reflection report forms, for the mediator and the students, were designed to assess whether or not the teacher took an intentional and desirable action to mediate students' reading, and whether or not students understood what was required of them.

The teacher's self-reflection report form asked the mediator to complete which mediation criteria were intended for application and what kind of reading and mediation activities were performed. It also required information about his evaluation of student receptivity and his observation of student problems. The students' reflection form aimed at obtaining information about what students felt they did and gained in their reading classes. It required information on what activities (reading and mediation) they performed, the awareness created about reading, their change of conceptions and approaches to reading, and the problems they encountered while learning reading (See Appendices F-1 and F-2). The rationale for the teacher self-reflection was that the teacher, in presenting a reading task, should convey to the students precisely what is required of them by providing clear instructions. At the same time, it was essential to ensure that learners understood what was required of them. The points in the self-reflection form would create in the learners awareness of teacher purpose and enhance perception. Ultimately, it would

encourage students to learn autonomously. Furthermore, the information in the self-reflection forms could provide me with knowledge of what was done in the reading class.

With these objectives, the self-reflection forms were given to the teacher and to the students every reading class. After each reading class, the teacher and the students completed the forms and submitted them to me so that I could summarize and evaluate their reports. The summary of the reports of the lessons was qualitatively analyzed. And this ensured whether or not mediational activities were actually held in the reading lessons, and whether or not there was sharpness of purpose and perception in both parties, the mediator and the students.

4.5.2.2. Classroom observation

Classes were observed during the pre-mediation and while-mediation stages. The purpose of the pre-mediation observation was to check whether or not teachers' claims in the interviews and questionnaires were actually implemented. Each teacher was observed only once and it was videotaped and transcribed. During the while-mediation classroom observation, only the mediator was observed for the others were not engaged (See 4.3.).

The while-mediation classroom observation was intended to find out whether or not the reading teacher implemented the mediation criteria to enhance deeper reading among students. It also aimed at observing which criteria the mediator used effectively and how the subjects reacted to the mediational process. The while-mediation observation was also important to see the effects of the mediational criteria in the students' conceptions and approaches to reading in the process of learning. The lessons were videotaped. They were also audio-taped in case there might be a failure in the videotape. The videotaped data were qualitatively analyzed after I had put them into Klein's (1988) observation check-list. The lessons were transcribed before they were put into Klein's observation checklist. The frequency of the mediation criteria was evaluated based on the transcription, because it would help to see which of the parameters could bring change in students' reading conceptions and approaches.

4.5.2.3. Reading assessments

A reading assessment was given to students once a month as a summative of what they had learnt. The pre-mediation reading assessment was a *static assessment* (Kozulin and Garb, 2001) and showed the already existent abilities of the students. Unlike the *static assessment*, the objective of the repeatedly offered assessments (dynamic assessment) was to evaluate the students' learning ability and to gain information useful for more effective instruction. Besides, the assessment could help me to see the students' progress in their deeper reading abilities in the process of the mediation activities. It was a mediate– assess – mediate activity. This mediate – assess – mediate paradigm concurs with Feuerstein's claim of the goal of dynamic assessment (test – teach – test) stated in Kozulin and Garb (2001:2) as "to discover and actualize the students' propensity toward cognitive change "; but, in this case a change of conceptions and approaches to reading. The assessment asked students' comprehension, their ability to infer, summarize, synthesize, analyze, and evaluate information from the text and to see it against their previous experience. Each of the tests did not include all types of questions however, but the questions were selected based on the type and purpose of reading. In short, as stated above, the continuous assessment strategy helped me to see students' progress in their reading ability as well as the perception they had of their reading requirements.

4.5.2.4. Mediator/ researcher discussion

I also had informal discussions with the mediator and the subjects. My discussion with the mediator took place after I had seen the video and read the mediator's and students' self-reflection reports. During the main study, the mediator also watched the video on his own and based on the video he self-reflected his classroom activities in our discussions. Every time the teacher and students completed the self-report forms, I studied the points they had raised and discussed them with the teacher to see the progress students made in their reading. Besides, it also helped the teacher and me to take immediate remedies on problems that hindered students' progress. It also helped me to discuss problems the teacher had encountered while applying the mediation features..

I usually read what the teacher and students filled in the self-reflection forms, singled out the major problems encountered, analyzed, and discussed them with the teacher the next day. The

discussion we made was informal; however, the major points of discussion were registered so that it would be possible to see the changes made in the next lesson.

I also had an informal discussion with the students at our tea time about the changes they gained, their reading development, and whether or not they applied the reading approaches they were introduced to in other subjects they studied in grade 9.

4.5.3. Post-mediation data gathering instruments

In the post-mediation stage reading tests and interviews were administered. The tests were administered after 7 weeks and 12 weeks of teacher mediation during the pilot and the main studies, respectively. The testees were only the mediatees.

At this stage, similar to the pre-mediation stage, three different tests, which approximately equaled the pre-mediation tests in type, length and difficulty level, were given to the subjects (See also 4.5.1.3). The purposes of the post-mediation tests were to see the students' reading progress and change of conceptions and approaches to reading. In order to see the changes, the results obtained at this stage of the study were compared with the pre-mediation results using a paired t-test statistics. The correct responses the students gave to the questions were also categorized to see whether they had a tendency towards deep or surface approach to reading after mediation.

During the post-mediation stage, the mediator and the subjects were interviewed (See 4.5.1.2.) for the purpose of gaining additional information about the change of students' conceptions and approaches to reading; that is, the effects of teacher mediation on students' conceptions and approaches to reading. Similar to the pre-mediation interview questions, the questions were semi-structured in which the mediator and the mediatee could flexibly provide responses.

4.6. Reading texts

After I had read the 14 reading passages found in **English for New Ethiopia** grade 9 books 1 and 2, and the teachers' guide book, I selected other 14 reading texts of almost equal length and difficulty level. In order to select the texts, I set criteria that included length, difficulty level and topic familiarity. Since my study focused, as a result, on solving students' reading problems, I decided to avoid the linguistic difficulty the students might encounter by selecting simpler texts within 400 to 600 words range. In addition, I wanted them to comprise different themes from the natural and social sciences, business and language. The diversity of themes was opted to satisfy students with various interests, and to develop a sense of relevance among students about their readings.

Most of the reading texts I used for my study were taken from the book entitled **Academic Challenges in Reading** (written by Abdulaziz and Stover, 1989). The book was prepared for beginning readers in English, and the passages were designed to meet the needs of the low level ESL students. The authors selected the materials on the basis of their significance to the students in their academic careers and their level of difficulty. I was convinced by the level and importance of the materials and opted 10 reading passages from the book. In the book, although the reading topics might seem technical, the vocabulary used to define and explain them was in every day English. Technical words have been defined in context so that students would not tend to memorize them. The readings included reading from charts and graphs. Each reading was preceded by a "preview" which helped students to recall knowledge they probably already had about the topic or to prime them for new material or content. To assist in the previewing process, many of the readings were accompanied by illustrations or photographs. An attempt was made to include a variety of exercises that required students to single out main ideas and details, and to comprehend questions that comprised literal as well as inferential (or deep) meanings (See Appendix H for the texts).

The other reading texts used in the study such as **Raw Materials for Industry**, **The puzzle**, and **Scientific experiment** were taken from **Organized English, Book 1** (written by Moody and Oyewole, 1970), and **Football Stopped War** from **Skill of Reading Between the Lines** (written

by Ellis and Ellis 1982), which I assumed would be appropriate for grade 9 students in Ethiopia. The books were meant for early intermediate level.

At first, in addition to the 10 texts I chose, I had selected two passages from the book entitled **Cambridge Skills for Fluency, Book1** and the other 2 from **Cambridge Skills for Fluency, Book 2**. However, I excluded the passages for the advice and recommendations I received from the English Panel of the Curriculum Division of the Ministry of Education in Addis Ababa.

Before I used the materials for teaching, I distributed the reading materials among the different subject teachers who were teaching in grade 9 at Yekatit 12 Secondary School. This was because, as stated above, the contents of the passages were drawn from different disciplines. Luckily, the biology and physics teachers evaluated the texts in groups in terms of validity and difficulty levels. All assured that the texts would not be more difficult than the texts they taught in the textbooks. Besides, they also witnessed their relevance in content, though not identical, to the subjects their students study at grade 9. Later, I requested the English Panel in the Curriculum Division of the Ministry of Education in Addis Ababa to evaluate the reading materials in terms of interest in the topics, difficulty level, exercise types, length and relevance, and other qualities required of reading materials (See Appendix E). The English panel, particularly members who prepared grade 9 textbooks, assessed the texts individually, discussed them together and commented on them. Based on their comments, I excluded the reading materials from **Cambridge Skills for Fluency Books 1 and 2** for their difficulty and culturally alien themes to Ethiopians. So in place of these materials, I used **Football Stopped War, Raw Materials for Industry, The puzzle, and Scientific experiment** and piloted the passages (with the other ten passages) in my case study.

4.7. Methods of Data Analysis

As the study incorporated both qualitative and quantitative data, the findings were analyzed qualitatively and using a paired sample t-test statistics. Thus, data drawn from the discussion, teacher questionnaires, the classroom observation, interview as well as teacher and student self-reflection reports were analyzed qualitatively; whereas, comparison between the pre-mediation and the post-mediation test-results, student questionnaire results, and the students' tendency

toward deep or surface approach which was drawn from their responses to the questions in the tests, were computed employing a paired sample t-test statistics. The paired sample t-test statistics compares means of two scores obtained from the same subjects. Teacher questionnaire results were described because the number of teachers involved both in the pilot and the main studies was very small (See 4.3). I believed that using a statistical analysis for a small sample would be misleading; therefore, I employed descriptive methods.

CHAPTER V

PILOT STUDY: PRELIMINARY FINDINGS AND ANALYSES

5.1. Introduction

Conducting a pilot study can have different values in research. Firstly, as a small scale version or trial of the main study, it serves as a way of collecting preliminary data and evaluating the feasibility of a major study. In other words, it serves as a means of attaining advance warning about the problems the main study may encounter. Secondly, the pilot study is valuable to pre-test or try out the adequacy and effectiveness of research instruments. It helps to evaluate the likely success of the proposed subject recruitment approaches, to determine sample size, to uncover potential problems of the proposed data analysis techniques, and to estimate viability in outcomes. Thirdly, pilot study acquaints the researcher with the research process (Gilbert, 2001).

The main purpose of conducting the pilot study in this research was to try out research instruments, sampling and analysis techniques as well as procedures that could be made use of in the main study. Preliminary findings were also reported as indicators of the feasibility of the main study. As discussed in Chapter 4, the different instruments utilized in the study constituted questionnaires, interviews, tests, observations and self-reflection reports, which were undertaken in three stages of the study; namely, pre-mediation, while-mediation, and post-mediation stages. In the pilot study, I tested all the instruments and their analyses techniques. I identified few problems in the research procedure and in the instruments and made improvements before carrying out the main study.

The anticipated problems and their possible solutions are discussed in the sub-sections below.

5.2. Preliminary Findings of Questionnaires

5.2.1. Introduction

As indicated in 4.5.1.1., three types of questionnaires were distributed among the three English teachers at Fasilo secondary School in order to inquire information about their conceptions of reading, their perceived values and application of Feuerstein's mediation tools (See Appendices

B-1, B-2, and B-3). Three types of questionnaires were also distributed among 117 students. The questionnaires were meant to investigate students' conceptions and approaches to reading, their values of Feuerstein's mediation parameters, and their evaluation of teachers' application of the parameters in reading classes (See Appendices B-4, B-5, and B-6).

The items both in the teachers' and students' questionnaires enabled me to collect the data I wanted, and this implied that they were clear and understandable. But, I noticed a problem in the selection of the students as subjects using the random method. As described below, out of the randomly selected students, 12 were dropouts which I noticed later when I tallied the returned questionnaires. This reminded me to check whether or not all the randomly selected subjects were attending classes before I distributed the questionnaires. Besides, I also noticed that I had to orient the students that they should give only one response to each item for some students offered me two responses for few items. Since the items were written in Amharic and the instructions were clear, I was convinced that their double or more responses emanated from lack of orientation. I believed, therefore, that orientation would discourage students' carelessness in providing responses. In short, there were such problems during the pilot study which were consequently adjusted for the main study.

All the three teachers responded to the questionnaires, but responses were not obtained from all the 117 randomly selected students. From the students, 12 were dropouts whose names were wrongly included in class registries, so they were excluded from the study samples. Out of the remaining 105 subjects, 102 responded to the first questionnaire but the responses given by 2 subjects were incomplete. The second and the third questionnaires were distributed at the same time and 97 of them were returned. From those returned, 12 were discarded because the respondents provided two or more answers to few of the items in the questionnaires. Thus, I wanted to have the students who responded to the three questionnaires correctly, and so I deliberately excluded fifteen respondents from those who correctly responded to the first questionnaire but not to the second and/or to the third. A deliberate, selective exclusion of the subjects was also made for the tests so as to make a comparative analysis of the findings from the same subjects. Since the aggregate of the testees' results was the yardstick to purposefully select the subjects for the case study, taking all the tests was compulsory.

5.2.2. Preliminary Findings of Teacher Questionnaires

The three teachers positively valued Feuerstein's mediation parameters (88.33%) and claimed that they frequently applied them (80.56%) in their reading classes. Among all the parameters, they valued *intentionality* and *reciprocity* the most important and *challenge* and *awareness of change* the least. *Intentionality* and *reciprocity* is one of the universal procedures, while *challenge* and *awareness of change* are used based on situations. The other universal parameters, *relevance* and *transcendence*, were also given higher values. Concerning their application of the parameters in reading classes, the teachers responded that they frequently applied *intentionality* and *reciprocity*, while they applied *transcendence*, *control of behavior*, *challenge*, *co-operative learning*, and *a sense of belongingness* the least.

Teachers' responses to the questionnaire regarding their conceptions of reading disclosed that the teachers wanted their students to deeply understand the reading materials. However, the pre-mediation classroom observation and the pre-mediation interviews revealed that they rather inclined towards surface, on-page information. Teachers' questionnaire responses were compared with their responses in the interviews and the videotaped findings in the classroom observation. (See sections 5.4.1, 5.5.1 and 5.2.3.2. below).

5.2.3. Student Questionnaires

5.2.3.1. Preliminary Findings on Student Conceptions and Approaches to Reading

The questionnaire on student conceptions and approaches to reading was meant for examining whether grade 9 students at Fasilo Secondary School had a tendency toward a deep or surface reading. As stated in the methodology section, the number of items in the questionnaire was 16 which were categorized under the characteristics of deep or surface reading approach.

To see whether students inclined toward surface or deep reading, a paired samples t-test statistics was employed. The means for the two categories were 32.65 (sd. 2.86) and 30.68 (sd.4.25) respectively. The mean for the paired samples was 1.96 (sd. 3.85). The observed t-value appeared to be 4.70 which was significantly different than the t-critical value of 2.00 at the alpha level of .05, the degree of freedom being 84. The summaries of the results are shown in Tables 5.1 and 5.2 below.

Table 5.1. Paired Sample Statistics of Surface and Deep Reading

	Mean	Number	Std. deviation
Surface	32. 6471	85	2.8648
Deep	30. 6824	85	4.2516

Table 5.2. Paired Samples t-test Differences of Surface and Deep Reading

	Paired differences					
Surface- Deep	Mean	Std. deviation	df	t-observed	t-critical	significance
	1.9647	3.8528	84	4.701	2.00	.000

Student reflections about their reading process through the questionnaire indicated that most grade 9 students in the study were surface readers. This result confirmed the assumptions of many scholars in the field who attested that many "unpractised" readers depended on textual (literal) meanings of texts (Fransson, 1984; Ridely,1997). The causes for their inclination towards surface approach may be their past reading experiences, their level of confidence in the target language, and teachers' tradition of teaching and testing reading (See 1.1, 3.2.3 and 3.2.4). Students' conceptions of reading might also influence their approach to reading (See 3.2.3.).

5.2.3.2. Preliminary Findings on Student Beliefs and Teacher Classroom

Application of the Mediation Procedures.

Students were also asked in two separate questionnaires to rate their beliefs in the values of the mediation parameters and to provide evaluative information about the extent to which these parameters were applied by their English teachers in reading classes. To assess their beliefs (values) against the classroom situation, therefore, a paired sample t-test statistics was employed. The findings showed that most of the students believed that the parameters were valuable, but their application by their teachers in the reading classes was inconsiderable. The mean value for their belief was computed to be 51.82 (sd.4.71); and teacher application, 40.16 (sd. 9.07). The result of the paired sample t-test of student belief and teacher practice was 11.66 (sd.9.43) which was significantly higher than the t-table value of 2.00 at alpha level of .05 the degree of freedom being 84. The summaries of the results are indicated in Tables 5.3. and 5.4. below.

Table 5.3. Paired Sample Statistics of Student Belief and Teacher Application of the Mediation Criteria in Reading

	Mean	Number	Std. deviation
Belief	51.8235	85	4.7061
Practice	40.1647	85	9.0670

Table 5.4. Paired Samples t-test Differences of Student Belief and Teacher Application of the Mediation Criteria in Reading

	Paired differences					
	Mean	Std. deviation	df	t-observed	t-critical	significance
Belief- Practice	11.6588	9.4347	84	11.393	2.00	.000

The paired t-test statistics designated that teachers did not usually apply the mediation parameters upto students' expectations. And this might also imply that the teachers' practice was not consistent with their expressed beliefs (See 5.2.2).

5.3. Preliminary Findings of Students' Test Scores

As stated in 4.5.1.3. above, pre-mediation and post-mediation tests were given to the students. The pre-mediation tests were given for 117 students for three purposes; namely, to select the subjects for the case study based on their performance level, to see students' predisposition towards deep or surface reading, and to compare the performance of the selected subjects for the case study with the post-mediation test results.

The three successive pre-mediation tests were successfully used in the selection of the subjects for the case study and indication of students' tendency towards surface or deep reading. Based on the tests, 6 subjects from the high, average and low scorers were selected. And the test results indicated that the students inclined towards surface understanding. Classifications of students' correct responses both in the pre-mediation and post-mediation tests indicated that the students tended to answer more literal questions than deeper ones.

Table 5.5. : Preliminary Findings of Students' Pre-Mediation and Post-Mediation Tests

Scores in tests %	Subjects					
	High scorers		Average		Low scorers	
	P ₁	P ₂	P ₃	P ₄	P ₅	P ₆
Pre-mediation test score	72	66	43	42	24	22
post-mediation test score	90	81	53	48	53	50
Mean total: pre-mediation	44.8					
Mean total: post-mediation	62.5					

The comparison of the pre-mediation and post-mediation test results indicated that there was a considerable improvement in their reading capacity. The post-mediation results of the low and average scorers in the pre-mediation tests have become almost equal. However, the low scorers improved more than the average students did. Among other causes, the cause for this situation might be the mediator's special attention paid to P₅ and P₆. As the teacher informed me, these students were not actively participating in class at first, therefore he paid special attention to them. Probably, this might have contributed to their achievement of high scores. Another cause might be the individual differences among the students. The affective factors such as the feeling of competence, motivation and arousal individuals possess might also contribute to their different performance level.

The causes for the students' improvements in their reading capacity, in general, might result from their arousal, motivation, self-reliance, and the sense of shouldering responsibility for their reading capacity. In this regard, teacher application of the mediation procedures in teaching reading can be assumed to have contributed a lot. But all students may not achieve these affective factors equally.

Although the tests were successfully used to achieve the objectives of the study, some problems in the *completing exercises* part were noticed. Students were not able to answer the completion exercise and this might indicate either lack of clarity of the question or the difficulty of the questions. So, these questions were improved so that they could be clear and reasonably

challenging to the students in the main study. Few distracters in the multiple choice section were also improved because they were not clear to the students. This was identified because some students asked the same question for clarification on the distracters while they were taking the tests.

5.4. Interviews

5.4.1. Teacher Interview

Pre-mediation teacher interviews were carried out among the three teachers at Fasilo Secondary School. The interviews included information about teachers' thoughts and teaching practices of reading as well as their perceived values and application of Feuerstein's mediation procedures. They were conducted in Amharic and were audio-taped.

From the responses received, it was noticed that some of the interview questions were not clear to them. In fact, immediate modifications were made and it was possible to obtain responses in the desired line. The initial interview questions in which I noticed ambiguity were, therefore, improved in the main study. For example, when I asked them the question about *what reading is* two of the interviewees did not respond as expected. Therefore, an extended question was given to them so that they could understand what was required of them (See Appendix C-1 and C-4).

From the pilot interviews, it was found that two of the teachers considered reading to be "grasping meaning from the text". As defined by teacher "B", for example, reading is: understanding the written material.... Mechanical reading, i.e. reading without understanding, doesn't have any value. They [*students*] have to understand all that they read. Texts were written with some messages, so students need to understand the messages. (*Translated from the Amharic*).

Teacher "A", on the other hand, wanted his students to read between and beyond the lines. For example, when he taught the passage about *Invention*, he said he exploited the ideas there for initiating students, or creating awareness among them so that they can invent by imitating nature as airplane inventors imitated birds. He believed that texts had messages beyond what was stated on the script. In short, teacher "A" claimed that he taught his students to relate the messages they found in their readings with their personal experiences or the reality.

...So, I don't make my students only answer the questions as related to the passage, but I also teach them about the reality; what the reality is. (*Translated from the Amharic*).

In an informal discussion, the same teacher, however, said students were incapable of responding to questions beyond what was directly stated in the passage. They accepted the written materials without critically reading them, and because of this, he said he was forced to focus on the text and the exercises on the text. This might indicate that the teacher's espoused thoughts did not match with his actions in the reading class, and he attributed this to a couple of reasons: students' incapacity to comprehend, analyze, synthesize, and evaluate information as well as lack of responsibility for their own learning. These students' characteristics go in consonant with Varaprasad's (1997:24) description of the reading approach of students as: "... students... usually accept the printed word without actively challenging the content or implied assumptions expressed by the language". In other words, students lack the skill and ability of reading critically. In critical reading, students evaluate and make decisions about what they have read. The decisions can be receptivity of information, rejection, or expectation of additional information before informed judgment can be made (Varaprasad, 1997).

Teacher "A" s conflicting responses in the interview and in the informal discussion could possibly indicate that he was not actually telling me what he was doing in his reading lessons during the formal interview. It seemed that the informal discussion rather revealed the truth. From the teachers' variable responses, I drew a lesson that interviewees might provide unrealistic information about their beliefs and their practices of teaching reading, particularly if their responses are recorded. Thus, I extended the interview to informal discussions with those I interviewed in the main study. I considered that they would be more relaxed and provide realistic information in informal talks during tea time.

The teachers expressed that they employed different teaching strategies in the three stages of the reading process: the pre-reading, the while-reading, and the post-reading stages. But the strategies used were conventional where, for example, in the pre-reading stage, one is required to express his personal opinion about the topic, to predict what the story would be about, and to find answers to given questions based on the text. Although these activities may help to include

their previous knowledge to the reading, they may not enable students to critically read the text. In critical reading, pre-reading questions are not text-based but are prepared around the text. The questions may develop in students a critical awareness of how and why texts are written. In critical reading, the type of pre-reading questions include reasons for writing and about styles of writing (Varaprasad, 1997).

The three teachers invariably disclosed the appropriate classroom reading experience to be reading aloud either by the teacher or by individual students. The teachers read the passage aloud so that every student could listen to the story. The teachers opted this alternative because, as they said, students did not usually bring their textbooks to the classroom. An alternative approach to teachers' reading of the passages was students' involvement in loud reading. Students read paragraphs in turn and answered comprehension questions at the end.

The post-reading questions depended on the information in the passage. In short, the type of exercises in the three stages of reading seemed to encourage students to depend exclusively on texts; that is, to practice surface reading.

Generally, the pre-mediation interview during the pilot study unraveled that teachers differed in their expressed conceptions of reading: two of them said reading to them was understanding the writer's views, and one of them understood information in the passage to be related with students' experiences. When they were asked about how they taught reading, their responses rather revealed that all seemed to perceive reading and reading instruction as the extraction of meaning from the text and answering text-based comprehension questions. As Tayler, *et al* (1999) described, such teachers focused on the literal meanings of texts.

Unlike the pre-mediation interview, the post-mediation interview was conducted only with the teacher who assisted as a mediator in the case study, and it focused on the efficacy of the training in molding his conception of reading and teaching reading. Besides, it also sought information if the application of the mediation parameters had motivated and positively contributed to the change of student conceptions and approaches to reading and their reading development.

The teacher's answers to the interview questions disclosed that he had a wrong notion of reading and reading instruction before he was trained and applied the mediation theory. He considered teaching reading as difficult because of the large class size and students' irresponsibility for their learning. So, he felt that he was not actually teaching reading in his class. His teaching focused on students' getting textual (literal) meanings for the purpose of answering post-reading questions. He expressed this situation as:

We didn't pay attention to reading because we felt the students were not interested. I can say we didn't teach reading for we assumed the students didn't have background reading skill. *(Translated from the Amharic).*

The training he obtained and his practice of mediating to students' reading has brought a significant change in his perception as well as his teaching practice of reading. He remarked:

To tell the truth, now I gained a lot of knowledge (experience) from the teaching practice I have just finished. Reading is deeply comprehending and transcending information to the students' personal advantage. I have perceived reading this way since I began teaching reading with the application of the mediation theory. *(Translated from the Amharic).*

The teacher also said that the students had shown a significant change in their reading perception, behavior and ability. They changed behavior in group tasks from being timid at the start to a determined contributor to their group, changed their approach to reading, and became responsible for their reading. Students were able to share ideas with their peers, helped each other and solved problems together. Above all, they knew what they were doing in each activity.

5.4.2. Preliminary Findings of Students' Interview

As stated in 4.5.1.2. a pre-mediation student interview was not conducted during the pilot study. However, the interviewees were asked to provide comparative information between their pre-mediation and post-mediation conceptions and approaches to reading. Although I did not notice anything of that sort, I imagined that their comparative responses could be biased for they could assume my expectation would be a positive response to mediational activities. Thus, I decided to include a pre-mediation interview in the main study rather than asking them only for comparison at the end.

A post-mediation interview was conducted among five subjects to see the efficacy of teacher mediation in the change of their conceptions and approaches to reading. The results of the post-mediation interview could be seen against the quantitative findings of the pre-mediation stage. As reported in sections 5.2.3.2. and 5.3., both the student questionnaire and successive tests results indicated that the students had a significant inclination towards surface approach to reading. As indicated in the literature, such kind of approaches are associated with quantitative conceptions (Biggs and Moore, 1992). As surface readers, students organize their reading in order to be able to remember facts to use in answering comprehension questions at the end. Students might exhibit this sort of predisposition toward reading because of their previous experience in which their school system emphasized and assessed their ability to memorize and regurgitate information. According to Gravano *et al* (2002), a good student, as viewed by those who stick to surface understanding, was one who could remember lots of information.

From the responses received, it was noticed that some of the interview questions were not clear to the interviewee. In fact, immediate modifications were made and it was possible to obtain responses in the desired line. For example, when I asked them the question about *what materials they read* some of them responded that they read stories written in Amharic. I assumed they responded this way because the question was very general. Therefore, the question was immediately followed by *Do you read materials written in English other than your textbooks?* (See Appendix C-2).

The results of the interview showed that the students seemed to have changed their conceptions and approaches to reading in the process of the mediated reading experiences. In expressing their previous stance about reading three of the subjects, P₂, P₁, and P₄ for example, said:

P₂: I understood reading as comprehending what is there in the passage.

P₁: For me reading was simply understanding all that are in the material one by one, word by word, sentence by sentence. I was reading simply to answer the questions that would come after the passage.

P₄: I thought reading to be understanding the information in the text, and I usually read them to answer questions. Otherwise, I didn't have that much attention and knowledge about reading. Even our teachers merely read us the passage and asked us to answer questions. (*Translated from the Amharic*).

The students expressed the occurrence of a significant change in their conceptions and approaches to reading after the teacher mediated to their reading. Instead of focusing only on the literal meaning, they learnt to read critically, to transcend information and reading strategy to other readings, and to evaluate whether or not the information in the passage had personal advantages. Concerning the change, the three students said as follows.

P₂: ...But now, I have understood that when I read I have to relate my reading with other concepts of study in schools and with my experience. I have also understood that I have to relate it with my personal life. I learnt that I should not focus only on one aspect that is literal meaning, but I have to also extend the knowledge I get in the reading to other fields and to my personal life.

P₁: Now I read deeply; I think deeply relating the information within the passage with my previous knowledge and other subjects I study in grade 9. I learnt that I should relate the information in the passage with other concepts. Plus, I learnt to bring my previous knowledge for deeper comprehension. I also learnt to predict what kind of information I may get in reading passages. I gained the skill how I can employ the contents of my reading to my personal life. I learnt that I need to put the lessons I gained into practice.

P₄: But now, I learnt how I should read and understand, how I can understand difficult words contextually, that is, without using a dictionary. (*Translated from the Amharic*).

One of the objectives of mediating to students' reading was developing a sense of competence in reading among students. Learners' lack of self-confidence is associated with lack of ability and negative self-perceptions, both of which give rise to poor motivation and low levels of effort (Ridley, 1997:15). Besides, learners' self-efficacy expectations can affect their performance in reading. What learners think about reading in relation to their personal significance can have implications for their actual reading and performance behavior (ibid.). There was an indication of student development of self-confidence after mediation as revealed in the interview with P₁, P₄ and P₃.

P₁: For example, when I read Physics before, I stopped reading for losing hope of understanding. I was desperate. I used to close my exercise books after a minute's look at them. But now, for example, we encountered few more challenging texts than those in our textbooks. Since I knew how I could tackle such challenges, I found all my readings to be easier.

P₄: Previously, I understood reading to be just doing the exercises based on it. I was not also self-confident. Now, I have learnt to try to solve challenges by myself.

P₃: I used to give up reading if I felt that I couldn't understand it. Now, I try my best. (*Translated from the Amharic*).

Students were aware of teacher intention and they reciprocated verbally. They were also aware of the purposes of involving in individual and group reading activities. As P₂, for instance, said

individual activities helped them to know where they were and the group tasks enabled them to share ideas with their friends. Similarly, P₁ perceived the value of group work to be giving and receiving of assistance in the interaction among the group members, because what one knows may not be known by the other. In short, he considered the importance of group work to be sharing of ideas, while he viewed the significance of individual reading as an assessment of individual capacity.

P₁ was aware that individual activities would cater for conditions to develop personal feelings of competence. He said they could help them develop a sense of "I have the ability". This feeling, "the feeling of I can", would help the students to become independent learners and problem-solvers (Williams and Burden, 1997).

Except for P₅, all the students understood the value of group activities. Most of the students' understanding of the individual activities, compared with the concept of the literature, however, was not as desired. This called for paying a special attention in the main study. Thus, the mediator was oriented to employ mediation of *intentionality* until the students understood the purpose of the activities. According to Feuerstein and Feuerstein (1991:15), *individuality* refers to the recognition one has of his uniqueness and the feeling one has as a contributor to a group. *Sharing of ideas*, (that is, involvement in group task), on the other hand, refers to the view of solving problems co-operatively.

One of the universal parameters of Feuerstein's mediation theory is students' transcendence of strategies to other situations. As Tzuriel and Ernest (1990:21) noted, "the objective of MLE is to transcend the immediate needs and specific situation and reach out for goals that are beyond those which triggered the interaction." In this case, the students were expected to transcend their reading skill, approach and strategies gained from the reading class to other subjects they study at grade 9 level and beyond. The students were, then, asked if they could use the reading approach they were introduced in learning (reading) other subjects. All the five interviewees P₂, P₁, P₄, P₃, and P₅ responded to the interview the following way:

P₂: After I have begun this program, I usually try to see relationships between concepts, ideas in different subjects. Specially, I use the method I learnt to summarize. Whenever I read, I write my own summaries and then I try to think about relations in the real world and other subjects I study.

P₁: I mean, for example, when we get difficult words, we don't recurrently consult our dictionary. This is because firstly some words may not be available in the dictionary. Secondly, some words used in Biology and English may not have similar meanings. So, we learnt to understand (guess) the meanings of words from the sense (the context). Thirdly, in order to gain salient points from our reading, the program has given us insight about how we approach our readings.

P₄: The approach helps me to understand other subjects I study. I am using it. I will also use it.

P₃: I didn't give any attention to all the subjects I studied before. Now, I have begun reading all the subjects.

P₅: It has similarities with the subjects we study. It has helped us a lot. Although we didn't employ it much, we can use it in our studies and we can have rich knowledge.

P₆ was not interviewed because she had a personal problem that day and she did not come to school.

5.5. Classroom Observation

5.5.1. Pre-mediation Classroom Observation

Two of the three teachers were videotaped while they were teaching reading. One of them had a personal problem and was not around the school during the week the videotaping took place. The classroom observation had been agreed to be in the following week I conducted an interview with them. I felt the one-week time allotted for observation could be the factor for missing one of the teachers. In order to obtain adequate information from all participants in the main study, therefore, the classroom observation time was arranged to last within two weeks.

Indicative findings were obtained from the observed teachers..

Teacher A.

Teacher A 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 which the teacher stopped after only a minute and a half, and it was immediately followed by students' loud reading. Few students read a paragraph each so that the whole class would answer the post-reading questions at the end. After the students had finished reading, the teacher asked them if there were any new words written in bold type in each paragraph and asked for contextual meaning. This was followed by students' discussion of the post-reading questions which lasted only a minute. Finally, the variety of

questions – multiple choice, matching, and true/ false – included in the text were answered together. The students obtained answers directly from the text: none of the questions asked their deeper understanding.

Teacher B.

In a similar way, teacher B, taught reading by asking the students pre-reading questions such as “What is a year?” “How many days are there in a year?” “What is a month?” and others. He wrote the months of the year and the number of days each month has. In computing the aggregate number of days of the year, the teacher spent 10.15 minutes. Then, he asked few students to read a paragraph aloud in turn. After the students had read the passage aloud, they did the exercises orally based on the passage.

The pre-mediation classroom observation indicated that reading teachers did not employ any of the mediation procedures, and this was contrary to what they claimed in the mediation questionnaires and interviews about their beliefs of the significance and the extent of their application of the procedures in the reading classes. Besides, their actual teaching of reading also revealed that their focus of teaching was the literal (surface) meaning of the text instead of guiding students and giving them tasks that also emphasized deeper reading. These teachers expressed in the interview that they would include critical and deeper reading activities while teaching reading. However, their claims did not match their actual practice. A mismatch between perception and practice usually occurs in any profession (Agyris and Schon, in Williams and Burden 1997; Meloth *et al*, 1991; and Wittrock, 1986). The teachers’ actual teaching of reading could be said to have revealed their perception. This confirms Agyris and Schon’s contention that “ we ...infer *teachers’* beliefs from the ways in which they behave rather than from what they say they believe” (Agyris and Schon in Williams and Burden, 1997:56).

The disparity in teachers' perception and actual classroom practice occurred possibly because their value perception of the mediation parameters was merely theory-based, and they had hardly practiced them in their classes. Therefore, they applied the traditional style which, presumably, they utilized repeatedly in their teaching of reading.

5.5.2. Preliminary Findings of the While-mediation Classroom Observation

In mediating to students' reading, a mediator interposes himself between the students and their reading practices. A mediator's interactions are characterized by *intentionality* and students' *reciprocity, transcendence, meaning, feelings of competence, regulation of behavior, goal setting, challenge, awareness of change, a belief in positive outcomes, sharing, individuality* and *a sense of belongingness*. As mentioned in the literature, the first three are universal and the rest are situational. During the application of the mediation theory, the mediator was not properly employing both the universal and the other appropriate mediation parameters in the first two reading lessons. But because of the discussions I made with him after observing the video record of each lesson, he showed improved applications, and this showed the importance of informal discussion. Because I observed the problem a novice mediator might encounter, I had thought to resume the mediated reading experiences with the same mediator during the main study. However, the mediator was transferred to a primary school. So, I had to select another one (See 4.3).

The *intentionality and reciprocity (or focusing/ Shared intention)* parameter refers to the mediator's act or sequence of acts which appears to be directed towards achieving a change in the students' perception of reading, or response (Klein, 1992; Williams and Burden, 1997). *Intentionality* was characterized by the mediator's objectives in presenting the reading passage (See also 3.4.2.3.1). There are different ways of informing teacher intentions, but the mediator in this study informed his mediatee about his intentions mostly using verbal means; that is, he told the students what they would do. The act of *intentionality* took place at the beginning of each lesson, before students did tasks and when students were told to do tasks together and alone. Two excerpts from two reading lessons are presented below as an example.

Lesson 10: Students! Today you will learn about *Raw Materials* that will be used in industries. In your reading I want you to understand the main point, to see relations between paragraphs and to recall information. I want you also to use the knowledge you get here in other areas and to bring the knowledge you had to the passage.

Lesson 12: Students! Today you will learn about *Problem Solving*. In your reading I want you to understand the main point, the ways of solving a problem, and you will also solve a problem.

In order to assure students' *reciprocity*, the mediator asked them to reiterate all that he wanted them to do. He employed one of the different ways of assuring students' reciprocity stated by Feuerstein and Feuerstein (1991), Williams and Burden (1997) and Klein (1991).

The *intentionality* and *reciprocity* parameter was significant to the mediator to make his intentions and procedures of activities clear to learners. The mediator used a strategy of telling the students the personal relevance and value of the content of the passage and the procedures of the activities in the reading. He also attempted to make clear how and why the activities produced learning that would be helpful in other times and places. In encouraging students to feel confident to complete activities, Williams and Burden (1994: 7) said "it is vitally important to encourage a positive self-image, self-esteem, self-confidence, a feeling of "I can", or "I am capable of this" among learners. The mediator established a climate that was free from embarrassment, tolerated students' mistakes, and positively valued students' ideas and contributions both in whole class discussion and in their attempts to provide answers to questions. He usually encouraged students by using terms such as "Very good", "Excellent", etc. and by telling them they were capable of forwarding intelligent and important ideas as well as doing the given exercises.

Students were encouraged to set goals by constructing predictive questions related to the pieces of information they expected from the reading texts. This parameter was not strongly dealt with in the reading class and more attention would be paid to it in the main study. To salvage the deficiency, however, the mediator was re-oriented about how he could mediate this parameter to students' reading.

Initially, the students had less involvement in the reading activities which later changed because of the mediator's encouragement. Their involvement did not prove how challenging and interesting the reading tasks presented to them were. Thus, students were asked at the end of the mediation program to evaluate each of the reading passages as related to interest in content, difficulty level and variety of topics and activities. Their responses verified that all the reading lessons, except for Lesson 13 which they considered boring and difficult, were very interesting and worth learning. The activities of the lesson which was uninteresting to the students in the pilot study were improved in the main study.

5.6. Self-reflection Reports

5.6.1. Teacher (Mediator) Self-reflection Reports

The mediator was required to write a self-reflection report concerning the reading and mediation activities he had performed during every reading lesson. He was also required to explain his reasons for including the activities, to evaluate students' reciprocity (receptivity), and to state the problems he observed. His report in the first reading lesson did not show what was expected. The points under which he would report were clear, but he produced something astray from what might be expected. I was not able to detect what his problems were; so, during the informal discussion we had, I tried to re-orient him about what should be self-reflected. Because of this, there was a change in both style and content of his succeeding reports.

His self-reflections at different times included that the reading activities were meant for the students drawing of main ideas from reading texts, identifying supporting details, learning the organization of texts, understanding relations between paragraphs, getting direct textual information, inferencing, problem solving, developing critical reading, acquiring the skills of deeper learning, evaluation, and prediction.

The mediation activities constituted telling students about what they would do, helping them to understand the importance of solving problems together, creating awareness about the personal significance of the reading passages and the activities, sensitizing about the values of group and individual activities, providing guidance about how they could plan their reading, and employing other mediating parameters.

The mediator's reasons for using the different activities were to help the students become motivated, competent, life-long, critical and deep readers withdrawing or improving their previous reading experiences, and also to change their conceptions and approaches to reading. Regarding students' receptivity, he reported that the students understood what deep reading is. So, they related textual information with their previous experiences, read critically, drew inferences, and solved problems. They also learnt about the importance of group and individual reading. However, despite their motivation and awareness of what reading is and how to approach it, the students differed in their performance.

5.6.2. Students' Self-reflection Reports

Students wrote self-reflection reports about the mediator's and their activities during the reading lesson. They were required to write their self-reflection reports in Amharic about *the reading activities, the reading lessons, the mediation activities, the changes they made in their reading conceptions and approaches, and the problems they encountered*. The main intentions of presenting these points were to gain information about what the reading lessons were, what reading activities they were involved in, the quality of teacher/ student interaction in mediating students' reading at the beginning, while-reading and post-reading stages, whether the students had learnt to change their conceptions and approaches to reading, and what problems they encountered while learning reading. The first three self-reflection reports indicated that they misunderstood some of the elements and, therefore, either they evaded, provided similar information for different elements, or gave information unrelated to what was desired. For example students either evaded or gave similar information for the first two points in the self-reflection grid (See Appendix F-2). The confusion might have emanated from the related sense these two could give when they were translated into Amharic. The item in the third column was included so as to see the quality of teacher/ student interaction,; therefore, the students were required to reflect the mediator's intention for providing them variety of reading activities. However, the majority of their reports reflected the contents of the passages. To alleviate the problems, the students were re-oriented about what kind of information they should include in their self-reflection reports. The problem observed in the self-reflection report served as a condition for changing the Amharic translations in the students' report form and for providing adequate orientation both for the mediator and the mediatee during the main research work. Besides, the problem areas in the students report form were improved for the main study.

In spite of the problems stated above, however, the students' self-reflection reports, particularly those beginning from Lesson 2, served as informative and indicator of their reciprocity (receptivity), motivation, and change of conceptions and approaches to reading. The following excerpts (as translated) could illustrate this.

P₂: I learnt that I should use my previous knowledge to understand reading texts fully.

P₄: Before, I did not consider reading even as a lesson so I had very low comprehension, but now I have developed interest in reading.

P₃: I used to read passages without understanding the message and attempted doing the exercises based on them. Now, I read and understand.

P₁: We don't read only the writers' ideas, we need to evaluate what is written and see it against what we have known.I was not happy when my teachers told me to learn in groups, but now I have understood its importance.

P₅: I used to read to answer questions at the end, but I have learnt that I also need to get information beyond the text relating the message with my experience, with the information I get from other subjects, etc.

5.7. Summary

As the main purpose of conducting this pilot study was to try out the research instruments and procedures. I improved the procedures and the problem areas of those instruments in which problems were noticed. The problems noticed were in the pre-mediation and the while-mediation stages. One of the problems I noticed in the pre-mediation stage was the case of dropouts. I was aware that some students were dropouts after I had distributed the questionnaires and administered tests. So, I was not able to substitute for the dropouts. Therefore, I learnt that I should know about the dropouts before I administered the tests and the questionnaires during the main study. The other problem was that some subjects gave me two or more answers for few items in the questionnaires. I felt that this was because of inadequate orientation, and therefore, I planned to give adequate orientation to the subjects during the main study. 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, improved. The problems identified in few of the distracters of the test questions were also improved.

During the while-mediation stage, I noticed what the mediator and students self-reflected, especially during the first three hours, was not in line with what was required. Thus, I had to re-orient the mediator and the students. There was no problem in the mediator's self-reflection grids, but three of the translated points in the students' self-reflection form grids were noticed to be confounding and they were improved for the main study.

The pilot study, besides indicating the problems in the research instruments and procedures, showed some preliminary findings. It indicated that the students had experienced surface reading before teacher mediation. Teacher's application of the mediation procedures could bring a significant change in the students' conceptions and approaches to reading, and also improved

their performance of reading. The while-mediation and post-mediation results indicated that the mediation procedures would contribute to learners' development and success in their academic career, and perseverance in their independent and lifelong reading because their motivation was made high.

CHAPTER VI

MAIN STUDY: FINDINGS AND DISCUSSIONS

6.1. Introduction

After trying out the instruments of investigation in the pilot study, I identified few problems, amended them, and conducted the main study. I also amended some of the questions in the tests and a few of the activities I noticed as problems in the lessons.

As stated in 4.3, for the main study, 187 students, that is 25% of the total grade 9 students at Fasilo Secondary School, were randomly selected as subjects. Of these, 120 (64.17%) were males and 67 (35.83 %) females. Data were collected in the pre-mediation, while- mediation and post-mediation stages of the study. I employed quantitative and qualitative methods which consisted of questionnaires, interviews, tests, classroom observations, discussions and self-reflection reports (See 4.5).

Twelve students, that is, four students each from the top, average and low scorers, as representative samples from different ability groups, were selected as cases on the basis of their aggregate pre-mediation tests' results (See 4.5.1.3 and 6.3). All the four grade 9 English teachers in the school were also taken as samples, and one of them was selected and trained as a mediator to students' conceptions and approaches to reading (See 4.3). The mediator taught the fourteen reading lessons whose activities were particularly designed to enhance students' deeper reading capacity along with extracting literal meanings. The findings of the main study are presented below.

6.2. Findings and Analyses of the Questionnaires

6.2.1. Introduction

Questionnaires about teachers' and students' conceptions of reading, their perceived values of the mediation parameters and how often teachers applied them in reading classes (See Appendices B-2, B-3 and B-6) were distributed among 187 (25% of the total) grade 9 students at Fasilo Secondary School and the four English language teachers who taught the same grade

level in the school. As stated in 4.6., the data obtained from teachers' questionnaires were not statistically analyzed for the computation of the data drawn from a limited number of teachers might provide a misleading picture. So, the results were qualitatively analyzed and used as a corroborative evidence to the semi-structured interview results.

The data drawn from the student questionnaires were analyzed using a paired sample t-test statistics of students' perception and teacher application of the mediation criteria in reading, and their tendency towards surface or deep reading. The Statistical Package for Social Science (SPSS) was employed for the analysis. The results indicated that grade 9 students at Fasilo Secondary School had a tendency towards surface approach to reading. These students believed that the 12 mediation tools were important to their reading development, but added that their teachers did not sufficiently apply them in their reading classes.

The detailed account of the questionnaire results is discussed in the succeeding sections of this paper.

6.2. 2. Findings and Analyses of Teacher Questionnaires

6.2.2.1. Findings and Analyses of Teacher Questionnaires about the Mediation

Tools

Two types of questionnaires that required information about teachers' perceived values and practices of the mediation tools were distributed among the four grade 9 English teachers at Fasilo Secondary School. The first questionnaire collected teachers' opinions on the values of the twelve parameters of mediation in teaching reading. The results seemed to reflect teachers' general positive attitudes towards the values of all the parameters. I categorized the results equally into teachers' prominently valued, intermediate and least valued parameters. Thus, teachers gave prominence to four of the items which were categorized under four mediation parameters (Make a reference to Table 6.1).

Table 6.1. Teachers' Prominently Valued Mediation Parameters in Teaching Reading.

Item No.	Item	Equivalent mediation parameter	Score (20)
1	Making instructions clear when giving a reading task to learners	Intentionality	20
2	Telling learners why they are to do a particular reading activity	Meaning/ Relevance	20
5	Teaching learners the strategies they need to read effectively	Control of behavior	20
9	Helping learners to see that if they keep on trying to solve a reading problem, they will find a solution	Positive thinking	19

From the twelve mediation parameters, the teachers gave high value for *intentionality*, *meaning*, *control of own behavior*, and *a belief in positive outcome (positive thinking)*. As discussed in 4.4.4.1., among the highly valued parameters, *intentionality* and *meaning* were considered as universals (main conditions), while the rest were assumed to be employed conditionally based on the demand of the context. One of the universal parameters, *transcendence*, was rather found to be among the least valued parameters in the teaching of reading. This parameter is referred to as "going beyond the goals of interaction" (Feuerstein and Feuerstein, 1991:20). Teachers' offer of least value for *transcendence* may possibly imply that teachers largely helped their students to accomplish immediate reading goal of skill or acquisition. But to promote students' power of problem-solving, critical thinking, evaluating, and, in general, their capacity of "learning to learn" so that they can become lifelong learners and effective thinkers, it would be of paramount importance for teachers to give due attention to this parameter while teaching reading. The ability to transcend skill would help learners to adapt to new situations and change.

As stated in 3.4.2.4., studies were made on teachers' perceived values of the mediation tools in language teaching. This study, however, focused particularly on reading. Although the past studies significantly differ from this study in focus, I have tried to compare the values English language teachers offered to Feuerstein's mediation tools.

Compared with other studies of teachers' perceived values of the mediation tools in language teaching, the present findings indicated few disparities. Deligianni (2000) investigated teachers' perceptions and applications of the mediation tools in a foreign language teaching in Greek. Her study indicated that, from the universal mediation tools, her subjects considered *intentionality and reciprocity* as the most important and frequently implemented tool, but had less perceived values to *meaning (significance)* and *transcendence*. The finding Deligianni came up with regarding the universal parameters, except for *meaning (significance)*, matched with the findings in this study. The teachers in her and in this study considered *intentionality and reciprocity* as an essential tool, but both took *transcendence* as less significant. A disparity of results was observed in the parameter called *significance(meaning)*, which the subjects in my study appreciated its importance in teaching reading, while the teachers (the subjects) in Deligianni's study regarded it as less important in language teaching.

The other parameters, *control of behavior*, and *positive thinking*, which were considered by the teachers in this study as essential in teaching reading, were also perceived as valuable by Deligianni's respondents in language teaching.

Table 6.2. Teachers' Least Valued Mediation Parameters in Teaching Reading

Item No.	Item	Equivalent mediation parameter	
3	Explaining to learners how carrying out a reading activity will help them in the future	Transcendence	14
6	Teaching learners how to set own goals in reading	Goal Setting	13
10	Teaching learners to work co-operatively	Sharing	13
7	Having learners set challenges for themselves and to meet those challenges	Challenges	12

As depicted in Table 6.2., the least valued mediation parameters were *transcendence*, *goal setting*, *sharing* and *challenges*. These parameters, except for *goal setting*, were also valued as less important in Deligianni's study. Although these less valued parameters were indicated in her study, it was not clear whether they were the least as compared with the rest of the mediation parameters.

A study made by Michonska-asatdnik (no date) in Poland about teachers' perceptions of the use of the mediation features in language teaching revealed that *significance*, *sense of competence* and *control of own behavior* were the most important features, while *challenge*, *shared intention* and *transcendence* were not found to be essential. In another study carried out by Chin in Taiwan (in Williams and Burden,1997), teachers rated *shared intention*, *feelings of competence*, *control of behavior*, *sharing*, *individuality* and *a sense of belonging* as particularly important. These teachers rated *significance*, *transcendence* and *awareness of change* as considerably less important. A summary of the findings in the different studies concerning teachers' high perceived values of the mediation tools is presented in Table 6.3. below.

**Table 6.3. Different Findings of Teachers' High Perceived
Values of the Mediation Tools**

No.	Findings in this Research	Deligianni's Findings	Michonska-asatdnik's Findings	Chin's Findings
1	Intentionality	Intentionality	Significance (meaning)	Shared intention, (intentionality and reciprocity)
2	Meaning (relevance/significance)	Control of behavior	Sense (feelings) of competence	Feelings of competence
3	Control of behavior	Awareness of change	Control of behavior	Control of behavior
4	Positive thinking	Positive thinking		Sharing
				Individuality
				A sense of belonging

The causes for the differences in the perceived values of the teachers in different countries may be the influences of cultural and educational contexts. Teachers usually consider their style and experience of learning as the best teaching approach (Williams and Burden, 1997). As discussed in the second Chapter of this paper, recitation and memorization reigned as the principal mode of learning in the Ethiopian educational system and this might impact on the use of the interactive features in teachers' approaches to the teaching of reading. Less value was offered to *transcendence* possibly because, as stated above, the focus of teaching was chiefly providing information about what was in the text; that is focusing on tackling the immediate problem of comprehension. This attitude can be changed if proper training is given (See 6. 4.1.2).

The results of the second questionnaire that asked teachers the extent of their application of the mediation parameters showed that teachers frequently mediated *intentionality and reciprocity, meaning, control of own behavior, and awareness of change* while they taught reading. A relative rarity of occurrence was revealed in their application of *transcendence, challenge and goal setting*.

The findings of teacher questionnaire responses in the main study differed in many cases from the preliminary findings of the pilot study. This may be because of the individual differences in thoughts and instructional experiences among teachers.

6.2.2.2. Findings and Analyses of the Questionnaire on Teachers' Conceptions of Reading

Teachers' conceptions of reading could be drawn from their perceptions of effective classroom practices. Thus, the 4 teachers were asked to rate 16 items that could reflect their perceptions of reading using a five-point Lickert scale (See 4.5.1.1.).

Table 6.4: Teachers' Conceptions of Reading

Item No.	Item	Total Score
1	I want my students to read to answer questions that are based on the passages	20
3	I believe students must relate the ideas in the passage with their previous knowledge and with their life	20
14	I want my students to see if the facts supported the arguments in the passages they read	20
15	I want my students to make summary notes to use later	20
13	When I teach reading, I want my students to note the author's main idea	19
5	I want my students to question what they read	18
12	Students must note down all the facts and figures they find in their readings	17
10	I prefer to teach passages that give definite facts and information which can be learned easily	16
11	Readers must read an article straight through from start to finish	14
8	While reading, it is advisable to examine the details carefully to see how they fit in with what's being said	12
9	Reading should be challenging so that readers can provide explanations which go beyond the messages in the passage	10
4	I want my students to find out exactly what the author means	8
2	I want my students to memorize and recall the ideas in the passage	4
6	Students should read that will help them pass examinations	4
7	Readers must stop from time to time to reflect on what they are trying to learn from their readings	4
16	I want my students to read sentence by sentence, word by word so that they can understand all that is written	4

The responses the teachers gave to the 16 items in the questionnaire were classified almost equally into the most preferred, the average, and the least preferred. As shown in Table 6.4., their most preferred reading activities constituted both deeper and surface ones; however, it seems that they favored the deeper activities slightly more. The teachers' interests of students' performance of the first five activities in the Table above indicated that their conceptions of reading tended toward deep reading. These teachers also favored the reading activities that inquired both surface and deep processing the least. As described in 3.2.4, teachers' actions designate their teaching philosophy; that is, their conceptions of teaching.

The teachers' actual classroom actions, in contrast to what they claimed, however, revealed that their focus was on the information in the text rather than students' deeper understanding. (See 6.6.1). The majority of the activities required students surface processing while reading. This result resembled in most cases the preliminary findings in the pilot study (See 5.2.2.).

6.2.3. Findings and Analyses of Student Questionnaires

6.2.3.1. Findings and Analyses of Students' Questionnaires about the Mediation

Tools

The first questionnaire distributed among students had two parts, one of which collected information about their perceived values of the twelve features [parameters] of mediation in learning reading, and the other gathered information about the extent of teacher application of these parameters in reading classes. The results revealed that students valued the mediation parameters positively, but teachers' application of these parameters in their reading classes was very low. The paired t-test statistics indicated a significant difference between student value perception and teacher application of the parameters in the reading classes as reported by the students. As indicated in Table 6.5. below, the paired sample statistics showed that the mean for students' value perception of the mediation parameters was 51.02 (sd.5.14), while their evaluation of teachers' practice of the parameters in reading classes was computed to be 37.77 (sd. 9.35).

Table 6.5. Paired Sample Statistics of Student Value Perception and Teacher Application of the Mediation Criteria in Reading

	Mean	Number	Sd. deviation
Perception	51.0160	187	5.1373
Practice	37.7701	187	9.3479

Table 6.6. Paired Samples t-test Differences of Student Value Perception and Teacher Application of the Mediation Parameters in Reading

Perception-Practice	Paired samples differences					
	mean	Sd. deviation	df	t-observed	t-critical	significance
	13.2469	10.3702	186	17.47	1.96	000

The mean difference for the paired samples t-test was 13.25 (sd.10.37). The t-observed was 17.47; and compared with the critical value of 1.96, it was significant at σ 0.05 level with the degree of freedom of 186 (See Table 6.6. above). This result indicated that teachers had limited practice of the mediation parameters in their reading classes despite the students' high perceived value for them.

The results found in the main study were congruent with the findings in the pilot study; that is, in both studies students' perceived value of the mediation parameters exceeded their ratings of teachers' application of the parameters in reading classes.

When we compared teachers' and students' perceived values of the parameters, it was observed that both parties generally had a positive attitude towards them. Maximum values, however, were given to *intentionality and reciprocity, relevance, control of behavior, and positive thinking*, and less value to *challenges, transcendence and goal setting* by the teachers. Maximum values were given to *Intentionality, significance, control of behavior, and awareness of change* by the students, and less values were given to *a sense of belonging, sharing, challenge and a belief in positive outcomes*. Regarding teachers' application of the parameters, both parties proved that they were not frequently employed in the reading classes. The results of teachers' limited

application of the parameters were similarly expressed both in the pilot and the main studies (See 5.2.3.2).

6.2.3.2. Findings and Analyses of Students' Questionnaires about Their Conceptions and Approaches to Reading

A questionnaire of 16 items that required information about students' conceptions and approaches to reading was distributed among 187 (25% of the total) grade 9 students at Fasilo Secondary School. The items in the questionnaire were equally divisible, eight each, to deep and surface reading conceptions and approaches. That is, 8 items each reflected surface and deep approaches or quantitative and qualitative conceptions. The students' responses to the questionnaire indicated that the students had a tendency towards surface reading (See also 5.2.3.1.). As the summary of the findings in Tables 6.7. and 6.8. indicate, the mean of the paired sample statistics for surface reading was 32.9572 (sd. 4.06), while it was 31.9893 (sd. 5.99) for the deep approach. The mean for the paired sample t-test differences between surface and deep approach to reading was .9679 (sd. 6.62) and was significant at σ 0.05 level with the degree of freedom of 186.

Table 6.7. Paired Sample Statistics of Surface and Deep Reading

Approaches to Redaing	Mean	Number	Sd. deviation
Surface	32.9572	187	4.0638
Deep	31.9893	187	5.9982

Table 6.8. Paired Samples t-test Differences of Surface and Deep Reading

Approaches to Reading	Paired differences					
	Mean	Sd. deviation	df	t-observed	t-critical	significance
Surface-Deep	.9679	6.6153	186	2.001	1.96	.047

p >.05

The t-value was computed to be 2.001, and this was greater than the t-critical value (Table value) of 1.96. This difference whereby the observed t-value exceeded the t-critical value depicted that there was a significant difference between students' tendency towards the surface and deep

reading approaches. As described above, the subjects in this study had the propensity to surface reading approach.

As described in 3.2.2., such readers had the propensity to complete task requirements and therefore memorized information needed for assessments. They treated reading tasks as an external imposition and hardly read critically and reflected purpose. Their focus was to get information on the page with an atomistic approach. They lacked the skill of integrating ideas within the reading texts, with their experiences and the environment they live in which could have made the tasks personally relevant to them.

Unless students read for meaning, interacted with content vigorously, related concepts to everyday experience and to their previous knowledge, saw contents critically and evaluated them logically, they would be passive recipients of information and would lack intrinsic motivation. As a result, it would be likely that they lack perceived value of reading and become unmotivated and defensive (Doyon, 2003).

Although surface approach to reading could be important to gain specific information from reading texts, it is only part of the whole: readers need to have a deep understanding of someone else's ideas. They would need to be able to accept or reject assertions and conclusions of writers as critical readers. Their critical reading capability would lead them to critically think, solve problems, and become creative so that they could satisfy the demands of the current educational policy of the country (See 1.1).

Although it is not the only factor, the success of the student depends most of all on the quality of the teacher (Entwistle, 2000; Mclean, 2001). In other words, teachers can play a crucial role in helping students develop their critical reading capacity. Teachers' theoretical conceptions as well as teaching practices of reading have an influence on the students' approach to reading. Thus, the investigation on teachers' conceptions and teaching practices in the teaching of reading is reported in 6.2.2.2. As the findings indicated, the teachers in this study claimed that they would give balanced surface (literal) and deeper (inferential, critical, evaluative, etc.) reading activities with some disparities. But teachers' claims were not actually practiced in their reading classes

(See 6. 6.1). This may be because, as Williams and Burden (1997:53), citing Argyris and Schön contended, “there is almost always a discrepancy between professionals’ ...espoused beliefs and ... their theories in action” .

6.3. Findings and Analyses of Students' Test Scores

Three consecutive pre-mediation tests that differed in content, number of items and style were given for the 187 subjects within one week time interval between them. The tests were given for three different purposes. Firstly, they served as a means of selecting the 12 cases from the high, average and low scorers. Secondly, they were used as complementary instruments to the questionnaires to know whether the students had the tendency or the capacity to respond to deep or surface questions in reading passages. Thirdly, the tests were used to see, compared with the post-mediation results, whether or not the students made improvements in their reading on account of teacher mediation.

The results of the subjects in the three pre-mediation tests were in general very low. The mean score was 38. In order to see which of the question types (that is those that require deep or surface level processing) they responded more, their correct and wrong answers were tallied and a paired sample t-test was computed by using the Statistical Package for the Social Sciences (SPSS). The paired samples statistics SPSS computation indicated that the mean for students' correct answers to surface-type questions was 13.4225 (sd. 4.0478), while that of deep-type questions was 11.6069 (sd. 3.8244). The result showed a significant difference between the students' capacity in answering surface-type and deep-type questions at σ 0.05 level. That is, the result showed that the students were able to respond more to surface-type questions than deeper ones. This result, however, was changed because of teacher mediation (See Table 6.12)

The results of the post-mediation tests of the students involved in the case study showed a statistically significant difference with their pre-mediation results. The students were drawn from different ability groups (See 4. 3), and all of them got by far better results in the post-mediation tests than their scores in the pre-mediation tests (See 5.3. for the similarity in findings in the pilot study). Both their raw scores in the tests given in the two stages and the paired samples t-test statistics as computed using SPSS are presented in tables 6.9 to 6.12. below.

Table 6.9.: Students' Scores in the Pre-mediation and Post-mediation Tests.

Students	Pre-mediation tests scores (%)	Post-mediation tests scores (%)
M ₁	73	81
M ₂	72	82
M ₃	68	75
M ₄	67	79
M ₅	38	74
M ₆	38	78
M ₇	38	50
M ₈	38	56
M ₉	20	41
M ₁₀	19	33
M ₁₁	18	45
M ₁₂	17	30

Table 6.10. Paired Sample Statistics of Students' Pre-mediation and Post-mediation Results

	Mean	Number	Std. deviation
Pre-mediation	42.1667	12	22.2377
Post-mediation	60.3333	12	19.9104

Table 6.11.: Paired Samples T-test Result of Students' Scores in the Pre-mediation and Post- mediation Tests.

Variables	Mean	Std. deviation	t-observed	t-critical	df.	Significance (two-tailed)
Pre-mediation-post-mediation	-18.1667	10.8530	-5.798	1.796	11	.000

As indicated in 4.3, from the 187 student samples taken for the questionnaires and the pre-mediation tests, 12 students were selected for the case study based on their test results. Four students each from the high, average and low scorers were selected.

These students in general scored less, the average being 42%. However, their results were changed after teacher mediation and increased to 60% (See Table 6.9). The students' pre-mediation and post-mediation scores were compared to see the significance in the difference of the scores by employing a paired samples t-test. As designated in Table 6.10, the mean values for

the pre-mediation and post-mediation scores were 42.17 (sd. 22.24) and 60.33 (sd. 19.91) respectively. The mean for the paired pre-mediation and post-mediation scores was -18.17 (sd. 10.85). The computed t-value (-5.798) was greater than the critical value (1.796), and, thus, the difference between the students' pre-mediation and post-mediation test scores was significant at σ 0.05 with the degree of freedom of 11.

From the statistical results it may be possible to conclude that teacher mediation has helped the students to perform better. The students can be assumed to have been motivated to read and understand reading materials. It can also be assumed that the students were mediated to perform deeper reading tasks. As indicated in Table 6.12 below, the students were able to correctly perform deeper reading questions in the tests as they could do surface types (See also 6.4.1.2., 6.4.2.2., 6.5.2., and 6.6.2.). This result indicated students' improvement in reading performance when compared with their responses of the pre-mediation tests.

Table 6.12.: paired samples t-test of Students' Responses to Surface and Deep Questions.

Variables	Mean	Sd. deviation	t-observed	t-critical	df.	Significance (two-tailed)
Surface-Deep	-1.9167	5.5014	-1.207	1.796	11	.253

The mean for the paired samples of the students' responses to surface and deeper reading questions in the post-mediation tests was computed to be -1.92 (sd. 5. 50). The t-observed was -1.21 while the t-critical was 1.80. And the difference was not significant at σ 0.05 with the degree of freedom of 11. This means that the students in this study were able to respond surface-type and deep-type reading questions in the post-mediation tests almost equally.

When this result is compared with the general reading capacity of the subjects as observed in the pre-mediation tests, we may conclude that teacher mediation has played a significant role in the change of students' reading performance which possibly has resulted from their motivation, conceptions and approaches to reading.

Other than the pre-mediation and post-mediation tests, tests were also given once a month while the mediation process was taking place. The tests served as feedback to assist the mediation process.

6.4. Findings and Analyses of the Interview

6.4.1. Findings and Analyses of Teacher Interview

6.4.1.1. Findings and Analyses of Teacher Pre-mediation Interview

The teacher interview constituted semi-structured questions that inquired about their conceptions of reading, the qualities of effective readers (reading), if they liked teaching reading, if they practiced teaching reading, and how they mediated to their students' reading (See Appendix C-1). The interview was conducted in Amharic for they chose it that way. The responses they offered slightly differed among them. Only two teachers were interviewed because two of the teachers had gone to a neighbouring town for training. In fact, one of them was the mediator.

For the question "What is reading to you?", T₁ and T₂ responded as:

T₁: ንባብ ስንል ስለአንድ ነገር ግንዛቤ ለማግኘት ከሆነ ማቴሪያል ሃሳብ መውሰድ፣ አመለካከት መውሰድ በዚህ ነው እኔ የማየው ምንባብን።

Reading is getting information from materials and understanding others' views.

T₂: ንባብ ማለት grammar function ወይም vocabulary introduce ለማድረግ interesting የሆነ passage ተመርጦ ይመጣና ያንን አንብበው ከዚያ ውስጥ information እየለቀሙ understand የሚያደርጉበት grammatical function introduce የሚያደርጉበት ራሱን የቻለ skill ነው ብዬ ነው የማስበው።

Reading is a skill that serves to introduce new grammatical functions and vocabulary. Interesting passages, which students can understand and get information from, will be selected.

The two teachers differed in their conceptions of what reading was in some way and resembled in some other. They differed in their understanding of the purpose of reading. T₁ assumed the purpose of reading to be understanding the writer's views. This kind of conception would make the reader tend to surface-type of reading, leaving little or no room for deep-type of reading (Mclean, 2001). Since conceptions are the driving forces for teachers' classroom practice

(Brindly, 1991), this teacher is likely to emphasize surface-type reading in his reading classes. Similarly, T₂ perceived reading as understanding textual information. And this teacher, as T₁, would tend to focus on teaching textual information (surface-type reading). What was peculiar in T₂ was that he associated the purpose of reading with the teaching of grammatical functions (I understand it as grammar point) and vocabulary. This view is not uncommon among many teachers that they use reading as a means of teaching grammar points and vocabulary. It is true that both the grammar and the vocabulary can be drawn from reading passages, and one can benefit a lot for he finds these skills in context. The problem in T₂, however, might be his relegation of reading texts to merely teaching grammar points and vocabulary.

After I had described them the different views of people concerning reading, T₁, contrary to his conception of reading described above, claimed that his students would evaluate the ideas in reading passages comparing them with their previous knowledge. T₂ also said his foci varied on the basis of the reading purposes. The teachers' views were changed presumably because they had related their responses with the literature they had been introduced with while in training in colleges or universities.

Both teachers claimed that they liked teaching reading. T₁ liked teaching reading because it would help his students widen their perspectives and learn about various social values. Reading texts are written based on different social affairs, so he believed that his students would benefit from them.

For the question whether they taught reading or not, their responses were almost similar. In spite of perceiving reading as understanding the views of writers and as a means of learning grammar and vocabulary, the teachers informed me that they were not actually teaching reading effectively. T₁, for example, responded as:

T₁: አንድ ችግር አለ። የተማሪውን ግንዛቤ ስንመለከት ብዙውን ጊዜ ከታች አመጣጡ የreading skill ባህርይ በጣም አዳብሮ ያልመጣ ስለሆነ አሁን ያልናቸውን ነገሮች ሁሉ ለመተግበር... ትንሽ መንፈሱን ከመንገር ባሻገር ተሙዋልቶ ይሰጣል ማለት ያስቸግራል።

The students did not have a good background in reading at lower levels. So, it has been very difficult to implement the principles of effective reading in our classes.

Here T₁, a veteran English teacher, ascribed the difficulty of teaching reading to the students' background in reading. For him, he did not have the courage to claim he actually taught reading.

T₂: በዚህ ዓመት ICT introduced ስለሆነ there is no way to escape ምንም ይዘትናብት ምክንያትም አይኖርም። ከአሁን በፊት ይደረጋል የተባለውም የሚመስለኝ traditional way of teaching reading skill አለ። አስተማሪው ቆሞ ያነበላቸዋል። ከመጽሐፍጥረትም ሊሆን ይችላል። አንድ ጊዜ ሁለት ጊዜ ያነበላቸዋል። listening skill ግዴታ ይሆናል። እነሱም ላይረዱት ይችላሉ። ትምህርቱም tiresome ይሆናል።

This year because we use the ICT, we are obliged to teach reading. Previously, however, I think, reading was not taught effectively because teachers followed the traditional way of teaching on one hand, and there was dearth of books on the other. The reading lesson resembled a listening lesson for the students learnt reading by listening to what the teacher read. This was demotivating and tiresome.

T₂, as a novice teacher, was only able to inform me, but based on his learning experience, about the causes of students' disengagement in reading. As he said, teachers mostly adhered to the traditional way of teaching reading which emphasized teachers' loud reading followed by students' doing exercises. Practically, the reading lesson was undistinguishable from a listening lesson. Teachers opted loud reading because students had dearth of textbooks. Currently, however, students are obliged to learn reading in the plasma program, a centralized program which presents lessons throughout the country in a similar way.

Both teachers informed me that they used pre-reading, while-reading, and post-reading stages. T₂ clearly said that he used to do this in response to his orientation in college. In order to help his students become efficient readers, he recommended them books to read. Besides, he usually showed them techniques for how to read effectively. He had an intention of bringing interesting stories to class for motivating them, but his attempts were futile due to time constraint. T₁ claimed that he would instruct them how to read and that he would follow up, at least with some students.

Concerning their mediation to their students' reading, T₁ and T₂ differed in their responses. While T₁ said he mediated *intentionality and reciprocity, meaning, and transcendence*, T₂ confessed that he did not. The findings of the interview, however, were not reflected in pre-mediation classroom observations (See 6.6).

6.4.1.2. Findings and Analyses of Teacher post-mediation Interview

The post-mediation interview was conducted only with the mediator for others did not involve in the while-mediation activities. The mediator was asked about his conceptions of reading before and after his involvement in mediation activities, the difference between his past and present experiences of teaching reading, and his evaluation of whether or not the mediation parameters were important to enhance students' participation and reading development. Besides, he was also asked whether the subjects developed their thinking capacity; that is, their capacity of evaluation, synthesis, analysis, problem-solving and summary of reading materials (See Appendix C- 4).

The responses the teacher gave to these questions indicated that the mediation parameters were successful in changing his and the students' conceptions and approaches to reading. The mediator said throughout his experiences, as a student and as a teacher, he perceived reading to be a reliable source where he could get knowledge. In contrast, his application of the mediation parameters in teaching reading endowed him with the skill of relating what was written with the real world.

Interviewer: ቅድመ-ሜዲዬሽንና ድንረ-ሜዲዬሽን ለአንተ ንባብ ማለት ምን ማለት ነው?

What is reading ? Can you tell me about your conception about reading before and after mediation?

Interviewee: Reading አንድ አከባቢ በቀጥታ ከዚያ ከጽሁፉ አንድ ነገር (The Mediator) የሚያገኝበት ነው። ... አብዛኛውን ጊዜ through out my life እኔ በትምህርት ቤት ሆነ አስተማሪ ሆኜ በቀጥታ ከዚያ ከጽሁፉ አንድ ቁም ነገር መገባደጃዎቼን አድርጌ ነበር የምገምተው። በዚህ በሜዲዬሽን ያገኘሁት ነገር ግን ከጽሁፉ ወጣ ብሎ ማሰብ ከreal world ጋር እያገናዘቡ....

I assumed reading to be getting information directly from the text. Throughout my life, as a student and as a teacher, I thought reading to be merely getting information from the text. But now, when I applied the mediation theory, I learned that I should relate

the information in the passage with real life situations; i.e. going beyond the information in the text.

He also said that he realized that his various experiences were vital for understanding reading texts deeply. Regarding his past and present experiences of teaching reading, the mediator responded that he used to teach reading in three stages: pre-reading, while-reading and post-reading stages. Previously, the students used to accomplish pre-reading, while-reading and post-reading tasks mainly focusing on getting right answers from reading texts. In other words, the students were required to discover meaning(s) in print. He said that his practice of the mediation parameters, however, brought changes in the students' conceptions and approaches to reading. He said:

... በአዲሱ methodology ከእኔ ጋር በቆየበት ጊዜ ግን ያን የነበራቸውን አመለካከት ሁሉ የጣሉ ይመስለኛል።

I think the students changed their conceptions of reading because of the mediation acts.

In addition to depending on the discovery of meaning(s) in print and considering what was written as always true, they also had developed dependency on their teachers. This was changed in the process of mediation and the students learnt constructing deep, personal meanings from the reading passages (See also 6.4.2.2). As Perry, cited in Mclean (2001:400), said the highest developmental stage in the process of progression is “the commitment to a personal interpretation based on the relevant evidence.” Although it may be difficult to say that the mediatee reached the highest developmental stage, it may be possible to argue that there were signs of progress toward personal interpretation of the views they got from reading texts.

During the application of the mediation parameters, the mediator claimed that he encouraged his students to actively engage in reading by relating the information in the passage with their environment and their past experience. This was observed during the while mediation acts (See 6.6.2.). They also evaluated the information in the passage against their previous knowledge and experience. Therefore, the basic difference between the mediator's teaching practices before and after mediation rested on limiting the students to bottom-up, discovery of textual meaning and going beyond the text so as to interpret the information in light of their experiences. In other words, the difference lied on students' surface processing and deep processing of the information in the passage.

Concerning the students' reading development and thinking capacity, the mediator responded that he observed that the majority of his students improved their reading approaches and capacity. In spite of each individual's development, the gap between the students was narrowed considerably. A comparison of the pre-mediation and post-mediation tests could prove both the students' reading development and narrowed difference among them (See 6. 6. 2. 2).

6.4.2. Findings and Analyses of Students' Interview

The 12 cases were interviewed about their conceptions and approaches to reading before and after teacher mediation. Before teacher mediation, they were mainly interviewed about their conceptions of reading, their practice of reading, and how they learnt reading; while in the post-mediation interview, they were mainly asked to explain the changes they gained through the teacher's application of the mediation procedures (See Appendices C2 and C-3).

6.4.2.1. Findings and Analyses of Students' Pre-mediation Interview

The pre-mediation interview was semi-structured and it mainly aimed at finding out the subjects' reading experience, about their conceptions and approaches, and the help they gained from teachers for their reading development (See Appendix C-2). The interview results revealed that many of the subjects had limited experiences of reading materials written in English. They read reading passages only in reading classes, dictionaries for word meanings and grammar books. This was because the students studied other academic subjects in Amharic at the primary level. All the interviewees responded that they liked reading but their practice was largely limited. Only one of them, M₂, said he read sports newspapers particularly those that dealt with football in his free time. Others read only the reading passages in the textbook, dictionaries and grammar books. They did not read story books and others in English because they had linguistic problems (M₇), they did not get materials easily (M₉), there were no libraries where they could get story books in English (M₉) in the primary schools, and they had the opportunity to read in English only in English classes (M₁).

The students' reading, except for two of them, aimed at answering comprehension questions. For M₆, for example, reading was understanding the text to answer questions based on it. The level of understanding he assumed, however, was not clear. But, it can be assumed that it referred to the

given textual (literal) information as far as the students' focus is to respond to post-reading questions correctly (O'Neil, 1995; Fells 2001; and Brown *et al*, 2001).

Interviewer: ለአንተ ንባብ ማለት ምን ማለት ነዉ?
M₆: ንባብ ማለት አንብቦ መረዳትና የሚጠየቁ ጥያቄዎችን መመለስ ማለት ነዉ::

Interviewer: What is reading?
M₆: Reading is understanding the text and answering the questions that follow it.

Other students, too, had a similar conception of reading: their reading focused on recalling information in the text for the purpose of answering questions. In a conventional type of reading activity, we usually find a text followed by comprehension questions (Ur, 1996). The subjects in this study seemed that they involved in a conventional type of reading activity; that is, they read materials to satisfy the mere requirements of answering comprehension questions. Besides, they also perceived reading to be a piece of writing that adds knowledge to them (M₈), and that they had to recall (M₁). M₇ and M₁₂, however, had different conceptions and approaches. These two students claimed that they read deeply, aimed at getting the main ideas of reading passages, and associated textual information with their experiences, the environment and their own lives while reading. That is, while reading, these two students thought far beyond textual information.

The ways students learned reading might be influenced by teachers' approaches (styles) to teaching reading; that is, the academic tasks, their experiences of teaching and assessment (Mclean, 2001). Some teachers wanted students to read passages and to do exercises at home. So, when they came to class, the students passively heard the teachers explain the passages using either meta-language or translating them into Amharic. Other teachers read the passages aloud and either meta-explained or translated the passages paragraph by paragraph until they were sure the students understood them. In this type of teaching reading, students would not read independently; therefore, they would be expectants of correct answers or approvals of their “home-done” answers from their teachers. This approach to teaching/ learning reading might develop dependency among students and lead them to grasp only the surface meanings of the texts they were reading. Many of the student interviewees in this study revealed that the English teachers at Fasilo Secondary School had this type of teaching reading behavior. For example, the

following teaching behaviors were reported by the students when they were asked about what kind of help teachers offered them while learning to read.

- a) We read the passage silently first, and then the teacher read us aloud (M₂).
- b) We read the passage first, and then the teacher meta-explained paragraph by paragraph and finally translated it into Amharic (M₈).
- c) The teacher told us the main idea of the passage (in Amharic) and then answers for the questions (M₆).
- d) We first learn words before going through the reading passage (M₁₀).
- e) First the teacher orders us to read. Then he tells us the meaning. Sometimes, he tells us to read at home. If we face difficult words, we wait for the teacher to translate them (M₁).

All these reports revealed that teachers helped their students to understand the reading texts mainly through explanation and translation. Based on these findings, it may be possible to conclude that teachers did not employ Feuerstein's mediation parameters while teaching reading.

6.4.2.2. Findings and Analyses of Students' Post-mediation Interview

The post-mediation interview sought information about the benefits the subjects gained from the mediation procedures as related to their development in reading interest, capacity, and change of conceptions and approaches to reading (See Appendix C-4). Similar to the pre-mediation interview questions, the post-mediation interview questions were also semi-structured and various questions were posed based on the responses each subject had offered. The interview responses indicated that the students liked the teacher mediation procedures and asserted that the procedures either ignited or increased their reading interest. Many of them expressed their present attitude towards reading (and interest) compared with their past experiences. As examples, what students M₁₀, M₄, M₂ said are presented below.

M₁₀: ድሮ እንግሊዝኛ ማንበብ ስለማልችል ለማንበብ ፈቃድ አልነበረኝም።

I did not have the ability to read materials written in English, as a result I did not have the interest to read.

Previously, M₁₀ lacked capacity in reading and had also an entrenched negative feeling of competence and had self-defeating conception. As a result, he was not willing to read. From his response, we can imply that he changed his reading ability and interest now. M₄ expressed that the purpose of his reading in the past was merely to pass examinations. He did not value reading beyond this purpose. But after the teacher mediation program, he said he perceived value in reading, and thus developed an interest in it.

M₄: ከዛሬ በፊት ምንባብ ስናነብ ለዕለቱ ለፈተና ነበር የምናነበው። ትኩረት የምናደርግበት አልነበረም። አሁን ግን ትኩረት ሰጥተን በጥልቀት እንድንረዳ አድርጎናል። በከፍተኛ ደረጃ የማንበብ ፍላጎቴ እያደገ መጥቷል።

I used to read only to pass examinations. I did not have attention to read. Now, my reading interest is increasing from time to time.

M₂: የማንበብ ፍላጎቴ በጣም ከፍተኛ ደረጃ እንዲደርስ አድርጎታል። ድሮ የምናነበው ለተወሰነ ጊዜ ሆኖ ፈተና ለማለፍ ብቻ ነበር። አሁን ግን ማንኛውንም ምንባብ አንበበን የእኛ አካባቢ ምን ይመስላል? ከሕይወቴ ጋር ምን ቁርኝት አለው? የሚለውን መልስ ሊያገኝ ስለሚችል በማንኛውም ጊዜ እናነባለን።

It (Mediation) has boosted up my reading interest. I used to read only for a short period just to prepare myself for examination. But now I read and relate the information I get from my reading with the environment and my personal life. So, now I am motivated to read.

M₂ also thought that his reading interest was boosted up because of teacher mediation. He used to read only for a short time merely to pass examinations. After teacher mediation, he claimed that he made a conceptual change.

The students' responses indicated that their interest in reading was changed as a result of teacher mediation and his use of "refutational reading texts" (in this case, conceptual change reading texts that embrace deep reading activities)[Ebenezer and Gaskell, 1991]. Here, it can be assumed that the mediator effectively helped the students to adapt a new reading approach and develop interest. In short, the students' responses indicated that teacher mediation procedures could affect a positive change in the students' previous reading behavior and interest.

Previously, students considered reading a hard feat and developed a self-defeating conception about it, and lacked engagement. The mediator challenged students' self-defeating conceptions through the mediation parameters in order to shift possible negative conceptions into positive ones; that is, he enhanced their perception of value of reading. If teachers sought deep reading engagement from students, they would need to enhance their students' conceptions of value in reading (Doyon, 2002). The mediator's enhancement of the students' value perception was high, and it could revert students' disengagement from reading and "it-can't-be-helped" mentality. Williams and Burden (1997: 125) emphasized students' value perception as:

The greater the value that individuals attach to the accomplishment of or involvement in an activity, the more highly motivated they will be both to engage in it initially, and later to put sustained effort into succeeding in the activity.

The major way of instilling value in reading among students is explicitly putting one's intentions, and the intentions must be reciprocated by the students (See 4. 4). If students do not readily reciprocate what the teacher has intended, they may resist. And in effect, the students may not be engaged in reading via their own volition. They rather develop distaste for learning to read and reading to learn. The change of students' conceptions from undermining their capacity to a feeling of competence and from disengagement to involvement as well as from focusing on surface reading to deep reading might result from the willingness to carry out the reading tasks (Williams and Burden, 1997). The post-mediation interview indicated that the subjects developed the willingness to read. This was because the mediator prompted the students to participate actively and enthusiastically while they were engaged in reading.

The dispel of the students' previous conceptions could also develop their reading capacity. Students M₄ and M₁, for example said:

M₄: **ከአሁን በፊት ሳነብ ላይ ላዩን የማንበብ ልምድ ነወ. የነበረኝ። ምን ያህል ተገንዝቤያለሁ የሚል ሃሳብ አልነበረኝም። አሁን ግን ጠለቅ አድርጌ እንዳወቅ ረድቶኛል።**

Previously, I was reading only to get information on the page. I did not see to what extent I understood the passage. But now, the mediation procedure has helped me to understand reading texts deeply.

M₁: ድሮ ንባብ የሚመስለኝ ታች ያሉ ጥያቄዎችን ለመመለስ ብቻ ነበር የሚመስለኝ። አሁን ግን የምንባቡን ሐሳብ ተረድተን ጥያቄዎችን ለመመለስ እንደሆነና ደግሞም በዚህ ላይ በምንባቡ ላይ ነበር depend የማደርገው። ምክንያቱም ከምንባቡ ውስጥ ስህተት ይኖራል አልልም። አሁን ግን ጽሑፉን የመገምገም ባህሪ አለ። ለምሳሌ ጸሐፊው እንዴት አድርጎ ጽሑፉን እንዳቀናጀው፣ እንዴት እንዳሰበ፣ መደምደሚያውን እንዴት እንደጻፈ፣ ምን መልዕክት ሊያስተላልፍ እንደፈለገ እንዲሁም ደግሞ በምንባቡ ርዕስ ብቻ ርዕሱን እንዴት አድርጎ እንደሰየመ እና ሌሎችንም አገናኝባለሁ።

Previously, I conceived that we read for the purpose of answering questions based on the passage. But now we answer comprehension questions after we have understood the idea. I depended totally on the information on the page. I thought all that written was absolute. But now, I evaluate how the writer united the parts, what he thought, how he concluded, how he was consistent and others.

Here M₄ said that he improved his reading capacity from merely focusing on textual information to deep understanding. M₁ also claimed that he changed his conception of reading from utter acceptance of written materials to evaluating them. So, the students' post-mediation interview results generally indicated the effectiveness of teacher mediation to the change of their conceptions and approaches to reading. This is also confirmed in the students' (See 6.5.1) and the mediator's self-reflection reports (See 6.5.2) and the mediator's post-mediation interviews (See 6.4.1.2). The finding in the while-mediation classroom observation was also in consonance with this finding (See 6.6.2).

6.5. Self-reflection Reports

6.5.1. Analyses of Teacher's (Mediator's) Self-reflection Reports

The teacher self-reflection form sought information about what reading and mediation activities the mediator used, his reasons for using the activities, students' receptivity of the reading as well as the mediation activities, and any mediator-observed problems while dealing with the reading and the mediation activities (See Appendix F-1).

The mediator's self-reflection reports regarding the reading activities indicated that the activities required students to find out the main ideas of the passages and the paragraphs in the passages, to predict what would come next (and this was asked after each paragraph), and to discuss how each paragraph in the passages was related and how the main idea was supported by the details.

These activities were meant to scaffold the students' understanding of the organization as well as the flow of thought in the passage. This could help the students to see the relationships among the paragraphs in the passage, and it could also lead them to evaluate the interconnections in structure and meaning among the paragraphs in the passage.

The report also indicated that the students, based on the preview illustrations given in each reading lesson, were required to develop their own questions which they assumed would be answered in the passage. In addition, it indicated that the students were also required to forward opinions and to write their own conclusions for the passage. These activities were important for the students to engage themselves in the reading fully, to bring their own experiences to the reading, and to evaluate their reading in light of their experiences. Such an activity might also help students to get new information from the passages.

The students were also asked to agree or disagree with what was told in the passage. The mediator asked the students to answer some questions from their experiences and based on the information in the passage. Besides, they were told to do the activities individually first and to discuss their answers in groups.

The mediator inquired students to answer pre-reading, while-reading and post-reading questions. He also wanted them to solve problems through discussion. In addition, he wanted the students to get information from circle graphs and organizational charts, to practice by putting information in graphs and charts, and to make their own generalizations.

Generally, the teacher self-reflection reports of the reading activities showed that the teacher used the activities for both surface and deep reading. It seems that he focused more on the students' deep understanding for he intended to promote more deep-type learning rather than the predominant surface-type.

The mediator's self-reflection reports also indicated that he used different mediation parameters to engage students in deeper reading. He usually employed *intentionality and reciprocity*. In nearly all the reading lessons, he made the instructions, activities and procedures clear to the students. He also made clear that the activities would be helpful in other times in their lives. In

other lessons, he said he encouraged the students to work co-operatively and made them think as different beings so that their ideas could be contributory to the groups they worked with. While the students had group activities, the teacher observed how they discussed and helped them when needed. These activities could be equated with mediations of *transcendence*, *individuation and differentiation*, and *shared ideas* respectively (Feuerstein and Feuerstein, 1991; Williams and Burden, 1994; and Williams and Burden, 1997). The students were also advised to become independent thinkers, and the advice could be related to mediations of *individuation and differentiation*, *transcendence*, *meaning*, *a feeling of self-competence* (the students would develop a positive self-image if they felt that they could think independently), and *positive thinking* (they would develop confidence and thus engage in tasks and take risks). If the students are independent thinkers, they may value their thoughts, become meaningful and utilize them in future. When they value their thoughts, they may have a feeling of competence and may positively think that they can be successful.

The teacher mediated the students' reading approach by instructing them to bring their personal knowledge to the reading text. For example, while teaching the passage **Ghandi**, the teacher asked the students to compare the duties of Ghandi with anyone's duties they knew. When the students read circle graphs and organizational charts, he encouraged them to relate the graphs with what they learnt in Mathematics and Geography lessons. These mediation acts (mediation of *transcendence*) might assist students to deeply understand their readings. The mediator sometimes used question-and-answer technique to help the students reach the desired goal.

The teacher's self-reflection report regarding his employment of the mediation parameters indicated that he applied many of them. And his application aimed at sensitizing, training, and helping the students to become deeper and independent readers. His report did not indicate whether he applied some of the mediation parameters such as mediation of *individuals as changing entity*.

As stated above, the teacher's self-reflection grid also constituted his reasons for using the reading and mediation activities. He reported that his reasons were many that included:

- a) to enable the learners to become independent thinkers and problem solvers; to tackle problems easily;
- b) to teach learners to take a logical and systematic approach to solve problems;
- c) to encourage learners to respond to challenges and to search for new challenges in life;
- d) to help learners acquire knowledge;
- e) to establish interaction between mediator and learner and among learners themselves;
- f) to help learners to take control of their learning;
- g) to make the learners be ready and willing to carry out the tasks discussing with others;
- h) to help the students respond to questions from what they understood in the passage;
- i) to make them relate the story they read with others;
- j) to help them become self-confident;
- k) to encourage sharing ideas and working co-operatively; and to instill its importance in learning and in life; and
- l) to make them learn something of more general value that will be helpful to them in the future.

Regarding students' receptivity of the reading and mediation activities, the mediator's report revealed that the students positively valued and received the activities. As he reported, the learners perceived that the activities were of value to them. They did most of the activities knowing exactly what was required of them. However, they had variedly performed in different tasks. The students, for example, performed well on the learning tasks and activities in the reading passages such as **Energy, Banking Services**, and others. But in the reading passage **Investments**, most of them accomplished the activities with difficulties. In the succeeding passages, they developed their capacity to respond to challenges in the activities and to get solutions to problems through discussion. The mediator said that the students were able to understand the passage **A Scientific Experiment** most, because it was organized in a more realistic way and the students experimented

the problem at home. He expressed the students' capacity of solving puzzles and developing their own organizational charts as "unbelievable" and "unexpected".

Besides, the mediator also reported about the observed problems while teaching the reading passages. At the beginning of the program, few students were unable to understand what they would do and refrained from doing the tasks and participating. Later, he observed still some of them had lack of a feeling of competence. This was observed from lessons one to four. In lessons five and six, the mediator did not report any problem, but in lesson seven he sensed a need of more time for the students to write a paragraph, a summary of the passage they read. The mediator's self-reflection report, in general, indicated that few of the students had a problem at the start of the mediation program, but this was alleviated through time.

6.5.2. Analyses of Students' Self-reflection Reports

As indicated in 4.5.2.1., the students in the case study wrote reports about their reading lessons based on an established grid. The students' self-reflection report grid required information about the topics of the reading texts, finding out the main idea of each reading text, how the teacher helped the students in enhancing their reading approach and capacity, their past and present conceptions of reading, and the problems they encountered in the course of their reading lessons (See Appendix F-2). The students' reports were interpreted by using a descriptive method.

In expressing the main ideas of the passages, the students showed developmental stages as may be the case with many learning situations. At first, the majority of them were able to simply tell what the stories were about; that is, they lacked the capacity to extract the main ideas. But, this incapacity was gradually improved.

The students' reflections revealed that the mediator employed many of the mediation parameters, the most common ones being mediation of *intentionality and reciprocity*, *individuation*, *feeling of competence* and *shared ideas*. The teacher encouraged the students when they attempted to answer and ask questions and forwarded their own ideas, and this helped them to develop positive attitudes towards reading. The students read individually and shared their experiences with their friends. Their reflections about how challenging the reading materials and activities were known in

informal talks I had with them concerning each reading lesson. Nearly all of them said that the reading materials were at an average difficulty level.

In employing mediation of *intentionality and reciprocity*, the teacher told his students to read and do the exercises, explained why individual and group activities were important, and how the writer concluded. He also told them to relate the ideas in the reading passages with their personal lives, the environment, their past experiences and the ideas in other subjects they studied. The teacher also told the students to see how the writer organized, summarized and concluded his/her ideas. In connection with these varied intentions, the reflections of M₃ and M₅ could be taken as examples.

M₃ The teacher told me:

- a) to relate my reading with my life [reflections in lessons 3,5,8].
- b) to relate ideas with other lessons [reflections in lesson 2].
- c) to read individually first and then to share ideas with my friends [reflections in lessons 3, 11].
- d) to see how the writer concluded or summarized and to see his style of writing [reflections in lesson 6].
- e) to read deeply [reflections in lessons 4,10,11].

M₅ The teacher advised me:

- a) to take short notes; to read deeply; and to relate the idea in the passage with my previous knowledge[reflections in lessons 1,3,5].
- b) to relate ideas with life [reflections in lessons 2,3].
- c) to read with my involvement [reflections in lesson 3].
- d) to add to what we know; and to evaluate the content and the writer's style in what we read[reflections in lesson 4].
- e) to relate ideas in the passage with the environment I live in [reflections in lessons 4,10,11].

The students reflections asserted that their teacher introduced them with what they would read. He told them that they should think about their experiences; that they should add to their previous experiences; and that they should solve problems in life and in their environment based on their readings.

The teacher's (mediator's) expressions of intentions that he wanted his students to relate the ideas in the passages with their own lives, with the concepts of the subjects they studied, with the environment and their previous experiences, and his advice to read deeply, to critically see content and approach might help students to transcend the approach of their reading *beyond the here and now*. When the students related the ideas in the passages with their previous experiences, their lives and the different subjects they studied at school, it is likely that they would consider their relevance to them.

From the reflections of M₃ and M₅, therefore, we can conclude that teacher's mediation of *intentionality and reciprocity* contributed to the change of students' conceptions and approaches to reading (See 6.4). The students could also understand the significance (i.e. perceived value) of the contents of the individual reading passages, and it is likely that they would transfer (transcend) the reading strategies to other subjects. M₈ reported that the teacher told his class about the significance of reading the text and advised them that they had to relate the ideas with their environment. All these might have motivational values to read with interest, volition, and continuity. The more the students read with volition and interest, the more they perceive value in reading and the more effective readers they would become (Williams and Burden, 1997; Doyon, 2002).

As the students' reflections revealed, the mediator encouraged the students and urged them to feel free to make mistakes. M₂, for example, said the teacher encouraged him to feel free to make mistakes in attempting the oral reading activities. This situation instigated students to take risks and forward their personal opinions to the reading. Others such as M₇ and M₈ reported as follows:

M₇ The teacher said my attempts were good.

M₈ The teacher showed me how I could infer meaning from the dialogue. It was so attractive. It encouraged me.

These reflections were congruent with what the students responded in the interviews (See 6.4.). As Williams and Burden (1997) stated, encouraging students while they respond, ask questions, participate, etc. would develop a feeling of confidence among them. Thus, the students in this study had the opportunity to be motivated by the mediator and could develop a sense of

confidence, a feeling of "I can" in reading. The students feeling of competence in reading was also clearly expressed in the interviews and was observed through their participations in the whole class as well as group discussions during the reading lessons (See 6.6.2).

The students' feeling of competence could also develop a positive thinking about themselves. And this was a condition to involve themselves in reading activities and enhance their capacity of deeper understanding of reading materials.

The teacher instructed his students to read the passages individually first and then to do the reading tasks together. The teacher's interest, as a mediator, here would be to inculcate a sense of *individuation* and *sharing views* which could be interpreted in such a way as every student had a very important idea which could be shared to his group members immediately and, seen in a wider perspective, to the community he lived in. The students did not reflect on teacher's mediation of *monitoring and control of behavior* clearly. This may be because of their low level analysis capacity and focus of the mediation acts. Although the students did not directly reflect on teacher's application of mediation of *sense of belongingness*, their involvement in group activities could be interpreted as that the teacher mediated to this end. The sharing of views to their group might signify their beliefs that they belonged to that group and their views could have value to it. The other parameter *changing entity* was reflected when the students described their present (while-mediation) conceptions of reading. They described the changes they attained as:

- a) I am having a new experience [M₁, M₂].
- b) I have improved my reading ability [M₁, M₂, M₃, M₇, M₈.etc.].
- c) I have improved; I got new ideas [M₇].
- d) I have learned that it (reading) is important all through my life [M₆].
- e) We can critically read, evaluate [M₅, M₉].
- f) I have become an independent learner [M₁₀].
- g) I have learned to solve my vocabulary problems [M₁₀].
- h) Now I am better [M₁₁].
- i) I am now improving [M₁₂].

In these expressions, the students described that there were changes in their abilities of reading, in their conceptions and approaches to reading, as well as their attitudes to reading.

Mediation of *Challenge* was indirectly reflected when the students reported the problems they encountered while reading. Some of the reflections, especially at the beginning stage, indicated that they were not able to get direct answers from the passages and that they had linguistic problems, chiefly vocabulary problems. *Challenge* was also reflected during the informal discussion I had with them at tea times.

Students' self-reflection reports also revealed contrasts between their past and present (while-mediation) conceptions of reading. Some of the reports, however, indicated that the students dominantly focused on their self-perception of their past and present reading interest and capacity. The finding could be considered incidental for the students reflected what was not asked. The majority of these students expressed that their past reading capacity was very low, and said that they hardly liked reading passages. From the responses they offered, their poor capacity and low interest might be attributed to their less value perception to reading. The final point in the list below could attest to this. As stated above, as far as one does not perceive value in his reading, his motivation to read will be very low (Doyon, 2003). As a result of this, the "Mathew Effect" (Merton,2003) will be realized. Theories and researches on the "Mathew Effect" ascertain that those who have will be richer and richer and those who have not will remain poorer and poorer (ibid.). Since these students lacked interest in reading, their involvement in reading would be minimal. As a result, their reading capacity would also be low. Examples of the students' self-reflection reports regarding their reading interest and ability are presented below.

- a) I had a very poor ability in reading [M₁,M₂,M₇,M₁₀,M₁₁,M₁₂].
- b) I hardly liked passages [M₁,M₂,M₃, M₇,M₉,M₁₁].
- c) I was not comfortable when I did comprehension exercises [M₁,M₂].
- d) I did not consider reading as important [M₁,M₉].

Some of the students also self-reflected about their past and present (while-mediation) conceptions of reading. Their reports are subsumed hereunder.

Past Conceptions	Present Conceptions
<p>1. Reading to answer comprehension questions.</p> <p>2. Perceived all written materials to be true and important.</p> <p>3. Did not relate ideas with my past experience, previous knowledge, and my environment.</p> <p>4. Did not have the experience of solving problems.</p> <p>5. Took reading as a simple gather of words.</p> <p>6. Reading to memorize and pass examinations.</p> <p>7. Reading was simply finishing task and answering questions.</p> <p>8. Did not consider that it was meaningful.</p> <p>9. Depended only on textual information.</p> <p>10. Reading for learning vocabulary.</p>	<p>1. Reading for comprehension. If I do not understand, I discuss it with my friends.</p> <p>Reading is discussing and reaching a point.</p> <p>2. Evaluating the messages of the reading material.</p> <p>Think critically; see the advantages and disadvantages of the ideas in the passage.</p> <p>3. Relate ideas with life, previous knowledge, and the environment.</p> <p>4. Solve problems in life and the environment.</p> <p>5. Reading is light to our lives.</p> <p>6. Changed now; it is to comprehend.</p> <p>7. Understanding main idea.</p> <p>8. Reading helps all through my life; it is a key to life.</p> <p>9. Deeper understanding; wider perception.</p> <p>10. Reading for comprehension through discussion.</p>

The students past perceptions of reading matched with quantitative conceptions (Biggs and Moore, 1992) and surface approaches to reading (Marton and Saljo, 1984; Entwistle, 2000, and others (See also 3.2.1). They largely depended on textual information to answer comprehension questions, and this might imply that they strove to get the ideas of the writers. The present (while-mediation) conceptions and approaches to reading were changed because of teacher's mediation. They developed qualitative conceptions (Biggs and Moore, 1992) and deeper approaches to reading (Marton and Saljo, 1984; Entwistle, 2000, and others).

In general, the students' self-reflection reports designated that the teacher employed the mediation parameters while teaching reading and the students' conceptions and approaches to reading were changed to satisfy the reading requirements of students stated in the national educational objectives and which are included in grade nine subject-area textbooks. This result goes in consonance with the interview results (See 6.4), questionnaire results (See 6.2.3.2) and the tests results (See 6.3). The interview, questionnaire, and tests results of the pre-mediation stage indicated that the students had a tendency towards quantitative conceptions and surface approaches to reading; however, this tendency was changed to qualitative conceptions and deeper approaches to reading after the teacher mediated to their reading. The results of the students' self-reflection reports were different from the post-mediation interview and tests results in that they showed the changes in the process of teacher mediation to the students' reading.

6.6. Findings and Analyses of Classroom Observation

6.6.1. Findings and Analyses of pre-mediation classroom observation

In order to assess the teaching approaches and foci (whether surface or deep reading) of grade 9 English teachers at Fasilo Secondary School, pre-mediation reading classes were observed. Only two teachers were observed for the other two were not available for they had a training course in English language teaching outside Bahir Dar. Each teacher was observed only once for the purposes of the observation were limited. Firstly, it aimed at assessing the tendency of teachers' focus while teaching reading; that is, seeing whether they had a propensity towards surface or deep approaches to teaching reading. Secondly, the result would be judged against teachers' interview and questionnaire responses for evaluating their espoused beliefs against the actual classroom practice.

The teachers' teaching practices were videotaped. The data found disclosed that the teachers had varied approaches to teaching reading. T₁, for example, focused largely on the procedures the students would follow. However, his meta-explanation rambled here and there, and he totally relinquished his objective of teaching reading. First, he wrote the title of the passage and three steps on the blackboard which he assumed the students should follow before and while reading the passage. He then told his students that there were certain things to be done that would help them understand the main ideas. He said he would tell them the steps one by one, the first being

introducing them about the passage using general questions. The general questions would be questions related to their background knowledge. Answering these general questions, they would skim and scan the passage which would immediately be followed by their reading of the passage. The teacher told the students that skimming and scanning are techniques that they need to apply in reading.

The teacher, after defining what content and functional words are, reminded the students to focus on content words rather than the functional words while reading. For him, the main object of reading was to gain the central idea of the passage through focusing on content words, but reading the functional words would mean reading the passage line by line and thus it had to be avoided.

This time remember in your textbook you do have two types of words: one, content words; and the other one is functional words. This time while reading or when you are reading, you have to stress on content words. Not functional. These are very important. The main idea presented in content words. Meaning, do not try to read the reading passage line by line, not important. Why because your objective is to gain or to know the central idea or the gist of that passage.

The teacher also told the students to guess the meanings of words applying different ways for he assumed it was important for them to understand the main ideas of passages. He advised them to avoid dependency on dictionaries for two reasons. First, he had the belief that the students would have a lot of knowledge if they applied the various "mechanisms" for inferring word meaning; and second, he assumed that the students might grasp the meanings of passages easily.

Then after, he asked the students to answer what he called "general questions" written on the blackboard. However, instead of hearing answers from students, he was in a haste to explain about the importance of such general questions. At last, he gave a chance for two students and encouraged them for their responses. But his encouragement was not genuine as it was not based on accurate performances of the students.

After the "general questions" were answered, the teacher jumped back to expounding about scanning and skimming. And the students neither scanned nor skimmed before the teacher told them to guess meanings of words from their contexts. He praised students for their attempts

whatever their attempts might be, and finally he revised the three steps he had explained. The class was over before the students read the passage.

In general, it can be inferred from T₁'s teaching acts that he taught about some points that he thought might be relevant for students' reading development. Practically, he did not teach reading although he planned to teach it. When all that he did are seen against Feuerstein's mediation parameters, none of them were applied in the strictest sense. Teachers' activities such as informing students about their objectives and praising students for their attempts could be related to *intentionality* and developing students' *feeling of competence*, respectively (Williams and Burden, 1997; Delligani, 1999; Michońska-stadnik, no date). *Intentionality and reciprocity (or shared intention)*, however, refers to what the teacher wants to achieve by means of a given task, and which is understood and reciprocated by the students (Feuerstein and Feuerstein, 1991; Williams and Burden, 1997; Michońska-stadnik, no date). The students react in the way the teacher intends them to (Michońska-stadnik, no date). But the teacher's (T₁) practice showed that he was not actually mediating his intentions to obtain the students' reciprocity (that would indicate their volition to engage in the reading task) and engagement in the reading task. Instead of telling his intentions to the students, he was rather offering them a wrong, misleading guidance.

Williams and Burden (1997) emphasized the need for encouraging a positive self-image, self-confidence among students. Feuerstein and Feuerstein (1991) argued that instilling a positive and realistic self-image is a key function of the teacher-as-mediator, and it is a necessary condition for learners to succeed (Feuerstein, as cited by Williams and Burden, 1997). T₁, in spite of his attempts to encourage his students, viewed in light of the experts' perspectives, encouraged his students unrealistically.

In general, T₁ neither taught reading nor applied any of the mediation parameters. His teaching acts seemed to have originated from his conception that students earn knowledge and enhance their reading capacity from more teacher explanation, teacher talk, about reading.

T₂ told his students at the start of the class about the topic of the reading passage.

In this Chapter, we are going to learn or read how children learn or read how children learn to speak. Ok?

Then he told his students to discuss pre-reading questions, which was followed by students' whole-class discussion. In responding to the pre-reading questions, the students were expected to provide information from their experiences; therefore, they were advised not to dwell on the information on the passage. The teacher appreciated the students' attempts by saying "Thank you", "Good", and "Very good." After the pre-reading questions were done, the teacher told the students to do the scanning questions written in the textbook. The students read the passage individually after scanning within three minutes (the time the teacher allotted for them). Following their reading, the students were required to scan three words from those written in bold type first. Then they scanned for other three words, and it continued for four times. They scanned for words in bold type and gave meanings of the words in each of the four intervals he set. The vocabulary exercise included guessing meanings of words by using contextual clues and their knowledge of word building. For example, the students were expected to guess the meanings of *amazing* and *express* from the following impromptu teacher-made contexts.

This is *amazing* situation. [What can you understand?]
I want you to *express* what is on your mind.

Having done the vocabulary exercises, the students were asked to copy a table from the textbook which he drew on the blackboard later. The table had blank squares to which the students were required to supply fillers from the reading text. The class ended after they had done the exercise. There were some "hidden curricula", and irrelevant talks revealed in the lesson. For example, asking students about why children say "goed" instead of "went" for the past form of "go" was away from the discussion and it was also beyond the capacity and experience of the students.

Seen in light of Feuerstein's mediation theory, the teacher's activities did not reflect that he mediated to his students reading. According to the mediation theory, at least the implementation of the universal criteria is necessary for mediation to occur. As stated in 4.4.4, these include mediation of *intentionality and reciprocity*, mediation of *transcendence*, and mediation of *meaning*. By employing mediation of *intentionality and reciprocity*, the teacher would achieve a change in the students' perception, process of learning and response (Tzuriel and Evan, 1990;

Klein, 1991). However, there was no attempt made to achieve the change by T₂. Instead of making his objectives clear, he simply informed his students about the topic of the passage. Teachers' mediation of *intentionality* is not alienated from students' *reciprocity*. It is an overt response of their volition, willingness to engage in the teacher intended activities. Significant as it was, T₂ did not ask for the students' interest, readiness and willingness to engage in the reading and group activities. The other parameters *transcendence* and *meaning* were not also employed. The objective of mediation of *transcendence* is "to transcend the immediate needs and specific situation and reach out for goals that are beyond those which triggered the interaction." (Tzuriel and Evan, 1990:105; Mintizker, 1991). It helps students enlarge their cognitive and affective repertoire (Feuerstein and Feuerstein, 1991). When we examine T₂'s teaching acts, it seems that he dwelt more on the immediate interaction between him, the students and the reading text. With regard to mediation of *meaning* too, T₂ seems to have neglected it. As Tzuriel and Evan (1990:105) wrote, *meaning* is a "powerful determinant of efficient learning processes." The reading lesson should possess affective, motivational, and value-oriented significance to the students (personally). As observed in T₂'s class, it seems that the reading lesson was conducted because it was a requirement as a component of the various English language lessons. Otherwise, the teacher did not create the awareness among students about why they should read that passage.

The teacher, however, attempted to employ some of the features that support the universal parameters. For example, he told his students to discuss in groups, and this can be related to *mediation of sharing behavior*. He also told his students to get meanings of words from their contexts. If this were done properly, it would develop the students' strategy of tackling vocabulary problems while reading. And mediating to strategy acquisition is considered as *mediation of regulation and control of behavior*. The problem in T₂'s mediation was that his contexts were not sound from which students could sense how to tackle similar encounters in future. A seemingly mediational activity was demonstrated when the teacher attempted to encourage his students for their responses to questions and participation. But T₂ merely showed his appreciation by uttering expressions like "Very Good", "Good", and "Thank You" which might require justifications (See 4.4.4).

T₂ focused on textual information while teaching reading. Many of the activities he did with his students were surface-type. His use of deep-type tasks such as the pre-reading activities and “Guess the meaning” vocabulary exercises were very limited and unsuccessful. Firstly, the pre-reading activities the students discussed were not given adequate time, and were still text-based. That was why the teacher was repeatedly telling his students that their responses should be from their experiences rather than from the information in the text. Secondly, the students would have a difficulty in getting the meanings of the words from the contexts. As we see the examples given above, the students would not be able to get the meanings of the words based on the contexts. So, such an exercise might lead students to look for assistance while reading. As a result, this may compel students to seek for word-by-word meanings and inculcate a surface-type of reading.

The three parameters ≍ *mediation of intentionality and reciprocity, transcendence, and meaning* ≍ were considered as necessary and sufficient to characterize an interaction as Mediated Learning Experience (MLE) (Tzuriel and Ernst, 1990). However, T₁ and T₂ who were observed in this study did not mediate to their students' reading, and this result was not congruent with what they claimed in the interview and the questionnaires (See 6.4.1.1 and 6.2.2.1). Many writers such as Williams and Burden (1997) held the view that there is usually a disparity between teachers' perceptions and classroom behavior (See 5.5.1.. Thus, the mismatch between what these teachers claimed in the interview and the questionnaires on one hand, and what was revealed in the classroom observation, on the other could attest to this fact.

6.6.2. Findings and Analyses of While-mediation Classroom Observation

The while-mediation observation aimed at investigating the process of teacher mediation while he applied the mediation parameters. As observed, the mediator utilized the universal parameters in all the lessons in different stages. His use of *intentionality and reciprocity, transcendence and meaning* was frequent at the start of lessons, while involving students in group and individual activities as well as while engaging them in different tasks. Except for *challenge*, which could be related to the difficulty level of the reading texts and the exercises, the other parameters were also employed when relevant.

The mediating acts especially at the beginning of the first three lessons, particularly the first lesson, were too long, but they gradually improved with the succeeding lessons. The mediator and I watched the video at different times privately and discussed what we observed informally in our recess time in the week-ends. This helped us improve the quality of interaction between the mediator and the students from time to time.

As observed, the mediator explained his intentions to students verbally. For example, in lesson 1, he told his students at the start of the lesson:

Excerpt 1: Lesson1, Day 1.

1. T: Today, you are going to read a passage that has three parts, and the title of the passage is **Football Stopped War**....Before you read, you are going to answer questions....There is also additional task that you do. This is, when you read the passage, you have to relate it to previous knowledge or prior knowledge....through the interaction with your fellows or with your friends. So, you have to relate it to some of the things you get in your surrounding.

His intentions stated that he wanted his students to change their perceptions of reading that is from dwelling entirely on the information in the passage to relating the ideas in the reading with their environment and their experiences. The teacher, in addition to creating insight into the importance of the reading activities to the students, produced insight into the importance of group work. The following two excerpts clearly indicate this.

Excerpt 1: lesson 1, Day 3

2. T: What is the importance of discussion?
M₁: To share ideas.
T: So, this is one of the advantages of making a discussion in groups.

Excerpt 2: lesson 3, Day 2

- T: As we said before, discussion has advantages. What is it?
M₂: To share ideas.
T: To share ideas. V. Good.

The mediator encouraged the students, by using terms like “Very good” and by either repeating what the students said or by praising them with high voice. The following excerpt indicates how the teacher appreciated students’ attempts in answering questions and in forwarding ideas.

Excerpt 3: lesson 1, Day 2

3. T: ...Similarly, *they* is a pronoun. It comes instead of the noun...?
MM: Games.
T: Games. Because it is plural,...the pronoun has to be similar with the noun that is provided in the sentence....What about if the noun is *game* ? What will be the (pro)noun that refers to it?
M₉: It
T: Very good. The singular form of *they* is
- MM: It
T: It.

The teacher mediated to students' problem-solving, evaluation, application, synthesis and analysis of events while reading. For example, the students solved puzzles which the teacher gave them as a sample puzzle of crossing a tiger, a goat and cabbage to the other side of the river without exterminating each other. The mediator also made the students read and solve "who does what" and "who reads which book" puzzles based on the information in the given passage. The students were expected to employ a strategy which was employed to solve the former puzzle. The mediator grouped the students to discuss and solve the puzzles, and the groups did it successfully. The mediating acts of the teacher generated the students' good performance in solving the puzzles. (See Appendix H, lesson 12 for the problem solving activities given to them in the text.) Along with helping the students solve the puzzles, the mediator told them that such an activity would help them promote their problem-solving and decision-making capacity in various walks of life.

The students were also mediated to evaluate written materials, which made them actively participate and forward personal opinions and experiences. The teacher mediated to the students' thinking by allowing them to express their ideas freely and by providing information about individual differences. For example, for the question “When did football start?”, students varied in their responses. The teacher wanted the students to justify their responses by citing evidences

from the passage. The students' responses indicated that they were evaluating the ideas in the passage. Excerpt 4 testifies this. The excerpt is a continuation of the argument between the students while deciding the correct response about when football started.

Excerpt 4: lesson 1, Day 3

4. T: Football started in 1848 in Cambridge. Football started in Britain, the first rules were made in Cambridge in 1848.
- MM: Yes. Yes.
- M₂: No.
- T: Why do you say "no"?
- M₁: I think the answer is "D". If you say "C", there is (*not audible*) sentence which are related in the passage, part A in the first sentence. So, in Britain.If we say in Britain, why we say in China? If the writer are not correct, if you refuse the writer, we can say "C", but the writer says football in Britain. So, it say why we say in China?
- T: Have you got his argument? Why do we say football started in China because on the first line of the paragraph, it is already provided football started in China....
- M₁: The writer can be wrong, but we must not be in the wrong direction. I say football started in China. When? 2000 years ago.
- T: ehm.
- M₁: I think the writer is Britain and because he says football is started in Britain...
- T: ehm.
- M₁: but before that the Chinas playing football.
- T: It is a good argument, anyway. I am not going to give you the right answer for these given choices, you know, because there are a lot of alternatives as you said. A lot of questions can be raised and there will be lots of arguments in the classroom. So, I am not going to tell you which one of the answers is right from the answers that are provided as alternatives A,B,C,D. Now keep them in mind and whenever you come to the classroom next week, try to get the right answer and we will just make the same argument in the classroom. Ok?

In this excerpt, we can understand that the teacher employed mediation of *individuation* in which the students developed the view that their ideas are important to others. This kind of mediation would also help to develop *a sense of confidence* and *positive thinking* towards them, which, in

turn, might result in high motivation to learn. Because these students conceived that their ideas were important, they forwarded their views to the extent of evaluating the writer as biased. The students' arguments indicated that teacher mediation of *individuation*, *sense of competence*, and *positive thinking* could help students to have deeper understanding of reading texts. In this excerpt, for example, M₁ seems to have understood the reading text deeply to the extent of evaluating who the writer could be and labeling him as biased.

As can be seen in the above excerpt, the teacher did not want to tell the students what the correct answer was. He wanted them to have their own justifications to reach the right answer. By the end of that day's lesson, he also emphasized *individuation*.

Excerpt 5: lesson 1, Day 3

5. T: We all are human beings. Human beings can make a lot of mistakes, you know. Even though the writer said at the very beginning of the first part of the story football started in Britain, and in some other lines of the paragraph, he said there was a football by the Chinese tsu-chu. And in some of the lines of the paragraph, the writer says football started 2000 years ago. So, there are a lot of ideas that are contradictory with each other. እና ተፋጭታችሁ ነዉ ወደአንድ አቅጣጫ መምጣት የሚቻልንድ (you can reach a consensus only by arguing reasonably, otherwise) it does not mean ይህ ፀሀፊ ይህንን ስላለ ይህ ነዉ. (since a certain writer has said something , we cannot passively accept this ideas) this is the exact answer of the question ለማለት አይቻልም:: Ok?

Although the teacher encouraged the students to forward their own views and develop self-confidence, few students expected definite answers from the mediator. This was observed from the self-reflection reports they made. As a response to what they encountered as a problem in the reading lesson, they reflected that the teacher did not tell them the right answers outright, and suggested that it be improved. In fact, this was true during the first lesson which took three hours (in three days). The causes for these students' discontent might be their previous experience of getting answers from teachers (See student interview results), their conception of the teacher as all-knower, and lack of confidence. But this situation was changed in the succeeding lessons.

The students also applied experimental procedures they were introduced with in the reading class in other experiments and reported them to class. Their good performance in conducting the experiments showed that they were able to transcend and apply experimental procedures in other similar situations.

The mediator applied the mediation parameters, except for *challenge*, while teaching reading. *Challenge* was indicated in the students' and the mediator's self-reflection reports. In general, the employment of the parameters could bring a change in students' conceptions and approaches to reading. This effect was observed in the various complementary instruments utilized in this study.

The summary of the study, the conclusions and the recommendations made are included in the next Chapter.

CHAPTER VII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1. Summary

The purpose of this study was to investigate the effects of teacher mediation on student conceptions and approaches to reading. The study was conducted taking samples from grade 9 students at Fasilo Secondary School in Bahir Dar. Grade 9 was selected for different reasons. Firstly, grade 9 is a transitional level for the students from using the mother tongue to using English as a medium of instruction in the Amhara Region. As stated in 1.1. and 1.3., such students are “unpractised” readers (Cooper, 1984). Besides, research indicated that students in Ethiopian secondary schools and tertiary levels had low reading capacity (See 1.1.), and the examination results of grade 9 students at Fasilo Secondary School also showed that the students had low capacity in reading for they learn other subjects through reading in English. These situations indicated that the students at Fasilo Secondary School might exhibit low reading capacity. The students could also be assumed to experience surface- type of reading because they study different subjects in a language they are not good at and comfortable with. Teachers teaching methods and approaches could also contribute to this.

As stated in the general objectives of the 1994 Ethiopian Education and Training Policy, these students were required to read deeply (See 1.1.); however, the situations mentioned above were assumed to be hindrances to deep reading (learning). Therefore, I was convinced that students get the skill of deep reading at this transitional level. The development of their deep reading capacity was assumed to contribute for them to study other subjects that demanded deeper reading.

The study focused on reading because I believed that students learn the English language and other subjects through reading. And the study focused on the students’ conceptions and approaches to reading because I was convinced that the conceptions students hold may either contribute to or impede the learners’ engagement in deeper reading (Horwitz, 1997; Richards and Lockhart, 1994; Williams and Burden, 1997; Ridely, 1997) (See also 1.1.). Therefore, in order to

promote deep reading among students, changing their conceptions and approaches to reading was assumed to be desirable. The question was how to bring this desired change. In fact, there were different proposals for changing student conceptions and approaches to learning which constituted changing the learning environment (Johnston, no date), employing good instructional method and assessment (Entwistle, 2000), and allowing students to choose their own reading materials (Fransson, 1984) (See also 3.2.9). However, all these suggested ways were not systematized and hence an alternative approach which was assumed to be systematic; that is, teacher mediation was proposed. Teacher mediation was different from direct instruction, and was designed to alter both the cognitive and affective situations of the readers. Since mediation was a subset of social interactionism, this study took social interactionism as its underlying philosophy (See 1.1., 1.3. and 3.3.).

In this study, Feuerstein's mediation theory was employed for its practical base and systematic approach. The theory constituted 12 parameters, three of which were considered as universals to all situations while the rest were situational (See 3.4.). The employment of these parameters was assumed to help learners develop a perceived value in what they read, the skill of shared intention, transcendence of the strategy of reading to other encounters, a sense of competence, positive thinking, and a personal meaning from their readings. It was also assumed to help them understand the significance of collaborative work, become aware of individual variations, and develop a sense of belongingness (See 3.4.).

Feuerstein's mediation theory was initially utilized among children with learning disability. Currently, it is being employed in a variety of fields, but its effects on students' conceptions and approaches to reading, to my knowledge, have not yet been studied. Thus, this study focused on the effects of the mediation theory in changing students conceptions and approaches to reading. I focused on the change of conceptions because conceptions of students are the driving force for effective reading (Horwitz, 1997; Richards and Lockhart, 1994; Williams and Burden, 1997).

In order to see the effects of Feuerstein's mediation theory on students' conceptions and approaches to reading, a case study method that constituted quantitative and qualitative methods was employed. The quantitative methods included teacher and student questionnaires concerning conceptions and teachers' instructional practices/ students' approaches to reading, teacher and

student perceived values of Feuerstein's mediation parameters, and their applications to reading lessons. Pre-mediation, post-mediation and summative tests were also given. The qualitative instruments consisted of pre-mediation and post-mediation interviews, classroom observation, teacher and student self-reflection reports, and discussions. A pilot study was conducted using both the quantitative and the qualitative instruments, and was followed by the main study after I had made few amendments in the instruments. In addition to helping me identify the potential problems of the research instruments, the pilot study could indicate preliminary findings (See Chapter 5).

The findings of teacher questionnaires were analyzed using a descriptive method because the number of teachers involved in the study was limited and employing a statistical method with a limited number was assumed to provide an unrealistic picture. Thus, the qualitatively described findings in the main study of teacher questionnaires that inquired information about teachers' perceived values and their instructional practices of the mediation parameters to reading lessons reflected teachers' general positive attitude towards the values of all the parameters. However, distinctions were found among the values the teachers offered to the parameters that could be classified among prominently valued, intermediate and least valued parameters. The teachers gave high value for *intentionality*, *meaning*, *control of own behavior*, and *a belief in positive outcome* and they gave least value for *transcendence*, *goal setting*, *sharing*, and *challenges*. These teachers claimed that they mediated *intentionality and reciprocity*, *meaning*, *control of behavior*, and *awareness of change* while teaching reading (See 6.2.2.1.). Interviews with two of the instructors revealed that one of them claimed that he mediated *intentionality and reciprocity*, and *transcendence*, while the other admitted that he did not. The pre-mediation classroom observation, however, disclosed that teachers' claims of their application of the mediation parameters were not reflected in their teaching practices (See 6.4.1.2.).

Teachers' positive attitude towards the significance of all the mediation parameters was also observed during the pilot study. From the teachers' responses, it was found that they valued *intentionality and reciprocity* the most important and claimed that they practiced it frequently. The teachers favored the parameters *challenge* and *awareness of change* the least, but they claimed that they applied the latter frequently. The least applied parameters were *transcendence*,

control of behavior, challenge, co-operative learning and a sense of belongingness (See 5.2.2). The classroom observation, however, revealed that there was a mismatch between the actual classroom application and teachers' claims of the values and their instructional practices in the questionnaires during the pilot study. That is, the classroom observation showed that they hardly applied them in their reading lessons (See 5.5.1.).

Pre-mediation teacher questionnaire on conceptions and instructional practice both in the pilot and the main studies indicated that they had a predisposition towards teaching deeper reading to their students. This implied that they had a tendency towards a qualitative conception of reading (See 5.2.2. and 6.2.2.2.). This finding was contradictory to the findings of the pre-mediation classroom observation (See 5.5.1 and 6.6.1.) and interviews (See 5.4.1 and 6.4.1.1) both of which disclosed teachers' tendency towards surface approaches to reading, and these could be related to quantitative conceptions of reading. The findings of student questionnaires were quantitatively analyzed using a paired sample t-test. The paired sample t-test for the pre-mediation student conceptions and approaches to reading showed that the subjects had a significant predisposition towards surface approaches to reading and quantitative conceptions of reading (See 5.2.3.1. and 6.2.3.2.). This result was similar to the interview responses of most of the subjects in the main study (See 6.4.2.1.). The results of the student questionnaires about their beliefs and teachers' classroom application of Feuerstein's mediation procedures both in the pilot and the main studies disclosed that most of the students believed that the parameters were valuable, but teachers' application of the parameters in reading lessons was significantly low (See 5.2.3.2 and 6.2.3.1).

Classifications of students' correct responses in the pre-mediation tests in the main study showed that there was a significant difference between their responses to the literal (surface-type) questions and deeper ones. The difference between their correct responses to the surface-type and deep-type questions during the post-mediation tests, however, was not significant. The students answered significantly more literal questions than deeper ones both in the pre-mediation and post-mediation tests during the pilot study (See 5.3). However, classifications of students' correct responses in the post-mediation tests showed that there was an insignificant variation between their responses to surface and deep questions during the main study (See 6.3). When the students' pre-mediation and post-mediation tests results were compared, it was found that the

students scored significantly higher results in the post-mediation tests, and this showed that they significantly improved their understanding of reading materials (See 5.3 and 6.3). The findings in the changes of students test results were supported by the results of the student self-reflection reports and post-mediation interviews. The results of the student self-reflection reports (See 5.6.2 and 6.5.2) and post-mediation interviews indicated that they changed their conceptions and approaches to reading and developed their capacity in reading because of the process of mediated reading experiences (See 5. 4.2 and 6.4.2.2).

The while-mediation classroom observation both in the pilot and the main studies revealed that the mediator's interactions with the students were characterized by *intentionality* and students' *reciprocity, transcendence, meaning, feelings of competence, regulation of behavior, goal setting, challenge* (clearly observed in the pilot study), *awareness of change, a belief in positive outcomes, sharing, individuality* and *a sense of belongingness* (See 5.5.2. and 6.6.2). The teacher's mediation of *challenge* was not clearly observed during the main study. The students provided information about it during informal discussions and in their self-reflection reports. Generally, the while-mediation classroom observation indicated that the mediator employed nearly all the parameters while teaching reading.

Teacher self-reflection reports indicated his intentions of using variety of reading and mediational activities. The reading activities he used were meant for the students to draw main ideas of reading texts, to identify supporting details, to learn the organization of texts, to understand relations between paragraphs, to get direct textual information, to infer, to solve problems, to develop critical reading, to acquire the skills of deeper learning, to evaluate, and to predict. He also included mediational activities that constituted *intentionality* and *reciprocity, sharing ideas, individuation*, and others. His reflections included that the students' receptivity both to the reading and mediational activities were positive, but he witnessed that the students' paces were not the same (See 5.6.1.and 6.5.1.). He also reflected the difference in students' paces while he responded to the interview.

The students' self-reflection reports revealed that they reciprocated the mediator's intentions, that they were motivated and that they gradually changed their conceptions and approaches to reading and developed their reading capacity (See 5.6.2 and 6.5.2.).

7.2. Conclusion

Based on the findings of the pre-mediation tests and the questionnaires, therefore, it may be possible to conclude that grade 9 students at Fasilo Secondary School in Bahir Dar had quantitative conceptions and surface-type approaches to reading. Although grade 9 English teachers who taught at Fasilo Secondary School claimed that they had a qualitative conception to reading, their instructional practice proved that they had a predisposition towards surface-type of teaching reading. Here, teachers' claims and their actual classroom practices showed disparity. Because the actual classroom actions indicate the implicit theories a teacher has (See Chapter 3), it may be possible to conclude from the pre-mediation classroom observation that the teachers who were engaged in the study tended towards teaching on-page information rather than guiding their students to deeper-type of approaches to reading.

Teachers and students considered Feuerstein's 12 mediation parameters as valuable, but with different degrees. Some of the teachers also claimed that they used them in their reading classes. However, the students' responses to the questionnaire that asked whether or not teachers practiced the mediation parameters in reading classes revealed that the teachers did not apply them in their classes as students expected. Besides, the pre-mediation classroom observation also proved that teachers did not employ the mediation parameters. Even though there were few activities the teachers practiced that seemingly resembled some of the parameters such as *intentionality and reciprocity* and *sharing* they were not applied in the strictest sense of mediating to students' reading. Therefore, it may be possible to conclude that both teachers and students that involved in the study had positive perceptions to the values of Feuerstein's 12 mediation parameters for teaching/ learning reading, but the teachers hardly practiced them.

From the while-mediation classroom observation, it was possible to know that the mediator employed nearly all the 12 mediation parameters in his reading lessons. His application of the parameters targeted the change of students' conceptions and approaches to reading, which might

also result in a change of students' reading capacity. The intended approaches to reading focused on textual information and critical reading such as finding main ideas, synthesizing, analyzing, and evaluating information from texts. The observation indicated that the students had shared intentions with their teacher, and developed their own personal meanings by critically evaluating the information from the text against their personal experiences and previous knowledge. It also indicated that the students developed self-confidence, that their ideas might be different from others, and that their ideas were important to the group they belonged. The changes observed during the while-mediation stage of the research as distinct from the findings of the pre-mediation stage might indicate that teacher's mediation to students' conceptions and approaches to reading using Feuerstein's mediation parameters had an effect on students' conceptions and approaches to reading. Thus, it can be argued that the students were able to change their quantitative conceptions of reading to qualitative type; and their surface-type reading tradition to deep-type.

Teacher's and students' self-reflection reports also designated that both parties had shared intentions, and that the teacher mediated systematically to change his students' conceptions and approaches to reading and to enhance their reading capacity. The teacher's and the students' self-reflection reports indicated that the students changed their conceptions and approaches to reading and improved their reading capacity.

In short, the while-mediation activities disclosed that the teacher employed the mediation parameters systematically and that the students gradually learned critical reading, synthesizing and analyzing as well as evaluating ideas in reading texts. It was proved that the students utilized these skills in their other academic subjects. Therefore, it may be possible to conclude that the mediation procedures had positive effects on the students' development of deeper reading and qualitative conceptions of reading.

Compared with the pre-mediation results, the post-mediation interviews and test results showed that teacher mediation brought significant changes in the students' conceptions and approaches to reading as well as in their capacity of reading. The pre-mediation student interviews indicated that students' had quantitative conceptions and surface-type approaches, while the post-

mediation interviews unraveled that the students made conceptual changes and approaches to reading. The students also claimed that they developed their reading capacity. The mediator said that the students changed their conceptions and approaches as well as their capacity of reading. The students' post-mediation tests results were significantly higher than the pre-mediation tests results. Their correct responses to the types of questions also indicated significant differences between the pre-mediation and post-mediation stages. The students' correct responses to the pre-mediation tests tended significantly to surface type questions; however, their post-mediation responses indicated that there was no significant difference between their correct responses to surface-type and deep-type questions. Therefore, it may be possible to conclude that teacher mediation yielded much to help students cope with the educational demands of the country, develop qualitative conceptions and deeper approaches to reading, and improve their reading capacity.

Generally the employment of Feuerstein's mediation theory to change the students' conceptions and approaches to reading was effective. It was effective because it was painful; that is the theory enabled the mediator to interact with his students with intention and having mutual understanding of what was to be done. The theory enabled the mediator to be systematic in that he interacted with his students in a thoughtful, organized and oriented way. It also enabled the students to gain skill and experience of independent learning. The employment of the theory also enabled the mediator to be directional. The mediator focused interactions towards clearly identified and communicated goals which had immediate and future responses.

The mediation parameters served as general guides to a variety of mediation activities. They were "road map" for change of students' conceptions and approaches to reading. As the theory proposed, the universal parameters were possibly applied in all the reading lessons, but the situational parameters were used selectively based on the requirements of the reading tasks. However, the application of the universal parameters in all interventions in a similar way may not be effective. It may be monotonous. Thus, varying approaches would be desirable. And I suggest we use them in some of the lessons rather than attempting to employ them in all the lessons to avoid monotony. Students' reflections and the mediator's feeling about employing the

regular application of the universal parameters could be taken as evidence. Their reflections indicated that it might even cause a disgust due to overuse.

7.3. Recommendations

Based on the conclusions made, therefore, the following recommendations were made.

1. The education in Ethiopian secondary schools demand deeper learning; that is students are required to critically read materials, to evaluate what they learn against their previous knowledge and their personal requirements, to synthesize and to analyze information. However, students had possessed quantitative conceptions and surface-type approaches to reading because of the various factors, such as their lack of experience in reading (they are “unpractised readers”), their low linguistic capacity, absence of adequate reading materials, the tradition of education in the country, and teachers’ teaching practice. This research also confirmed that the students had experienced surface-type reading. But, this research testified that their surface-type reading was changed because of teacher mediation. Teacher mediation has also resulted in the development of students’ reading capacity. Therefore, it is recommended that English language teachers in secondary schools mediate to their students’ reading.
2. Teachers’ use of the mediation parameters brought cognitive and affective changes among students. For example, teacher’s mediation of *shared intention* resulted in students’ awareness about what they would do, their willingness to engage in the given and extended tasks, and their high motivation. Therefore, it may be important to use Feuerstein’s mediation parameters to avoid student defiance, resistance and unresponsiveness in reading classes.
3. In order to mediate to students’ reading, teachers need to be trained. Thus, teacher training institutes, colleges and universities in Ethiopia should offer training on mediation so that the teachers can be efficient and effective in utilizing the mediation parameters.

4. Courses and teaching materials should be designed incorporating mediational activities so as to change students' conceptions and approaches to reading, and to help them develop their reading capacities.
5. This research did not consider which of Feuerstein's mediation parameters were culture-specific, and, therefore, it did not study whether or not any of the parameters, particularly those that support the universal parameters, were alien to Ethiopian students. Therefore, this gap calls for a study to have a complete idea mediation can offer to our professional development and students' benefit.
6. I also recommend the study be replicated among primary, secondary and tertiary students for reliability.

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- b) English borrowed only the words **photograph, bible, television** and **ink from Greek**.
- c) English borrowed words only from Latin, German, Greek, and French.
- d) English borrowed many words from Latin, Greek and other languages.

-----9. According to the passage, English has large vocabulary because:

- a) its vocabulary is a mixture of many languages.
- b) It took many words from German and French.
- c) It borrowed some Latin and Greek words.
- d) It took many words from dead languages

----- 10. The word **this** in paragraph 1, line 2 refers to:

- a) the interest the English have to speak other languages.
- b) The idea that English is a mixture of words from many languages.
- c) The English language.
- d) The vocabulary of the English language.

-----11. The word **it** in paragraph 1 line 2 refers to:

- a) the English language
- b) any other language
- c) the source of words
- d) the English vocabulary

-----12. **These two languages**, in paragraph 2, line 3 refers to:

- a) Latin and Roman
- b) Old German and Greek
- c) Latin and Greek
- d) French and German

-----13. "English is a **mixture** of words from many different languages." What does the word in bold mean?

- a) combination
- b) type
- c) variety
- d) likeness

PART B

Many common English words come from very strange places. **Tea**, for example, comes from China, and **banana** comes from West Africa. **Potato** came into the English language from the island of Haiti, in the West Indies, and **tomato** first came from Mexico.

One reason why the English language has so many words from other languages is because people from many different countries have come to live in Britain. Two thousand years ago the Romans came from Italy, and stayed for over four hundred years. After **they** left, the Angles, Saxons and Jutes came from the northern part of modern Germany. In the ninth and tenth centuries Scandinavians came into the northern and eastern parts of the country. Finally, in the eleventh century William of Normandy came from France, and became King of England. With **him** came French civilization and the French language.

Section I: Write TRUE or FALSE for each of the following statements based on the passage.

- 1. The Chinese knew about **tea** before the English.
- 2. The Chinese and Mexicans had relations with the English.
- 3. People from Norway, Denmark and Sweden lived in England in the 9th and 10th centuries.
- 4. The Romans stayed in England for four hundred years.

Section II: Select the most appropriate answer based on the passage, and write the letter of your choice in the space provided.

- 5. When did the Romans arrive in Britain?
a) 2400 years ago c) 2000 years ago
b) in the 11th century d) 1600 years ago
- 6. When did the Angles, Saxons and Jutes arrive in Britain?
a) About 1600 years ago c) in the 11th century
b) in the 9th and 10th centuries d) 2400 years ago
- 7. The words **tea**, **banana**, and **potato** became English words because
a) China, West Africa, and Haiti were colonies of England.
b) China, West Africa, and Haiti traded in England.
c) People from China, West Africa and Haiti lived in England.
d) Reasons are not given in the passage.
- 8. We cannot infer from the passage that a language can have a large vocabulary if:
a) its speakers have contacts with people in other countries.
b) people love the language very much.
c) if its speakers are powerful.
d) Its speakers live separated from people in other countries.
- 9. Which of the following is correct?
a) English took words from German, Italian, Norwegian, Swedish, and French languages.
b) The French language substituted English in Britain in the 11th century.
c) The German, Italian and French languages were dominant in Britain before and after the 11th century.
d) The largest vocabulary English borrowed was from the French language.
- 10. **They** in paragraph 2, line 4 refers to:
a) The Romans c) Angles, Saxons and Jutes
b) The Germans d) The Scandinavians
- 11. "Many common English words come from very strange places." (Par 1, line 1).
What does the word in bold mean?
a) special c) difficult
b) far d) unfamiliar

TEST II

DIRECTION: Read the following passage carefully and answer the questions that follow it.

BATS

The bat is the only mammal that flies. Unlike birds, which are generally diurnal, bats are nocturnal and fly at night. They have very good hearing but poor eyesight. **They** cannot see well in the dark. They can see objects which are very near them but they cannot see distant objects. They can see moving objects but not stationary ones.

In order to avoid objects in their path they use a type of radar system. They emit ultra-sonic sounds and are able to hear the echoes of **these** sounds. Their radar system enables them to know the position of objects in their path and to avoid objects at night.

They are able to fly at great speed but are unable to walk fast on the ground.

Section I: Based on the passage, write TRUE or FALSE for each of the following statements in the space provided.

- 1. Bats hear the echoes of ultra-sonic sounds to avoid danger in their path.
- 2. Bats have the ability to hear sounds of objects that they cannot see from a distance.
- 3. Only few mammals can fly, and one of them is the bat.
- 4. All flying animals are birds.
- 5. We see bats flying at night because they can see and gather insects for food at night.

Section II: Select the correct answer based on the passage.

- 6. Bats are different from other mammals in that they:
 - a) move only at night.
 - b) can fly.
 - c) have very good hearing.
 - d) cannot see from a distance.
- 7. Bats differ from birds in that they:
 - a) are mammals.
 - b) fly in the day time and at night.
 - c) Can see in the dark.
 - d) Can walk.
- 8. One of the following is **not** correct. Which one?
 - a) Birds and bats are mammals.
 - b) All mammals cannot fly.
 - c) Bats are the only mammals that have good hearing.
 - d) Bats fly at night.
- 9. Which of the following is **correct**?
 - a) Bats use their radar system to avoid danger on a day time.
 - b) Bats are blind on a day time and see well at night.
 - c) Bats fly both on a day time and at night.
 - d) Bats can see moving insects better than they see a stone.
- 10. At which of the following distances do you think bats can see objects better?

- a) 3 meters
- b) 7 meters
- c) 10 meters
- d) 15 meters

----- 11. Your reason for your choice in **no.10** above is because:
 a) bats can see the nearest objects better.
 b) bats can hear distant objects.
 c) they use a radar system to identify medium distant objects.
 d) they fly very fast.

----- 12. **They** in paragraph2, line 1 refers to:
 a) mammals
- b) birds
- c) distant objects
- d) bats

-----13. **They** in paragraph 3, line 1, refers to:
 a) bats
- b) birds
- c) ultr-sonic sounds
- d) objects

----- 14. If **diurnal** refers to **day time**, **nocturnal** refers to:
 a) night time
- b) all day
- c) life time
- d) the morning

----- 15. The speed of walking bats may resemble (look like):
 a) a dog running
- b) a cat running
- c) a tortoise moving
- d) a sleeping hen

----- 16. Which of the following things a bat can see better?
 a) a stone
- b) a man sitting
- c) a flying spider
- d) a bat hanging on a tree branch

----- 17. The purpose of the writer can be:
 a) to warn us about the danger bats can cause at night.
 b) to inform us about some characteristics of the bat.
 c) to suggest what the bat can do on the day time.
 d) to tell us the difference between the bat and other birds.

Section III: Based on the passage, match the characteristics below with either BATS or BIRDS as found appropriate. The first one is done for you as an example.

- | | |
|------------------------------|----------------|
| 18. a). A mammal that flies. | <u>The bat</u> |
| b) They are diurnal | ----- |
| c) Do not fly in the dark. | ----- |
| d) Fly at night. | ----- |
| e) Have a poor sight. | ----- |

Section IV: Based on the passage, write about WHAT BATS ARE ABLE TO DO and WHAT BATS ARE UNABLE TO DO in the space provided.

- | What bats are able to do | What bats are unable to do |
|--------------------------|-------------------------------|
| 19. a) hear well | a) ----- |
| b) ----- | b) do not see distant objects |
| c) see moving objects | c) ----- |

TEST III

DIRECTION: Read the following passage carefully and answer the questions that follow it.

Soil is an invaluable natural resource. It provides raw materials for the plants on which depend for food. The soil and the living organisms of a region are inter-dependent. On the one hand, soil is affected by the flora and fauna of the region. On the other hand, the type of soil determines the flora and fauna of the region.

Consequently, damage to soil will destroy the balance of nature. It is a danger to human life and to man's economic security. Causes of damage can be physical or chemical. Damage can be caused by man or by natural phenomena.

Unscientific agriculture can cause a loss of minerals. Erosion can be caused by wind or by flowing or falling water. There are several ways of preventing damage to soil, including the use of fertilizers to prevent loss of minerals and the use of grass and other plants to prevent erosion.

Section I: Select the correct answer based on the passage, and write the letter of your choice in the space provided.

- 1. Plants get raw materials for food from
- a) animals
 - b) minerals
 - c) the soil
 - d) other plants
- 2. What is the main idea of the first paragraph?
- a) We have to protect the soil and living things.
 - b) The soil and living things are important to each other.
 - c) The type of soil determines the type of plants and animals.
 - d) Plants and animals determine the type of soil.
- 3. Man destroys nature by
- a) his misuse of the land.
 - b) using chemicals on the soil.
 - c) planting more trees.
 - d) his use of fertilizers.
- 4. Erosion can be caused by
- a) loss of minerals
 - b) plants and animals
 - c) wind and water
 - d) chemical means
- 5. What do you think is the purpose of the writer?
- a) To tell us some facts about the importance of soil for animals and plants.
 - b) To warn us about soil damage and its effects on animals and plants.
 - c) To inform us that man and natural events are the causes of soil damage.
 - d) To tell us about the importance, causes of damage and ways of preventing the soil.
- 6. The relationship between soil and flora and fauna is:
- a) dependence of one on the other
 - b) supply of raw materials
 - c) a giver and receiver
 - d) interdependence
- 7. Which of the following is a way of controlling soil erosion?
- a) Using fertilizers
 - b) Planting trees
 - c) Stopping falling water

d) Preventing loss of minerals

-----8. The main idea of the last paragraph is:

- a) We need to protect the soil using fertilizers.
- b) Nature balances itself, so we don't need to interfere.
- c) Scientific agriculture must be practiced.
- d) We have to protect the soil from water and wind erosion.

-----9. *It* in paragraph 1, line 1 refers to:

- a) the soil
- b) natural resource
- c) food
- d) a living organism

-----10. *It* in paragraph 2, line 1 refers to:

- a) the soil
- b) damage to the soil
- c) the balance of nature
- d) human life

Section II: Rearrange the following summaries as they appear in the passage.

11. a) preventing soil damage
 b) inter-dependence of soil and living things
 c) causes of soil damage
 d) effects of soil damage

Summaries in the correct order (Write only letters)

Section III. Complete the following based on the information in the passage.

12. Complete the missing parts.

a) Man can destroy the balance of nature by

i) -----

ii) -----

b) Natural events destroy the balance of nature by

i) -----

ii) -----

13. What would you do to prevent erosion?

Measure (Step)

- a) using fertilizers
- b) -----
- c) using scientific agriculture

Purpose of the measure (step)

- a) -----
- b) to prevent erosion
- c) -----

14 Write two natural factors that can destroy soil.

i) -----

ii) -----

Section IV. Match the words in column A with those in column B.

COLUMN A

COLUMN B

- 15. provide (par. 1, line 1)
- 16. affected (par.1, line 1)
- 17. damage (par. 2, line 2)
- 18. prevent (par. 3, line 4)

- a) changed
- b) stop
- c) gives
- d) harm

APPENDIX A-2

POST-MEDIATION TEST

TEST I

DIRECTION: *Read the following passage carefully and answer the questions that follow it.*

WE ARE MORE THAN SEVENTY PER CENT WATER

PART A

Water is hydrogen and oxygen. *It* boils at one hundred degrees celsius (100°C) and it freezes at zero degree celsius (0°C).

Without water there could be no life on earth. On no other planet is there as much of it as on our own. Seventy-one per cent of the surface of *the planet* is water and more than seventy per cent of our bodies is water.

The oceans and the rivers of the world contain most of the water. The five oceans and the many seas together have 97.2 per cent. The Pacific Ocean alone is larger than all the land in the world. And on the land there are lakes. Many of *them* are larger than the countries the size of Belgium. There are also huge rivers, thirty of them more than two thousand kilometers long.

The great areas of ice in the world, such as Antarctica, contain another 2.15 per cent of the world's water; the *rest* is in rocks and underground.

Section I: *Write TRUE or FALSE for each of the following statements based on the passage.*

- 1. There is more land than water on earth.
- 2. About seventy per cent of the earth's water is found in the seas and oceans.
- 3. There is more water in Antarctica than in the oceans.
- 4. Much of the water in Antarctica is in rocks and underground.

Section II: *Select the most appropriate answer based on the passage, and write the letter of your choice in the space provided.*

- 5. Which of the following is **correct**?
 - a) On earth, the land is larger than the water bodies.
 - b) The Pacific Ocean is larger than the land on earth.
 - c) The Pacific Ocean alone covers 70% of the earth.
 - d) The oceans have 97.2% of the total amount of the water on earth.
- 6. Which of the following is **correct**?
 - a) Hydrogen and oxygen are elements that formed the land on earth.
 - b) Hydrogen and oxygen are made up of water.
 - c) The amount of oxygen is greater than the amount of hydrogen in water.
 - d) Water is made up of hydrogen and oxygen.
- 7. Which of the following is **not correct**?
 - a) There is limited amount of water on earth as compared to that exists in another planet.
 - b) There is no water on other planets except on Mars.
 - c) 71% of the earth is water, but there may be more water than land on other planets.
 - d) All are incorrect.

- 5. On a clear day in UK, there are over twenty-two million kilograms of **water** above one square kilometer of land. The **water** stated here is:
- a) liquid
 - b) gas
 - c) solid
 - d) vapor
- 6. How is water vapor formed?
- a) when rain falls to the ground from clouds.
 - b) When water rises from the ground due to the heat of the sun.
 - c) When water from clouds goes into rocks and underground.
 - d) When water freezes to ice.
- 7. What do you think the writer wants to tell us?
- a) About the forms of water and water cycle.
 - b) That water is found in Antarctica in the form of ice or snow.
 - c) That water is found in liquid, solid and gaseous forms.
 - d) About how clouds are formed.
- 8. Which of the following water cycle is **not correct**?
- a) rainfall → vapor → clouds → rainfall →
 - b) clouds → rainfall → vapor → clouds →
 - c) vapor → clouds → rainfall → vapor →
 - d) clouds → vapor → rainfall → clouds →
- 9. When do we say the water cycle is complete?
- a) When the rain falls from clouds and rises again to make new clouds.
 - b) When we get vapor from plants, trees, rivers and the ground.
 - c) When the water vapor is produced from oceans and seas.
 - d) when the rain water goes deep into the earth through rocks.
- 10. This water in paragraph 2, line 2, refers to:
- a) the water in a cycle
 - b) the rain water
 - c) the underground water
 - d) the moving water
- 11. It in paragraph 2, line 4, refers to:
- a) the water cycle
 - b) the river water
 - c) water in oceans and seas
 - d) the water vapor

TEST II

DIRECTION: Read the following passage carefully and answer the questions that follow it.

ADAPTATION

All living things must adapt to their environment. Some organisms can look for suitable environments. Some organisms have to change to suit their environments. Some organisms have to change to suit their environment.

Some organisms are able to utilize food in their immediate surroundings. Other organisms have to move to find food. A plant cannot move but it obtains food from its immediate surroundings. Its leaves and roots enable it to obtain food from the atmosphere and the soil.

Birds travel long distances to obtain food. Their beaks are adapted to catching insects, fish or other food.

A fish's respiratory organs are adapted to life in water. It takes in dissolved oxygen from the water. Its organs are not suitable for absorbing oxygen from the air. The lungs of a man are adapted for absorbing oxygen from the air. **They** do not function in water.

Section I: *Write TRUE or FALSE for each of the following statements based on the passage.*

- 1. Living organisms obtain food using different means.
- 2. Plants obtain food from their surroundings while birds travel long distances.
- 3. Living organisms that are unable to adapt to their environment will die.
- 4. All living organisms can adapt to any environment.
- 5. Soil is the source of food for all living organisms.

Section II: *Select the most appropriate answer based on the passage, and write the letter of your choice in the space provided.*

- 6. Living things can live in an environment because:
 - a) the environment changes itself in order to suit them.
 - b) they change the environment to suit them.
 - c) they are created in an environment that suits them.
 - d) the environment is equally suitable for any organism.
- 7. Which of the following is **incorrect**? Organisms move from place to place:
 - a) to look for suitable environments.
 - b) in search of food.
 - c) when their environment is not suitable for them.
 - d) to find work.
- 8. Which of the following statements is **correct**?
 - a) All living organisms move from place to place in search of food.
 - b) Animals must change their environment only to get food.
 - c) Man can adapt to live anywhere as far as he gets food.
 - d) Living organisms adapt to the environment that suits them.
- 9. Which of the following is **correct**?
 - a) Man cannot take dissolved oxygen from water.
 - b) Fish has organs that can take oxygen from the air.
 - c) The beaks of birds are respiratory organs.
 - d) Birds do not get food from their immediate surroundings.

- 10. Plants that are not able to obtain food from the atmosphere and the soil:
- have to move in order to find food.
 - may get dry.
 - obtain it using their leaves and roots.
 - need to change their immediate surroundings.
- 11. What are the basic differences between animals and plants?
- Their feeding system.
 - Their adaptation to the environment.
 - Plants are fixed, but animals can move from place to place.
 - Plants are non-living things as opposed to animals.
- 12. **It** in paragraph 2, line 2 refers to:
- a fish
 - a bird
 - a man
 - a plant
- 13. The beaks of birds help them to get food, while plants use their
- stems
 - leaves
 - leaves and roots
 - roots
- 14. **They** in paragraph 4, line 3, refers to:
- the respiratory organs of fish
 - the fish
 - the lungs of a man
 - men
- 15. From the passage, it can be implied that a man living in a desert has to:
- change the environment by planting trees and using other methods.
 - change himself to suit the desert life.
 - move to another place if he cannot resist the desert life.
 - All can be answers.

Section III: *Based on the passage, match the characteristics below with either PLANTS, BIRDS, or THEIR PARTS (such as LUNGS). The first one is done for you as an example.*

Characteristic

- | | |
|---------------------------------------|---------------|
| 16. Obtain food from the surroundings | <u>Plants</u> |
| 17. Do not function in water | ----- |
| 18. Birds use them to catch fish | ----- |
| 19. Breathe dissolved water | ----- |
| 20. Cannot move | ----- |
| 21. Enable plants to obtain food | ----- |

Section IV: *Based on the passage, complete the missing parts.*

	Part	function	suitable environment	unsuitable environment
Man	22. -----	enable man to breathe air	23.-----	24. -----
Fish	respiratory organs	25. -----	water	26. -----

TEST III

DIRECTION: Read the following passage carefully and answer the questions that follow it.

Plants and animals interact with each other. Animals depend on plants for food. In the same way, plants depend on animals. All plants and animals must have four elements: carbon, nitrogen, hydrogen and oxygen. **These** elements are combined to form proteins, fats and carbohydrates in the animal or plant. **They** are then used for building cells and tissues or as a source of energy. Oxygen is obtained from air and water. Water is also a source of hydrogen for living things. Carbon and nitrogen come from the air, sea or soil.

The use of **these** four elements by plants and animals involves complex cycles. The cycles demonstrate the dependence of animals and plants on each other.

In the nitrogen cycle nitrates are absorbed from the soil by plants. The nitrates are used to make proteins. Plants are eaten by animals. When plants and animals die, bacteria in the soil cause decomposition. As the dead plant or animal is decomposed, the tissues are converted to nitrates. In this way, the nitrates are returned to the soil.

Part I: Select the correct answer from the choices given based on the passage, and write the letter of your choice in the space provided.

- 1. Animals and plants
- a) are inter-dependent
 - b) do not affect each other
 - c) have the same style of living
 - d) need only carbon, nitrogen, hydrogen and oxygen.
- 2. Animals and plants are interdependent because
- a) Animals feed on plants and plants get their food from animals.
 - a) Both plants and animals have carbon, nitrogen, hydrogen & oxygen.
 - b) Animals get food and energy from plants.
 - c) Plants indirectly get food from animals.
- 3. What do you think can be inferred from this passage?
- a) We have to conserve our natural environment.
 - b) Man can indirectly obtain his food from the nitrogen cycle.
 - c) Water is essential to get the four elements animals and plants need.
 - d) The dependence of animals on plants is seen in the nitrogen cycle.
- 4. Absence of carbon, nitrogen, hydrogen and oxygen in plants and animals can result in:
- a) lack of food nutrients.
 - b) lack of water.
 - c) the interdependence between plants and animals.
 - d) may affect animals but not plants
- 5. Why are the complex cycles that are formed by carbon, hydrogen, nitrogen, and oxygen mentioned?
- a) To show that animals and plants support each other for survival.
 - b) To inform us about how the cycles are formed.
 - c) To tell us that carbon and nitrogen come from the air, sea or soil, and oxygen is obtained from air and water.
 - d) To cite the carbon cycle as an example.
- 6. Animals get nitrates:
- a) from plants.
 - b) directly from the air, sea or soil.

- c) from the soil.
- d) From the nitrogen cycle.

-----7. When do nitrates return to the soil?
 a) When animals and plants die.
 b) Through the process of making proteins.
 c) When dead animals and plants decay.
 d) Through the process of plant absorption of nitrates.

-----8. How are proteins, fats and carbohydrates formed?
 a) By the nitrogen cycle.
 b) By the combination of carbon, nitrogen, hydrogen and oxygen.
 c) When the soil is fertilized.
 d) By the involvement of carbon, nitrogen, hydrogen and oxygen in complex cycles.

-----9. **They** in paragraph 1, line 4 refers to:
 a) carbon, nitrogen, hydrogen, and oxygen.
 b) Proteins, fats and carbohydrates.
 c) Plants and animals.
 d) The complex cycles.

-----10. **These** in paragraph 2, line 1 refers to
 a) carbon, nitrogen, hydrogen, and oxygen
 b) proteins, fats, and carbohydrates
 c) the complex cycles
 d) water, air, sea, and soil

Section II: *Rearrange the following summaries as they appear in the passage.*

- 11. a) The existence of the four elements in complex cycles.
- b) The nitrogen cycle.
- c) The interdependence of plants and animals.

Section III: *Complete the following based on the information in the passage.*

12. Animals depend on plants for their food, and so do plants.
 a) Animals depend on plants: i) -----
 ii) -----
 b) Plants depend on animals: i) -----
 ii) -----
 iii) -----
 c) The nitrogen cycle -----

13. Below is a list of elements and their sources. In the list either the element or the source is deliberately omitted. Complete the missing part.

Elements	Source
a) -----	water
b) oxygen	-----
c) -----	soil

Section IV. *Match the words in Column A with those in Column B.*

COLUMN A	COLUMN B
-----------------	-----------------

- | | |
|-----------------------------------|----------------------|
| -----14. interact (par.1, line 1) | a) get into |
| -----15. combine (par.1, line 4) | b) change |
| -----16. involve (par.2, line 1) | c) act on each other |
| -----17. convert (par. 3, line 4) | d) join together |

APPENDIX B-1

Teacher Questionnaire I
Questionnaire on Teacher Conceptions of Reading and Teaching Reading

This questionnaire requires information about your perception of reading and teaching reading. I hope you will offer me your genuine responses for each of the items included.

Thank you in advance.

For each of the items, please circle the score that best represents your own view.
 How important are the following items in teaching reading?

No.	Item	very important	important	undecided	less important	not at all important
1	I want my students to read to answer questions that are based on the passages	5	4	3	2	1
2	I want my students to memorize and recall the ideas in the passage	5	4	3	2	1
3	I believe students must relate the ideas in the passage with their previous knowledge and with their life	5	4	3	2	1
4	I want my students to find out exactly what the author means	5	4	3	2	1
5	I want my students to question what they read	5	4	3	2	1
6	Students should read that will help them pass examinations	5	4	3	2	1
7	Readers must stop from time to time to reflect on what they are trying to learn from their readings	5	4	3	2	1
8	While reading, it is advisable to examine the details carefully to see how they fit in with what's being said	5	4	3	2	1
9	Reading should be challenging so that readers can provide explanations which go beyond the messages in the passage	5	4	3	2	1
10	I prefer to teach passages that give definite facts and information which can be learned easily	5	4	3	2	1
11	Readers must read an article straight through from start to finish.	5	4	3	2	1
12	Students must note down all the facts and figures they find in their readings.	5	4	3	2	1
13	When I teach reading, I want my students to note the author's main idea.	5	4	3	2	1
14	I want my students to see if the facts supported the arguments in the passages they read.	5	4	3	2	1
15	I want my students to make summary notes to use later.	5	4	3	2	1
16	I want my students to read sentence by sentence, word by word so that they can understand all that is written.	5	4	3	2	1

APPENDIX B-2

Teacher Questionnaire II Teacher Mediation Questionnaires 1 (TMQ)

Dear Colleague!

The purposes of these questionnaires are to gather information about your beliefs and application of the mediation parameters in teaching reading. There are twelve parameters of teacher mediation designed by psychologists. Which ones do you think are important to apply in teaching reading, and how often do you use them?

The result of the study is believed to develop a theoretical and practical foundation for an alternative approach to the teaching of reading. So, your genuine response to each of the items in the two parts of the questionnaire will immensely contribute to the study.

Your contribution to the success of this study is highly appreciated.

Thank you!

For each of the items, please circle the score that best represents your own view of the importance of using each activity below in a reading class.

How important do you think the activity is in teaching reading?

No.	Item	Very important	important	Undecided	less important	Not at all important
1	making your instructions clear when you give a reading task to your learners	5	4	3	2	1
2	telling your learners why they are to do a particular reading activity	5	4	3	2	1
3	explaining to your learners how carrying out a reading activity will help them in the future.	5	4	3	2	1
4	helping learners to develop a feeling of confidence in their ability to read.	5	4	3	2	1
5	teaching learners the strategies they need to read effectively.	5	4	3	2	1
6	teaching learners how to set their own goals in reading.	5	4	3	2	1
7	helping your learners to set challenges for themselves and to meet those challenges.	5	4	3	2	1
8	helping your learners to monitor changes in their reading ability.	5	4	3	2	1
9	helping your learners to see that if they keep on trying to solve a reading problem, they will find a solution.	5	4	3	2	1
10	teaching your learners to do reading tasks co-operatively.	5	4	3	2	1
11	helping your learners to develop as individuals.	5	4	3	2	1
12	fostering in your learners a sense of belonging to a classroom community.	5	4	3	2	1

APPENDIX B-3

Teacher Questionnaire III TEACHER MEDIATION QUESTIONNAIRE 2 (TMQ)

For each of the items, please circle the score that best represents your own view of how often you employ the activity.

In teaching reading, how often do you carry out each of the activities? Circle the number that best represents your choice.

No.	Item	Very often	Quite often	Sometimes	Hardly ever	Never
1	make your instructions clear when you give a reading task to your learners	5	4	3	2	1
2	tell your learners why they are to do a particular reading activity	5	4	3	2	1
3	explain to your learners how carrying out a reading activity will help them in the future.	5	4	3	2	1
4	help learners to develop a feeling of confidence in their ability to read.	5	4	3	2	1
5	teach learners the strategies they need to read effectively.	5	4	3	2	1
6	teach learners how to set their own goals in reading.	5	4	3	2	1
7	help your learners to set challenges for themselves and to meet those challenges.	5	4	3	2	1
8	help your learners to monitor changes in their reading ability.	5	4	3	2	1
9	help your learners to see that if they keep on trying to solve a reading problem, they will find a solution.	5	4	3	2	1
10	teach your learners to do reading tasks co-operatively.	5	4	3	2	1
11	help your learners to develop as individuals.	5	4	3	2	1
12	foster in your learners a sense of belonging to a classroom community.	5	4	3	2	1

Adapted from Williams and Burden, 1997.

APPENDIX B-4

Translated Questionnaire

መጠይቅ 1/ሀ/

ከዚህ ቀደም በእንግሊዘኛ ቋንቋ ስታኑብ/ቢ/ የምታከናወና/ኛ/ቸው ተግባራት ተዘርዝረዋል። የምክናወና/ኛ /ውን ተግባር የሚወክለውን ቁጥር ክብብ/ቢ/። ለመጠይቁ ትክክለኛ መልስ እንድትሰጡ/ጭ/ኝ እጠይቃለሁ።

ስለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ።

ማንበብ ማለት ምን ማለት ነው? ዘዴውስ/ አተገባበሩስ? የማነበው እንዴት ነው?

ተቁ	ነጥቦች	በጣም አስማማ ለሁ	አስማማ ለሁ	ለመወሰን ያስቸግረኛል	አልሰማማም	በጣም አልሰማማም
1	ፈተና ለማለፍ ከማነበው ወጭ የማነበው አነስተኛ ነው።	5	4	3	2	1
2	የማነበውን በቃሌ ለመያዝ ጥረት አደርጋለሁ።	5	4	3	2	1
3	ከሌሎች ጸሁፎች ያገኘኋቸውን ሀሳቦች ከማነበው ጋር ለማዛመድ እሞክራለሁ።	5	4	3	2	1
4	እንደን ጸሁፍ ወይም መጽሀፍ በማነበብ ጊዜ የጸሀፊው መልእክት በትክክል ምን እንደሆነ ለማወቅ እሞክራለሁ።	5	4	3	2	1
5	በማነበብ ጊዜ የማነበው ጸሁፍ ጭብጥ / ትኩረት/ በምን ላይ እንደሆነ ዘወትር እመረምራለሁ/ ራሴን እጠይቃለሁ።	5	4	3	2	1
6	በማነበብ ጊዜ ትኩረት የማደርገው በምንባቡ ላይ ተመስርተው የተዘጋጁትን ጥያቄዎች ለመመለስ በሚያስችሉኝ ሀሳቦች ላይ ነው።	5	4	3	2	1
7	በማነበብ ጊዜ ከጽሁፉ ምን እየተማርኩ እንደሆነ ለመገንዘብ በምንባቡ መካከል እያቆምሁ አስባለሁ።	5	4	3	2	1
8	በማነበብ ጊዜ በጽሁፉ ውስጥ የተከተቱት ዝርዝር ሀሳቦች ጸሀፊው ለማስተላለፍ ከፈለገው መልእክት ጋር ያላቸውን ትስስር በጥልቀት እመረምራለሁ።	5	4	3	2	1
9	ማንበብ የምፈልጋቸው መጻሕፍት ከበድ ያሉ ፣ ማሰብ የሚጠይቁና በክፍል ውስጥ መምህሮቻችን ከሚያስተምሩት በላይ ተጨማሪ እውቀትና ዝርዝር ሀሳብ የሚሰጡትን ነው።	5	4	3	2	1
10	ማንበብ የምፈልጋቸው ጽሁፎች አወነታንና መረጃን የሚያቀርቡና በቀላሉ ልረዳቸው የምችላቸውን ነው።	5	4	3	2	1
11	የማነበውን መጽሀፍ /ጽሁፍ/ ለማንበብ ከጀመርሁ ሳላጀርጥ እጨርሳለሁ።	5	4	3	2	1
12	ከማነበባቸው መጽሀፍት የማገኛቸውን እውነታዎችና አሃዞች በማስታወሻ /በኖት/ መልክ እይዛለሁ።	5	4	3	2	1
13	በማነበብ መጽሀፍ /ጽሁፍ/ ውስጥ የጸሀፊው ዋና ዋና ሀሳቦች ምን እንደሆኑ ልብ እላለሁ።	5	4	3	2	1
14	ጸሀፊው በጽሁፉ ውስጥ ያሰፈራቸው ዋና ዋና ሀሳቦች በመረጃዎች የተደገፉ ስለመሆናቸው እመረምራለሁ።	5	4	3	2	1
15	በማነበብ ጊዜ ለወደፊቱ እንዲጠቅመኝ የጽሁፉን ፍሬ ሃሳብ አሳጥራ በማስታወሻ እይዛለሁ።	5	4	3	2	1
16	በማነበብ ጊዜ የእያንዳንዱን ቃልና ኃረፍተ ነገር ትርጉም ለማወቅ እሞክራለሁ።	5	4	3	2	1

Questionnaire on Students's reading conceptions and approaches

How do I read?

No		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I tend to read very little beyond what is actually required to pass	5	4	3	2	1
2.	I concentrate on memorizing a good deal of what I read.	5	4	3	2	1
3.	I try to relate ideas I come across in other topics to what I read.	5	4	3	2	1
4.	When I read an article or book, I try to find out exactly what the author (writer) means.	5	4	3	2	1
5.	Often I find myself questioning what I read.	5	4	3	2	1
6.	When I read, I concentrate on Just those bits of information I need to answer questions.	5	4	3	2	1
7.	When I am reading, I stop from time to time to reflect on what I'm trying to learn from it.	5	4	3	2	1
8.	When I read, I examine the details carefully to see how they fit in with what's being said.	5	4	3	2	1
9.	I like books which challenge me and provide explanations which go beyond the lessons.	5	4	3	2	1
10.	I like reading materials which give definite facts and information, which can be learned easily.	5	4	3	2	1
11.	I read a reading material straight through from start to finish.	5	4	3	2	1
12.	I note down all the facts and figures from the reading material.	5	4	3	2	1
13.	I note the author's main arguments in the reading material.	5	4	3	2	1
14.	I think about whether the facts supported these arguments.	5	4	3	2	1
15.	I make summary notes from the reading material to use later	5	4	3	2	1
16.	When I read, I learn the meaning of the text word by word and sentence by sentence.	5	4	3	2	1

APPENDIX B-5

Translated Questionnaire

መጠይቅ 1/ለ/

የዘጠነኛ ክፍልተማሪዎች የእንግሊዘኛ ምንባብ ሲማሩ መምህሩ ስለሚስጠው እገዛ ያላቸውን

እምነት የተመለከተ መጠይቅ።

ከዚህ በታች የእንግሊዘኛ መምህር/ሽ/ ንባብን ሲያስተምር ሲያከናውናቸው የሚችላቸው ተግባራት ተዘርዘረዋል። እነዚህ ተግባራት አስፈላጊ መሆን ወይም አለመሆናቸውን በመወሰን ውሳኔህን/ሽን/ የሚገልጸውን ምርጫ በመክበብ አሳይ።

ንባብ ስትማር/ስትማሪ/ የንባብ ችሎታህን/ሽን/ ለማዳበር እንድትል/ይ/ የሚከተሉት የመምህሩ ተግባራት ምን ያህል ጠቃሚዎች ናቸው?

ተቁ	ነጥቦች	በጣም ጠቃሚ	ጠቃሚ	ለመወሰን ያስችግረኛል	በጣም ጠቃሚ አይደለም	ምንም አይጠቅምም
1	ግልጽ የሆነ ትእዛዝ መስጠት	5	4	3	2	1
2	የአንድን ምንባብ ዓላማ መንገር /ማሳወቅ/	5	4	3	2	1
3	በምታነበው/ቢው/ምንባብና በምንባቡ ላይ የተመሰረቱ ተግባራት ለወደፊቱ የምታነበውን/ቢውን/ጽሁፍ ለማንበብ እንዴት እንደሚያግዝ መግለጽ	5	4	3	2	1
4	መምህር/ሽ/የማንበብ ችሎታ እንዳለህ/ ሽ/ እንድታውቅ/ቁ/ ሲረዳህ/ሽ/	5	4	3	2	1
5	መምህሩ/ሯ/ የተሻለ የማንበብ ዘዴ ሲያሳውቅህ/ሽ/ ሲያስተምርህ/ሽ/	5	4	3	2	1
6	አንድ ምንባብ ለማንበብ የራስህ/ሽ/ን ዓላማዎች እንዴት እንደምታዘጋጅ መንገዱን ሲያሳይህ/ሽ/ ሲያስተምርህ/ሽ/	5	4	3	2	1
7	በምታነበው/ቢው/ ጽሁፍ ውስጥ መገንዘብ የሚገባህ/ሽ/ን ጉዳዩች ራስህ/ሽ/ አንዴት እንደምታዘጋጅና አንዴት እንደምትወጣ/ጭ/ ሲረዳህ/ሽ/	5	4	3	2	1
8	የማንበብ ችሎታ እድገትህን /ሽን/ እንዴት እንደምትገመግም/ሚ/ መንገድ ሲያስተምርህ/ሽ/	5	4	3	2	1
9	ለማንኛውም የንባብ ችግር መፍትሄ እንዳለው እንድትገነዘብ መምህር/ሽ/ሲረዳህ/ሽ/	5	4	3	2	1
10	በምታነበው/ቢው/ምንባብ ላይ የተመሰረቱ ተግባራትን ከሌሎች ጓደኞችህ/ሽ/ጋር መስራት አንድ-ትችል/ይ/ ሲያስተምርህ/ሽ/	5	4	3	2	1
11	በግል የማንበብ ችሎታህን /ሽን/ እንድታዳብር/ሪ/ ሲረዳህ/ሽ/	5	4	3	2	1
12	በምትማርበት ክፍል ውስጥ አባልና ጠቃሚ መሆንህን/ ሽን/ እንድትገነዘብ ሲያደርግ/ስታደርግ/	5	4	3	2	1

Student questionnaire on the importance of mediation parameters

How important, do you think, are the following teacher's activities to develop your reading ability?

Items	Very important	Quite important	Undecided	Not very important	Not at all important
1. give very clear instructions when he gives you a reading task?	5	4	3	2	1
2. tell you why you are to do a particular reading activity?	5	4	3	2	1
3. explain to you how carrying out a reading activity will help you in the future?	5	4	3	2	1
4. help you to feel that you are good at reading?	5	4	3	2	1
5. teach you how you can read better?	5	4		2	1
6. teach you how to set your own goals in reading?	5	4	3	2	1
7. help you to set challenges for yourself and to develop strategies to meet those challenges?	5	4	3	2	1
8. teach you to set challenges for yourself and to develop strategies to meet those challenges?	5	4	3	2	1
9. help you to see that there is always a solution to reading problems?	5	4	3	2	1
10. teach you to do reading tasks together with other students ?	5	4	3	2	1
11. help you to develop as individuals?		4	3	2	1
12. make you feel that you belong to the class	5	4	3	2	1

APPENDIX B-6

መጠይቅ 1/ሐ/

(Translated Questionnaire)

የዘጠነኛ ክፍል ተማሪዎች የእንግሊዘኛ ምንባብ ሲማሩ መምህሩ ምን ያህል እገዛ እንደሚያደርግ የተመለከተ መጠይቅ።

ከዚህ በታች የእንግሊዘኛ መምህር/ሽ/ ንባብን ሲያስተምር ሊያከናውናቸው የሚችላቸው ተግባራት ተዘርዝረዋል። እነዚህን ተግባራት መምህሩ ምን ያህል እንደሚያከናውናቸው በመወሰን ወሳኔህን /ሽን/ የሚገልጸውን ምርጫ በ /✓/ አሳይ።

ንባብ ስትማር/ስትማሪ/ የሚከተሉትን ተግባራት መምህሩ ምን ያህል ያከናውናቸዋል?

ተቁ	ነጥቦች	ሁልጊዜ	አብዛኛ ወገን ጊዜ	አንዳንድ ጊዜ/ አልፎ አልፎ	ምጣም በተወሰነ ጊዜ	ምንም አያከናውንም
1	ግልጽ የሆነ ትእዛዝ ይሰጣል።	5	4	3	2	1
2	የአንድን ምንባብ ዓላማ ይነግራል /ያሳውቃል/።	5	4	3	2	1
3	የንባብ ተግባርን ማከናወን ለወደፊት ያለውን ጠቀሜታ ይገልጻል።	5	4	3	2	1
4	የንባብ ችሎታህ /ሽ/ ጥሩ ደረጃ ላይ መሆኑን እንድታውቅ /ቁ/ ያደርጋል።	5	4	3	2	1
5	መምህሩ የተሻለ የማንበብ ዘዴ ያሳውቃል።	5	4	3	2	1
6	አንድ ምንባብ ለማንበብ የራስህ /ሽ/ን ዓላማዎች እንዴት እንደምታዘጋጅ መንገዱን ያሳይሃል/ሻል/።	5	4	3	2	1
7	በምታነበ/ቢ/ው ጽሁፍ ውስጥ መገንዘብ የሚገባህ/ሽ/ን ጉዳዮች ራስህ/ሽ/ አንዴት እንደምታዘጋጅና አንዴት እንደምትወጣ/ጭ/ ይረዳሃል/ሻል።	5	4	3	2	1
8	የማንበብ ችሎታ እድገትህን /ሽን/ እንዴት እንደምትገመግም/ሚ/ መንገድ ያስተምርሃል/ሻል።	5	4	3	2	1
9	ለማንኛውም የንባብ ችግር መፍትሄ እንዳለው እንድትገነዘብ /ቢ/ ይረዳሃል/ሻል።	5	4	3	2	1
10	በምታነበው/ቢው/ምንባብ ላይ የተመሰረተ ተግባራትን ከሌሎች ንደኞችህ/ሽ/ጋር መስራት እንደምጽችል/ይ/ ያስተምራል።	5	4	3	2	1
11	በግል የማንበብ ችሎታህን /ሽን/ እንድታዳብር/ሪ/ ይረዳሃል/ሻል።	5	4	3	2	1
12	በምትማር/ሪ/በት ክፍል ውስጥ በአሞቂነትህ/ሽ/ ለምንባብ አስተዋጽኦ እንድታደርግ/ጊ ያስገነዝባል።	5	4	3	2	1

Student Mediation Questionnaire (SMQ) on teachers' application of the mediation parameters

How often does your English teacher:

Items	Very often	Quite often	Sometimes	Hardly ever	Never
1 give very clear instructions when he gives you a reading task?	5	4	3	2	1
2 tell you why you are to do a particular reading activity?	5	4	3	2	1
3 explain to you how carrying out a reading activity will help you in the future?	5	4	3	2	1
4 help you to feel that you are good at reading?	5	4	3	2	1
5 teach you how you can read better?	5	4		2	1
6 teach you how to set your own goals in reading?	5	4	3	2	1
7 help you to set challenges for yourself and to develop strategies to meet those challenges?	5	4	3	2	1
8 teach you to set challenges for yourself and to develop strategies to meet those challenges?	5	4	3	2	1
9 help you to see that there is always a solution to reading problems?	5	4	3	2	1
10 teach you to do reading tasks together with other students ?	5	4	3	2	1
11 help you to develop as individuals?		4	3	2	1
12 make you feel that you belong to the class	5	4	3	2	1

APPENDIX C-1

INTERVIEWS (*The interviews were conducted in Amharic*).

A. Teacher pre-mediation Interview

1. What is reading?
2. What are the qualities of a good reader?
3. What factors do you think can make a reading text difficult?
4. Do you like teaching reading? Why or why not?
5. How do you teach reading?
6. What do you do in different stages (pre-reading, while reading and post-reading) of reading?
7. What do you do to help your students become better readers?

B. Teacher post-mediation Interview

1. What is reading? Can you tell me comparing your past and present conceptions of reading?
2. Do you think mediating to your students' reading is important?

3. Do you think the mediated students have increased participation in class? Have they developed their thinking capacity?
4. Can you tell about the mediated students capacity in synthesizing, analyzing, evaluating, etc. their readings? How do you see it compared with their past experience?
5. How do you evaluate the mediated students improvement in general?

APPENDIX C-2

የተማሪዎች ቅድመ-ሜዲያሽን ቃለ መጠይቅ

- 1 ምንባብ ማንበብ ትወዳለህ?
- 2 ምንባብ ስታነብ እንዴት ነው የምታነበው?
- 3 ምንባብ የምታነበው ለምን ዓላማ ነው?
- 4 ምንባብ ከክፍል ውስጥ የምትማረው እንዴት ነው?
- 5 ምንባብን ከባድ (ወይም ቀላል) የሚያደርገው ምንድን ነው?
- 6 ምንባብ ማለት ለአንተ ምን ማለት ነው?
- 7 ክፍል ውስጥ ከሚሰጡት የተለያዩ የቋንቋ ክህሎቶች በበለጠ የምትወደው የትኛውን ነው?
- 8 ለመማሪያ ከምትጠቀሙባቸው መጻሕፍት ውጭ በአንግሊዥኛ የተጻፈ መጻሕፍት ታነባለህ?

የተማሪዎች ድኅረ-ሜዲያሽን ቃለ መጠይቅ

- 1 ለሦስት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።
- 2 ትምህርቶቹ የማንበብ ስልትህን ለመቀየር ረድቶህል?
- 3 አሁን ያገኘኸውን ስልት ሌሎችን ትምህርቶች ስትማር ትጠቀምበታለህ?
- 4 አሁን ምንባብ ማለት ለአንተ ምን ማለት ነው?
- 3 የማንበብ ችሎታህ ምን ያህል አድጎዋል? ከበሬቱ ጋር አነጻጽረህ ብትነግረኝ።
- 5 አሁን የተማርኸው የማንበብ ስልት የማንበብ ችሎታህን ምን ያህል አሳድጎልሃል? ከበሬቱ ጋር በንጽጽር ብትገልጽልኝ።

A. Student pre-mediation interview

1. Do you like reading?
2. How do you read reading materials?
3. What are the purposes of your reading?
4. How do you learn reading in your class?
5. What do you think makes reading difficult?
6. What is reading?
7. Which the language skills do you like most? Listening, speaking, reading or writing?
8. Do you read other materials other than the textbooks?

B. Student post-mediation interview

1. You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
2. Have the lessons helped you to change your approaches to reading?
3. Has the reading approach you have been introduced with helped you to study other subjects effectively?
4. What is reading?
5. To what extent has the reading approach you have been introduced with helped you to develop your reading capacity?

APPENDIX C-3

ቅድመ-ሜዲዩሽን የመምህራን መጠይቅ።

T-1

Interviewer: ማንበብ ማለት ለአንተ ምን ማለት ነው?

T₁ በእኔ አመለካከት reading ምንበብ ስንል ስለ አንድ ነገር ግንዛቤ ለማግኘት ከሆነ ማቴሪያል ሃሳብ መውሰድ አመለካከት መውሰድ በዚህ ነው እኔ የማየው ምንበብን።

Interviewer: አንዳንድ ሰዎች ምንበብ ማለት ጸሐፊው ምን ማለት እንደፈለገ መገንዘብ ነው ይላሉ አንዳንዶቹ ደግሞ ምንበብ ማለት ጸሐፊው የጻፈውን ሐሳብ ከራስ አመለካከት፣ ከአካባቢ፣ ከሚታወቅ እውነታ ጋር አገናዝቦ evaluate በማድረግ የሚመስልን ተቀብሎ የማይመስልን ጥሎ የሚሄድበት ሂደት ነው የሚሉ አሉ። በአንተ በኩል እንዴት ታየዋል?

T₁ እኔ የሁለተኛውን ሃሳብ ነው የምጋራው ምክንያቱም አንድ ጽሑፍ በሚጻፍበት ወቅት የጻፈውን ዝንባሌና ስሜት እንደሚገልጽ እናውቃለን። ምክንያቱም የራሱን ስሜትና ዝንባሌ እየገለጸ እንደሆነ ይገባኛል። ከዚህ ባሻገር የጸሐፊውን ግንዛቤ ለማወቅ ብቻ ሳይሆን አጠቃላይ የተማሪውን ግንዛቤ ማስፋትና ሁኔታውን በአግባቡ እንዲከተል ከተፈለገ ሁላቸውም Background information በመነሻነት ከሌሎች ጉዳዮች ጋር ይያያዛል። ጠቅላላ ያለ አመለካከት እንዲይዙ ይደረጋል እንጂ በዚያ ላይ የተጋራ ማድረግና ትኩረት መስጠቱ አግባብ ነው ብዬ አልገምትም። ስለዚህ የሁለተኛውን ሃሳብ እጋራለሁ።

Interviewer: ጥሩ አንባቢ የምትላቸው እንዴት አይነቶችን ነው?

T₁ ጥሩ አንባቢ የምለው ነገሮችን መገንዘብ የቻለውን ነው። የሚያነበውን ርዕሰ መንፈስ ግንዛቤ የወሰደውን ነው። ዋናውን ሃሳብ አመለካከት ግንዛቤ ወስዶ የራሱን እውቀት ለማዳበር ጥረት የሚያደርገውን ነው።

Interviewer: ምንበብ ከባድ ነው ሊያሰኘው የሚችለው ምክንያት ምንድን ነው?

T₁ ከራሳችን ህይወት እንኳ ብንወስድ ምንበብ ስንል በተለይ ከኛ vocabulary ሊኖረው ይገባል። በዚህ ሰውየው እምሮውን ሊያዳብር ይገባዋል። ያለዚያ ትንሽ የመቸገር ሁቋ ይኖራል። በሌላ አመለካከት ደግሞ እኛ ብዙ ጊዜ ልምዳችን አንድ ቃል ከባድ እንኳ ቢሆን የዚያን ቃል ብዙ ጊዜ የለመድነው ከመዘገብ ቃላት refer እያደረጉ መውሰድ ነው። ይህ ችግር ስላለ ቃላትን በ context መረዳት በተለየ መንገድ የመረዳት ሁኔታ ባለመኖሩ እንጂ ነገሩ በዚህ መንገድ ቁጥጥር ብዙ የሚያስቸግር አለ ብዬ አልገምትም።

Interviewer: ምንበብ ማስተማር ደስ ይልሃል?

T₁ I like አዎ

Interviewer: ለምንድን ነው የምትወደው?

T₁ ምክንያቱም የተለያዩ አመለካከት ይኖርሃል። ምንበብ የሚዘጋጀው በተለያዩ ማህበራዊ ጉዳዮች ላይ ነው። ስለዚህ አመለካከት የተለያዩ social value የማወቅ ግንዛቤ ስለሚኖር ህይወትህን ይለውጥልሃል። አመለካከትህ ይሰፋል።

Interviewer: ምንበብን ብዙ ጊዜ ታስተምረዋለህ?

T₁ አንድ ችግር አለ የተማሪዎችን ግንዛቤ ስንመለከት ብዙውን ጊዜ ከታች አመጣጡ የreading skills ባህርይ በጣም አዳብሮ ያልመጣ ስለሆነ አሁን ያልናቸውን ነገሮች ሁሉ ለመተግበር ትንሽ ችግር አለ። በጣም ይቸግራል ትንሽ መንፈሱን ከመንገር ባሻገር ተሟልቶ ይሰጣል ማለት ያስቸግራል።

Interviewer: ተማሪው እንዴት ነው ምንባብ የሚያነበው?

T₁ በማስተምርበት ወቅት የምጠቀምባቸው መንገዶች አሉ። መጀመሪያ Reading በቀጥታ ከመግባቱ በፊት General questions እጠይቃቸዋለሁ። በራሳቸው አመለካከት ከምንባቡ ጋር የተያያዙ ጥያቄዎችን ከምንባቡ ውጭ አንዳንድ ጥያቄዎችን እጠይቃቸዋለሁ። ምላሽ ይሰጡኛል። የምንባቡን ጭብጥ እንዲይዙልኝ ነው ያንን የማደርገው ያን ካደረግሁ በኋላ የምገባው የምንባቡ አካሄድ ማለትም የተለያዩ ቴክኒኮች አሉ እነዚያን skimming & scanning አደርጋለሁ። ከዚያ በኋላ ምንባቡን በሰፊት እንዲረዱልኝ ስለምፈልግ contextual meaning vocabulary ትርጉም እናካሂዳለን። እነዚህን ካካሄድሁ በኋላ ምንባቡን እንዲያነቡ አደርጋለሁ።

Interviewer: ለምን ዓላማ ነው እነዚህን ስልቶች የምትጠቀሙት?

T₁ እነዚህ ስልቶች የምጠቀምበት ምክንያት የምንባቡን አጠቃላይ መንፈስ እንዲያውቁ ነው። ለምን? ምንባብ ሳስተምር ቃል በቃል ዐ.ነገር በዐ. ነገር እንዲያውቁ አይደለም የምፈልገው ዋናው ቁም ነገር ምንባቡ ምን ለማለት ነው የፈለገው? የምንባቡ መንፈስ ምንድን ነው? ይኸንን እነዚህ አካሄዶች ተማሪው በቀላሉ እንዲጨብጠው ይረዳሉ፤ ያግዛሉ።

Interviewer: ምንባብን ለማስተማር የምንጠቀምባቸውን የተለያዩ stages ትከተላለህ?

T₁ አዎ pre- reading general question እጠቀማለሁ while - reading ተማሪዎች ያነባሉ Silently. ከዚያ በኋላ እከታተላቸዋለሁ ችግራቸውን ቀስ ብዬ አያለሁ እረዳለሁ እንዳንድ ጊዜ silent ቢሆኑም እጅ አውጥተው ይጠይቁኛል። post- reading ደግሞ ከዚያ የተዛመዱ እንዳንድ ጥያቄዎችን እሰጣለሁ ሀሳቡን እጠይቃለው እንዲያቀርቡ (summary) ያደርጋሉ። ከመጽሐፉ ካለው ውጭ ተጨማሪ ይሰጣል።

Interviewer: ተማሪዎችህ የማንባብ ችሎታቸውን አንዲያዳብሩ አንዴት ታግዛቸዋልህ?

T₁ አካሄዱን እነግራቸዋለሁ instruct አደርጋለሁ በነገርኋቸው መሠረት ሁኔታዎችን እከታተላቸዋለሁ፤ መሥራት አለመሥራታቸውን አያለሁ፤ ይኸ ነው ሌላ ምንም ነገር የለም። በሙሉ ለማየት ባይቻልም የተወሰነውን ተማሪ ለማየት እድሉ ይኖራል።

Interviewer: ተማሪ መማር የሚችለው (1) ፈቃደኛ ሲሆን (2) የሚማረው ትምህርት value እንዳለው ሲያምን (3) ለሕይወቱ ጠቃሚ መሆኑን ሲገነዘብ ነው። እነዚህን በተመለከተ የምታደርገው እገዛ አለ?

T₁ ይኸን ለማድረግ የሚችልበት መንገድ አለ። መማር፣ ማወቅ፣ ለወደፊት ያለውን ጠቀሜታ ይነገራቸዋል። ለወደፊት የሚጠበቃቸው ይኸ ነው። ይህን ባታደርጉ ይህን ታጽኳችሁ ብትተውት ይህ ይቀርባችኋል። ስለዚህ ለማረም ወስኑ እላቸዋለሁ። ተማሪው በዚያ መልክ ራሱን ያስተካክላል ችግር ካለበት አሁንም ትቶ ታል ብዩ አልተወውም እረዳዋለሁ።

T-2

Interviewer: ማንባብ ማለት ምን ማለት ነው?

T₂ ማንባብ ማለት grammar function ወይም vocabulary introduction ለማድረግ interesting የሆነ passage ተመርጦ ይመጣና ያንን አንብበው ከዚያ ውስጥ information እየለቀሙ understand የሚያደርጉበት grammar function introduction የሚያደርጉበት ራሱን የቻለ skill ነው ብዬ ነው የማስበው።

Interviewer: ተማሪዎች ምንባብ ሲያነቡ የጸሐፊውን ሃሳብ እንዲያውቁ ነው የሚደረገው ወይስ ሌላ የሚጠበቅባቸው ነገር አለ?

T₂ እንደየምንባቡ እና በዚያ Unit እንደሚጠበቅባቸው እንትን ይለያያል። specific information የሚጠየቁበት አለ። የጸሐፊውን idea የሚጠየቁበት አለ፤ በዚያ Unit ተማሪዎች አውቀውት ተገንዝበውት እንዲያልፉ እንደታሰብበት አለማ ይለያያል እንጅ ወጥ የሆነ ነገር ያለ አይምስለኝም።

Interviewer: ጥሩ አንባቢ የምትለው ምን ዓይነት አንባቢ ነው?

T₂ ጥሩ አንባቢ የምለው የማንበብ background ያለው word building የሚያውቅ መሆን አለበት exposure ያለው በትንሽ ሰዓት ውስጥ ብዙ ማንበብ የሚችል አይነት ነው effective reader የምለው እንደዚህ ዓይነት ሰው ለመሆን ደግሞ ያ ሰው exposure ሊኖረው ይገባል።

Interviewer: ምንብብ ከባድ ነው የምንለው በምን ሁኔታ ላይ ነው?

T₂ Title ይወስነዋል። ከ day- to-day activity ጋር ያልተገናኘ ያልተያያዘ ከሆነ አሁን ከተማ አካባቢ ላሉ ስለ እርሻ ማንበብ ላይገባቸው ይችላል ምንባቡ ላይ የተጠቀመባቸው words ወሳኝነት አላቸው ቃላቱ ከባድ ከሆነተማሪዎች ላይረዱ ይችላሉ። ሌሎች ፋክተሮች ለምሳሌ comfort አለመኖር መጽሐፍ አንድ መጽሐፍ ከሆነ pace እኩል ስለማይሆን አንዱ ሲጨርስ ሌላው አይጨርስም።

Interviewer: ምንባብ ማስተማር ትወዳለህ?

T₂ አዎ

Interviewer: አብዛኛውን ጊዜ high school level መምህራን ይዘሉታል ተማሪዎች አይማሩም ይባላል። ለምንድን ነው የማይማሩት?

T₂ በዚህ ዓመት ICT introduced ስለሆነ there is no way to escape ምንም የምታልፍበት ምክንያትም አይኖርም ከአሁን በፊት ይደረጋል የተባለውም የሚመስለኝ traditional way of teaching reading skill አለ። አስተማሪው ቁጥም ያነበላቸዋል ከመጽሐፍ እጥረትም ሊሆን ይችላል አንድ ጊዜ ሁለት ጊዜ ያነባልንደ listening skill ግዴታ ይሆናል። እነሱም ላይረዱት ይችላሉ። ትምህርቱ tiresome ይሆናል መጽሐፍ በየአጃቸው ቢኖር ግን ተማሪዎች ራሳቸው ያነባሉ ቀደም ብለውም አንብበው ተዘጋጅተው እንዲመጡ ይደረጋል። የሚሉት ለዚያ ይመስል ኛል። እኔ በርግጥ experience የለኝም አዲስ ነኝ።

Interviewer: ምንባብን እንዴት ነው የምታስተምረው?

T₂ ከፍተኛ ትምህርት ተቋም የተማርነው how to teach reading skill አለ Pre-reading, while Reading, post- reading የሚባሉ stages አሉ pre- reading ያሉ activities introduced ይደረጋሉ ምንባቡ introduced ከተደረገ በኋላ አንዳንድ scanning ወይም skimming ከጠየቅሁ በኋላ ወደ ምንባቡ እሄዳለሁ። እንደ ምንባቡ ዓይነት ተማሪዎች በዚያ ምንባብ ውስጥ እንዲገነዘቡት ከታለመው አንጻር specific information identify እንዲያደርጉ ወይም ሌሎችም activities ካሉ የተለያዩ sub-skills እየጠየቅሁ ከዚያ በኋላ ወደ ሌላው እሄዳለሁ።

Interviewer: በነዚህ በ3ቱ stages የምታከናውናቸው ተግባራት ምን ምን ናቸው?

T₂ ብዙ ጊዜ skimming and scanning qualities ናቸው Introduced ማድረግ ነው ምንባቡን ከተለያዩ real- life situations ጋር አገናኝቶ የተወሰኑ ጥያቄዎችን መጠየቅ discuss እንዲያደርጉ ነው while- reading stage ላይ ብዙ ጊዜ guide ማድረግ ነው እንዲህ ነው የምታደርጉ ብሎ አለማቸውን እንዳይረሱ ማድረግ ነው። post reading comprehension questions ይሠራሉ while reading questing meaning ሊሠራ ይችላል። Techniques for how to read effectively አሳያቸዋለሁ። ማንበብ ስለቻሉ ብቻ read'N skills አወቁ ማለት እንደማይቻልና እንዴት ማንበብ እንዳለባቸው አስረዳቸዋለሁ በመጨረሻዎቹ 5 ደቂቃዎች advise አደርጋቸዋለሁ።

Interviewer: ተማሪ መማር የሚችለው (1) ፈቃደኛ ሲሆን (2) የሚማረው ትምህርት value እንዳለው ሲያምን (3) ለሕይወቱ ጠቃሚ መሆኑን ሲገነዘብ ነው። እነዚህን በተመለከተ የምታደርገው እገዛ አለ?

T₂ ብዙ ጊዜ አደርጋለሁ ማለት ይከብደኛል፤ ግን አልፎ አልፎ ተማሪዎች ፍላጎት ሳያሳዩ ሲቀር initiate ለማድረግ እንደዚሁ ዓይነት advice እሰጣለሁ።

(TRANSLATION: Pre-mediation Teacher Interview)

Interviewer: What is reading?

T₁ : For me reading is getting information from reading materials and understanding others' views.

Interviewer: Some people say that reading is understanding the writer's views, while others say it is understanding the writer's views in relation to one's experiences and environment and evaluate them to reject or to accept. What is your opinion?

T₁ : I support the second idea. We know any piece of writing reflects the writer's attitude and interest. But I believe that a reader needs to relate the information in the passage with experiences to understand it wholly.

Interviewer: What are the qualities of a good reader?

T₁ : Good readers understand what they read. They understand the general idea of the piece of writing and try to build their knowledge on it.

Interviewer: What factors do you think can make a reading text difficult?

T₁ : If we take ourselves as examples, we need to have adequate vocabulary. Unless one has a good knowledge of vocabulary, he will be in problem. We usually refer to a dictionary when we face difficult words. We do not usually infer meaning from contexts. That is where our problem lies. Our students also have this problem. If they had a good knowledge of vocabulary, I do not think there would be any problem.

Interviewer: Do you like teaching reading?

T₁ : Yes.

Interviewer: Why do you like it?

T₁ : Since reading materials reflect various societal values, you can develop wider perspectives. Reading changes your attitude and your life.

Interviewer: Do you teach reading?

T₁ : The students did not have a good background in reading at lower levels. So, it has been very difficult to implement the principles of effective reading in our class.

Interviewer: How do students read?

T₁ : I have my own approach to teach reading. I ask my students some general questions before they start reading. I ask them questions related to the passage in which they reflect their own views and experiences. I do this because I want them to understand the content of the passage. Then after, I tell my students to skim and scan. Since I want them to understand the passage, I train them to get meanings of words from contexts. After they have learnt how they can get meanings of words from contexts, they start reading.

Interviewer: Why do you use these strategies?

T₁ : Because I want my students to understand the general idea of the passage. I don't want my students to read word by word or sentence by sentence. What I want them to focus is on the general idea. And I believe that these strategies can help my students understand the general idea.

- Interviewer: Do you apply the different stages of teaching reading?
- T₁ : Yes. I ask pre-reading questions. Students read a passage silently during the while-reading stage. Then after, I follow-up and understand their problems. Although they are reticent, there are times when they ask me questions. I also give them post-reading questions which are related to the content. They summarize. They are also given questions which are not included in the text.
- Interviewer: How do you help your students to develop their reading capacity?
- T₁ : I instruct them about how they should read. I follow up whether they do the reading task according to my instruction . In fact, it is not possible to see the performance of all the students. At least, I see the activities of few students.
- Interviewer: Students read better when they are willing to learn, when they sense value to what they read, and when they feel that the reading has personal significance to them . How do you help your students towards getting these affective situations?
- T₁ : Yes, I tell them that knowing things (through reading) has relevance in their future career. I tell them that if they read they will get something; otherwise, they will be looser. So students change their negligence to reading. If I find them failing to follow my advice, I repeatedly do it for their advantage.

T-2

- Interviewer: What is reading?
- T₂ : For me, reading is a skill that serves to introduce new grammatical functions and vocabulary. Interesting passages, which students can understand and get information from, will be selected.
- Interviewer: When your students are reading, are they required only to understand the intent of the writer, or is there anything else expected of them?
- Interviewer: This depends on the nature of the reading text and on what the unit requires them to do. There are times when they [the students] are asked for specific information. There are also times when they are required to understand the intent of the writer. In general, this varies depending on the objective of the unit.
- Interviewer: What are the qualities of an effective reader?
- T₂ : For me , an effective reader is one who has a good deal of reading background, who has the knowledge of word building, who has exposure, and who can read a lot within a short period of time.
- Interviewer: What factors do you think can make a reading text difficult?
- T₂ : This basically depends on the title of the text. This means, if the title is not common and not related to their day- to- day activity of the reader, it will be difficult. For example, a passage dealing with agriculture might be difficult for a reader who does not have experience of rural life. The inclusion of many new words might also be one factor which makes a text difficult. Furthermore, factors such as the absence of comfort and the shortage of textbooks might play their role in making a text difficult.
- Interviewer: Do you like to teach reading?
- T₂ : Yes
- Interviewer: It is reported that quite often, at high school level, teachers jump reading lessons. As a result,

students do not learn reading, what do you think is/are the reason(s) for jumping the reading lessons?

T₂ : This year, because we use the ICT, we are obliged to teach reading. Previously, however, I think, reading was not taught effectively because teachers followed the traditional way of teaching on one hand, and there was dearth of books on the other. The reading lesson resembled a listening lesson for the students learnt reading by listening to what the teacher read. This was demotivating and tiresome. If, on the other hand, they had had enough books, they themselves could have read the passage, or they might have made read it ahead at home. Any way, I am a novice teacher- not experienced

Interviewer: How do you teach reading?

T₂ : When we were at a higher institution, we were provided with a course on how to teach the reading skill. In teaching reading, there are three stages: the pre-reading, while reading, and post reading. In the pre- reading stage, I introduce the passage by asking some background questions. After the passage is introduced, some scanning and skimming activities are done. Then, I move on the main activities of the passage. Based on what the students are intended to understand, I help my students to identify specific information. If there are other activities, I go through them turn by turn.

Interviewer: What activities do you perform in these three stages?

T₂ : Most of the time, I employ skimming and scanning to introduce the passage. These introduce the passage by asking questions which are related to real life situations. In the while reading stage, I guide my students to follow the right track. In the post reading stage, students are asked to do comprehension questions. I tell them some techniques for how to read effectively. I also tell them that reading is not simply reading. It goes beyond the lines. During the last five minutes, I offer them some pieces of advice.

Interviewer: Students read better when they are willing to learn, when they sense value to what they read, and when they feel that the reading has personal significance to them . How do you help your students towards getting these affective situations?

T₂ : I do this sometimes. When I detect a loss of interest in my students, I attempt to initiate them by providing them with advice and by telling them things like humor and proverbs.

APPENDIX C-4

ድህረ ሜዲያሽን የሜዲተሩ መጠይቅ::

Interviewer: ንባብ ማለት ለአንተ ቅድመ ሜዲያሽንና ድህረ ሜዲያሽን ምን ማለት ነው ?

T₃ : (Mediator) ያው ንባብ ማለት በዚህ በመደበኛው ትምህርት ላይ የተደገፈ አጫጭር አንዳንድ ጊዜም ረጃጅም ጽሑፎችን ማስነበብ፣ በራሳቸው እንዲያነቡ ማድረግ ነው። ከማንበባቸው በፊት pre-reading Activities አሉ እነዚያን ማሠራት እንዲመልሱ ማድረግ ከዚያ በኋላ ወደ ምንባቡ እንዲገቡ ማድረግና በምንባቡ መካከል አካባቢ while-reading activities አሉ እነዚያን እንዲሠሩ ማገዝ፣ ከዚያ በኋላ post- reading activities አሁንም በተመሳሳይ መልኩ ከምንባቡ ያገኙትን comprehension questions, filling the blanks እንደዚህ እንደዚህ ዓይነቶችን exercises ማሠራት ነው። ይህ ከዚህ በፊት በት/ቤት ውስጥ የምንሠራበት ነው። አሁን በዚህ mediation እንትን ያገኘሁት ለየት ያለ ነገር ቢኖር ግን የሚያነቡትን ነገር ከአካባቢያቸውና ከዚያ በፊትም ከልምዳቸው ጋር እያገናኘቡት ከተጨማሪ ሁኔታዎች ጋር በማገናኘብ በምንባቡ ያገኙትን ከኑሯቸው ጋር ከአካባቢያቸው ጋር እያዛመዱ ያንን relate እንዲያደርጉና Actively በጽሑፍ ላይ ያላቸውን አስተያየት እንዲሰጥ ነገር፣ ከዚህ በፊት የሚያውቁት ነገር ካለ ደግሞ ከዚያ ጋር

የሚያመዘኑት ነገር እንዲኖራቸው መገፋፋት encourage ማድረግ በዚህ ውስጥ እንዲገቡ ማድረግ ነው። እና ከጽሑፍ knowledge አገኛለሁ ብሎ የመምጣት ልምዱ መቅረት እንዳለበትና ሁሉም ነገር የሚመነጨው አንድ ሰው ከሚያውቀው መነሳት እንዳለበት የሚረዳ ነገር ሆኖ ነው ያገኘሁት። እና ከዚህ በፊት የማስተምረውና አሁን ተማሪዎችን mediate በማደርግበት ጊዜ ልዩነት ያገኘሁት በዚህ መልኩ ነው።

Interviewer: Reading ቅድመ ሜዲየሽንና ድህረ ሜዲየሽን ለአንተ ያለው ትርጉም እንዴት ነው?

T₃: Reading አንድ አንባቢ በቀጥታ ከዚያ ከጽሑፍ አንድ ነገር የሚያገኝበት ነው። አንድ concept ማግኘት ይኖርበታል ተብሎ የሚታመንበት ነገር እንደነበረ ነው እኔ የማየው። አብዛኛውን ጊዜ Throughout my life እኔ በት/ቤት ሆነ በአስተማሪነት በቀጥታ ከዚያ ከዚያ ከተጻፉት አንድ ቁም ነገር መገባባት እንደሆነ አድርጌ ነበር የምገምተው በዚህ በ mediation ግን ያገኘሁት ነገር ከጽሑፍ ወጣ ብሎ ማለብ ከ real world ጋር እያገናኘብ ያ ነገር እንደ አጋዥ ነገር እንዲሁም ሁሉም ነገር አዲስ መሆን እንደማይችል ስለዚህ ካለው ነባራዊ ሁኔታ መነሳት እንደሚያስፈልግና አዲስ ነገር አገኛለሁ ብሎ ሳይሆን ማንበብ ያለበት በሚያውቀው ላይ መጨመር እንደሚኖርበት አይነት መስሎ ነው የሚታየኝ ስለዚህ ተማሪዎችን በዚህ ላይ ነው እንዲገፋፋ የረዳኋቸው ነው የምለው። እነሱም እንትኑ ገብቷቸዋል በክፍል ውስጥ ያለው Reading አሁንም በዚህ ልክ የምናውቀው ነገር አለ። ሁሉም ነገር ለካ ከጽሑፍ በማንበብ ብቻ አይገኝም ወደሚል መደምደሚያ ላይ እንዲደርሱ ነው መገንዘብ የቻልኩት።

Interviewer: Mediation ለተማሪ ጠቃሚ ነው ትላለህ?

T₃: በጣም ጠቃሚ ነው። አሁንም እኔ ደጋግሜ እንዳነሳሁት በጣም ጠቃሚ ነው። ሁሉም መምህር በተለይም የእንግሊዝኛ ቋንቋ not only በእንግሊዝኛ የአማርኛ ቋንቋ ራሱ ይኸ native language በዚህ ዓይነት መልኩ ቢመራ መምህሩም trained ቢሆን የበለጠ የሚያስተምረውን ተማሪ ተጠቃሚ ማድረግ እንደሚችል ይገባ ኛል። ሁላችንም በአንድ ዓይነት system trained የሆንን ስለሆነ ከዚህ በፊት የነበረን reading አመለካከት አዲስ ነገር መገባባት፣ አዲስ ነገር ከጽሑፍ መገባባት አድርገን ነበር የምንመለከተው። still ከመምህሩ ብዙ ቁም ነገር ለማግኘት ቻልኩ እንጂ ሌላው ነገር እንዳለ ነው። As if የተወሰነ paragraph ካላት Article አንድ አዲስ ነገር ቁም ነገር ያላት ነገር ለመገባባት መቻል አድርጎ ነው የሚመለከተው ግን አይደለም። እኔ እንደተረዳሁት ካለ ከነባራዊ ከ prior knowledge ከአካባቢው ከምታውቀው ነገር ሁሉ ተነስተህ ተጨማሪ ነገር ከትንሽ ጽሑፍ ማግኘት አድርጌ ነው የተመለከትሁት። እና በጣም ጠቃሚ ነው። ሁሉም የቋንቋ መምህር በዚህ ዓይነቱ trained ሆኖ ከተማሪዎቹ ፊት ቢቀርብ ተማሪውም ተጠቃሚ ይሆናል። አካባቢውን አስፍቶ መመልከት ይችላል።

Interviewer: Mediated የሆኑ ተማሪዎች በ participation ና በ thinking capacity በኩል ያሳዩት ለውጥ ካለ ብትገልጽልኝ?

T₃: መጀመሪያ ያለው ልምዳቸው ከ primary school ያው ነው አንድን Article በማንበብ አዲስ ነገር ለማግኘት አድርገው ነው የሚገምቱት። በዚያም የማስተማር ዘዴ አልፈው የመጡ ስለሆነ የዚያ ዓይነት እንትን ነው የነበራቸው መጀመሪያ። ባኋላ ግን በዚህ በmediation እየታገዙ እንትን በሚሉበት ጊዜ እነርሱም ራሳቸው ተለውጠዋል። መጀመሪያ ከነበራቸው አመለካከት ኃላ ከአንድ unit ወደ ሌላ unit እየተሻገርን በሄድን ጊዜ እየተለወጡ participation እንደዚሁ ሁሉም ዓይነቶችን የገለጡበት ነው። መጀመሪያ የነበራቸው ያው traditional የሆነ teaching methodology ነው ሠፍኖ የነበረ በprimary school ከዚያ ወጥቶ ዘጠነኛ ክፍል መግባት ደግሞ it was the same thing even though በአሁኑ ሰዓት student cantered methodology ነው የሚባለው ቢሆንም መምህሩ ብዙም ያልተለወጠ ስለሆነ የዚያ ዓይነት አመለካከት ነው የነበራቸው። ይኸ በአዲሱ methodology ከእኔ ጋር በቆዩበት ጊዜ ግን የነበራቸውን አመለካከት ሁሉ የጣሉ ይመስለኛል። ምክንያቱም ከጽሑፍ አንድ ቁም ነገር ወይም አዲስ ነገር ማግኘት የሚለው ነገር ቀርቶ ከአካባቢ ጋር አያዛመዱ ልክ ኛም እናውቅ ኖሯል ከአካባቢያችን ያለ ነገር ነው ለካ በጽሑፍ የምናገኘው ምንአልባት የምንጨምርበት ትንሽ ነገር ነው የሚል አመለካከት አድርገዋቸው የሚያውቁትን ያህል የመናገር ልምድ አዳብረዋል። ሸንትኑ ላይ ጽሑፍ ትንሽ ያግዛቸዋል። ወደራሳቸው ወደኋላ ይመለሱና በአካባቢያችን ያሉ አለ ለካ ? እሱን ያነሳሉ ከዚያ ጋር በማዛመድ ከጽሑፍ ለካ ትንሽ ነገር ነው የምንጨምር እንጅ የሚበዛውን እኛ ነን የምናውቀው የሚል አዳብረዋል። ስለዚህ actively ነው participate ያደረጉ hot discussion ነበር ወደ መካከሉና ወደመጨረሻ አካባቢ እና progress ነበር ነው የምለው።

Interviewer : በጥናቱ የተካተቱ ተማሪዎች problem- solve, analyze, synthesize, evaluate በማድረግ በኩል ቀደም ሲል ከነበራቸው ችሎታና ሌሎች ተማሪዎች ካላቸው ችሎታ ጋር ሲነጻጸር ምን ይመስላል?

T3: ትክክል ይኸ ከዚህ በፊት በነበረው traditional method of teaching አንድ አስተማሪ በክፍል ውስጥ as the only source of knowledge አድርጎ መቁጠር ነበር። ስለዚህ ሁለቱ ተመሳሳይ እንደሆኑ ይገባኛል። ከጽሑፍ አንብቦ የሚረዱት ነገር አዲስ እውቀት ማግኘት በክፍል ውስጥ ደግሞ ልክ እንደ አንድ የእውቀት ምንጭ እንደሆነና ሁሉም ነገር ከእሱ እንደሚዘንብ አድርጎ መመልከት ነበር። That is why አሁን የአንተው mediation በreading ላይ አንድ አስተማሪ mediate ማድረግ እንደአለበትና በ class teaching methodology student- centered መሆኑ ሁሉም አንድ የሚመሳሰሉበት እንትን አለ። ተማሪው ራሱን በራሱ በክፍል ውስጥ ሀሳብ እንዲሰነዘር ማድረግ፣ አንድ ነገር አንብቦ conclusion እንዲሰጥ ማድረግ፣ summarize ማድረግ፣ Synthesize ማድረግ እነዚህ ሁሉ activities በራሱ እየታገዙ ማድረግ እንዳለበት ምክንያቱም ከጽሑፍ የሚያገኘው ትንሽ ነገር ነው። ከመምህሩ የሚያገኘውም ትንሽ ነገር ነው። አብዛኛው ግን በአካባቢው ነው ያለ። ስለዚህ አካባቢውን ይኸው በክፍል ውስጥ አንድ አስተማሪ student-centered methodology መጠቀም ለተማሪው ትልቅ ለምርምር የሚረዳ፣ ተማሪው እንዲጠይቅ ራሱ አንድን problem solve የማድረግ፣ የሌላ ሰው dependent መሆን እንደሌለበት፣ ይህን ይህን ሁሉ እንዲያደርግ የሚያገዘው ስለሆነ ቆንጆ methodology ነው። ይኸ በመላ በመደበኛ ት/ቤቶችም ሆነ በዩኒቨርሲቲ ደረጃም መለመድ ያለበት ይመስለኛል። otherwise የድሮ አመለካከታችን የመምህሩም ይሁን የተማሪው በመምህር ላይ dependent የመሆን ከክፍል ውስጥ፣ በጽሑፍ ብቻ ሁሉም ነገር እንደሚገኝ አድርጎ መሄድ የሚገቡት እንጂ ራሱን የሚያሻሽል አይደለም። Problem-solving የሆነ generation መፍጠርም አይቻልም። እና appropriate የሆነ methodology ነው ብዬ ነው የማምነው።

Interviewer: እነዚህ በጥናቱ የተካተቱ ተማሪዎች የተፈለገውን ክህሎት ማግኘታቸውን ጉዳይ እንዴት ነው የምትገመግመው?

T3: በትክክል 100% ላይሆን ይችላል። ምክንያቱም የልጆች Background ወሳኝ ነው። እንደምታውቀው ተማሪዎችን በምትመርጥበት ጊዜ በ random sampling ነው select የተደረጉ ሦስት ዓይነት ተማሪዎችን እንደነበ ሩ ይገባኛል። fast learners ነበሩ፣ medium learners ነበሩ፣ low learners በመካከል አለ። This is usual and natural ስለዚህ በክፍል ውስጥ የምናገኘው ዓይነት ተማሪ varieties of እንትን የነበራቸው ተማሪዎች ስለነበሩ የግድ ነው አንድ ላይ ይሄዱሉ ማለት አይደለም። መጨረሻ ላይ ግን observe ያደረግሁት ነገር ቢኖር እነዚህ የተለያዩ እንትን የነበራቸው ተማሪዎች ወደ መቀራረብ ደረጃ ደርሷል። Lower learners ወደ medium learners ወደ ነበሩበት አካባቢ እነዚህ ደግሞ ወደ fast learners የተጠጉበትና ሁሉም ተመጣጣኝ የሆነ activity ና participation ነበራቸው። ወደመጨረሻ እኛ እንደምንገምተው ሁለት የሚሆኑ ተማሪዎች ብዙም ይኸ ነው የሚባል የተጨበጠ participation ያልነበራቸው the rest 10 ግን actively ነው participate ያደረጉ። ስለዚህ ለውጥ አለ። ከ12ቱ 10 ዳህና ሆኑ ማለት በ percent ብናሰላው 80% and above ሆነ ማለት ነው። ስለዚህ appropriate የሆነ methodology ነው። effective ነው ማለት ነው ከዚህ መረዳት የምንችለው።

(TRANSLATION: Findings of post-mediation questionnaire)

Interviewer: What is reading? Can you tell me comparing your conception about reading before and after mediation?

T3: Reading is helping students to read short or long articles. Before I mediated to the students reading, I used to provide the students with pre- reading, while- reading and post- reading activities. Thus, reading to me was assisting students to read a text; making learners answer while- reading and post-reading activities such as comprehension questions, fill-in the blanks and other related exercises. This is what I thought what reading was. However, after I got important points from the mediation theory, I recognize the difference between teaching reading traditionally and through mediation. Mediation in reading helps students to relate the text they are reading with their life experience, the real world, their knowledge on the reading topic, and to express their ideas about the reading text.

Thus, mediation helps students to associate their prior knowledge and real world with the ideas stated in a reading text. In general, these are some of the differences between the traditional method I used to teach and the new teaching methodology, mediation, I am using now.

I thought that reading is an activity through which new knowledge and concept is gained. I blindly accepted anything written as perfect. But now from mediation concept I perceive that reading is an activity which require a reader to associate (relate) a reading text with the real world and prior knowledge she/he had so that she/he can read effectively. Thus, it is not right to expect purely new knowledge only from the reading text, rather we should to our previous knowledge associating it with the real world in general and with the environment we are living in. I assisted my students to think and practice in that way. And the students understood what was required of them and the importance of their own thoughts.

Interviewer: Do you think that mediation is important for students?

T3 : It is certainly important. However, to achieve effective results not only English language teachers but also Amharic teachers should be trained in in-service training about mediation. As you know we all are trained in a traditional teaching method, which basically considers reading as the only source of gaining new knowledge. As far as mediation is concerned, it is helping students construct (persona) meaning by relating the information in the reading text with the real world and their prior knowledge we have. Thus, if all language teachers are trained in this way, students will benefit a lot. It helps students understand the reading text deeply.

Interviewer: Can you tell me the ability of the mediated students in problem-solving, analyzing, synthesizing, and evaluating as compared with their past experience and the ability the other students who are not mediated?

T3 : Previously, students considered the teacher as the only source of knowledge. Teacher's role as mediator and student-centered approach resemble in some way. The students express their views, conclude, summarize, synthesize and problem-solve based on their readings. The method, thus, helps them to become independent, creative learners. I think it should be used in different levels including university level. Otherwise, our old views of entirely depending on written texts and teachers would not improve us at all. We cannot create a problem-solving generation. So, in general I believe that it is an appropriate methodology.

Interviewer: How do you evaluate the mediates reading development?

T3 : The students' reading development cannot be taken as 100% a success, because the students' background contributes a lot. As you remember, you selected the students from the high, average, and low achievers. It is usual and natural to find different ability groups in a class. So, we cannot expect all of them to perform or progress equally., but I have observed that these students have developed their reading capacity. Their gap was narrowed, and nearly all had active participation at the end. In fact, 2 students did not participate as expected. The rest ten, however, were very much active. This shows above 80% of the students participated actively. And therefore, I can say that the methodology is an appropriate and effective methodology.

APPENDIX C-5

ቅድመ-ሜዲዩሽን የተማሪዎች መጠይቅ።

M₁

Interviewer: ማንበብ ትወዳለህ

M₁ አዎ ምንባብ በመጠኑም ቢሆን የእንግሊዝኛ ምንባብ እወዳለሁ ግን ምንባቡ በመጽሐፉ ላይ የተወሰነ ነው

Interviewer: ስታነብ ደስ ብሎህ ነው የምታነበው

M₁ በምንባቡ ውስጥ ያሉትን ቃላት ካወቅኳቸው ደስ ብሎኝ አነባለሁ።

Interviewer: ከበድ ያሉ ቃላት የማታውቃቸው ሲያጋጥምህ ምን ታደርጋለህ?

M₁ መምህር እጠይቃለሁ ወይም ዲክሽነሪ አያለሁ።

Interviewer: ምንባብ ስታነብ እንዴት ነው የምታነበው?

M₁ መጀመሪያ መምህሩ አንብቦ ይለናል። ካነበብን በኋላ እሱ ትርጉም ይነግረናል። ሲነግረን እኛ ከቤታችን ተዘጋጅተንበት ከሆነ ያንን አንብቦን እንረዳለን። ግን ካልተዘጋጀንበት ሙሉ በሙሉ አንብቦ ስለሚለን እናነባለን ። ግን ከበድ ያሉ ቃላት ካሉ ስለማንረዳው የግድ እሱ እስቲተረጉመው እንጠብቃለን።

Interviewer: ከዚያ በኋላስ የምታደርጉት ምንድን ነው?

M₁ በቃ ዋናው ቃላቶችን እናውቃለን። የpassage መልዕክት እናውቃለን። ጥያቄዎችን በምንባቡ መሠረት እንመልሳለን።

Interviewer: የጥያቄዎቹ ይዘት ምን ይመስላል?

M₁ ከምንባቡ ላይ ያተኮሩ ናቸው።

Interviewer: ለምን ዓላማ ነው የምታነበው?

M₁ አንድን ነገር አስታውሰን ያንን የማስታወስ ችሎታችንን ለማወቅ ይመስለኛል።

Interviewer: ምንባብን በተመለከተ መምህሩ የሚያግዛችሁ፣ የሚመክሩችሁ እንዴት ነው?

M₁ የሚመክረን ምንባቡን ፈጥናችሁ ጨርሱና ሥሩ የሚል ነው ።

Interviewer: በግሩኝ ትሠራላችሁ?

M₁ አዎ

Interviewer: እንዴት ?

M₁ በግሩኝ ሆናችሁ ተረዳድታችሁ ሥሩ እንባላለን

Interviewer: ምንባብን ከባድ/ቀላል የሚያደርገው ምንድን ነው?

M₁ ከባድ የምለው የማናውቃቸው ቃላት ትርጉም ለማወቅ ጊዜ ይፈጅብናል። ጊዜ ስለሚሻማብን ረጅም ከሆነም የእያንዳንዱን ትርጉም ለመረዳት ይከብዳል።

Interviewer: ንባብ ማለት ምን ማለት ነው?

M₁ አንድን ጽሑፍ በአእምሮአችን አውቀን ታች ያሉትን ጥያቄዎች ስንመልስ ምን ያህል አእምሮአችን

እንደያዘ ለመጠየቅ ነው።

Interviewer: ከማዳመጥ፣ ከመናገር፣ ከማንበብና ከመጻፍ የትኛውን ትውዳለህ?

M₁ ማዳመጥ። ምክንያቱም passage ስናነብ ላይገባን ይችላል። መምህሩ እስኪተረጎምልን ስለምነጠብቅ ነው።

Interviewer: የእንግሊዘኛ ምንባብ የማነብበት ስልት ሌሎች ትምህርቶችንም ለማጥናት ይረዳኛል ብለህ አስበህ ታውቃለህ ?

M₁ አላውቅም

Interviewer: በመምህራንስ ይህ ዓይነት /ምክር / እገዛ ይሰጣል?

M₁ አንዳንድ ጊዜ ከተለያዩ ትምህርቶች የምናገኛቸውን ከዚህ ከዚህ ታገኙላችሁ ይሉናል። ከዚህ ውጭ በአብዛኛው ትኩረት አይሰጥበትም።

Interviewer: በጥልቀት እንድታነቡ አይገፋፋላችሁም?

M₁ መምህራን በአብዛኛው ትኩረት አይሰጡትም

Interviewer: ስታነብ ከሕይወትህ ጋር አዛምደህ ታውቃለህ?

M₁ አላውቅም የማነበው ጥያቄዎችን ለመመለስ እንጅ አርቁ አሰቤ አላውቅም መመራመር የለም።

Interviewer: በጥልቀት እንድታነብ የሚያደርግህ ምንድ ነው?

M₁ ልምዱም የለኝም% ግንኙነት ያለ አይመስለኝም

Interviewer: ስታነብ የምታተኩረው በምኑ ላይ ነው?

M₁ የማተኩረው እያንዳንዱን ቃል ለማወቅ ነው ምክንያቱም የማንበብ እድል የሚገኘው በእንግሊዘኛ ትምህርት ብቻ በመሆኑ ነው።

Interviewer: በእንግሊዘኛ የተጻፉ ሌላ መጽሐፍት አንበባህ ታውቃለህ?

M₁ አንብቤ አላውቅም

Interviewer: ያንበብ ችሎታችሁ እንዲዳብር መምህሩ የሚያደርገው እገዛ ምንድን ነው?

M₁ መልሱንና ዋናውን የ passage ሃሳብ እንድንረዳ። ሁል ጊዜ መልስ አጠብቃለሁ።

M₂

Interviewer: ማንበብ ትውዳለህ?

M₂ አዎ

Interviewer: ለምን?

M₂ ማንባብ ማለት ነገሮችን አንብቦ ለመረዳት ለማወቅ የሚረዳ ነው።

Interviewer: እንዴት ነው የምታነበው?

M₂ ጥያቄዎችን ብቻ ለመመለስ

Interviewer: ለምን ዓላማ ነው የምታነበው?

M₂ ጥያቄዎችን በትክክል ለመመለስ

Interviewer: እንዴት ነው የምታነበው?

M₂ ምንባቡን በዝግታ አንብቤ ጨርሻ የምንባቡን ሀሳብ ተረድቶ ከታች ያሉትን ጥያቄዎች ለመመለስ እንደምችል ለማስታወስ :: የማነበው አስታውሻ ጥያቄ ለመመለስ ነው::

Interviewer: በምን መንገድ ነው ዋና ሀሳቡን የምትረዳው?

M₂ ዋና ዋና የምላቸውን ሀሳቦች በኖት ቡክ እይዛለሁ::

Interviewer: ከክፍል ውስጥ ምንባብ እንዴት ነው የምትማረው?

M₂ መጀመሪያ እኛ Silently እናንባለን:: ከዚያ መምህራችን ያነበልናል (Interviewer: ካነበባችሁ በኋላ የምታከናውኑት ምንድን ነው?)

M₂ መጽሐፍ ውስጥ የተዘጋጁትን ጥያቄዎች እንሠራለን::መምህሩ በአብዛኛው በአማርኛ ይተረጎምልናል በእንግሊዝኛ ያብራራልናል

Interviewer: ሲያስረዱችሁ ከሕይወታችሁ ጋር እያገናዘባችሁ እንድታዩት ያደርጋለ?

M₂ የለም ምንባቡ ላይ ያለው ሀሳብ ትርጉም ነው::

Interviewer: ከባድ ወይም ቀላል የሚባል ምንባብ አለ?

M₂ የለም

Interviewer: ለምን?

M₂ ጊዜ ሰጥተህ ደጋግመህ ከነበብኸው መረዳት ይቻላል

Interviewer: ደጋግመህ ማንበቡ ለምን ይጠቅማል ?

M₂ በአእምሮ ሰርጾ እንዲገባና ለማስታወስ እንዲቻል ነው::

Interviewer: ደጋግመህ ስታነበው በቃል የሚያዝ ባህርይ አለው?

M₂ አዎ ያ ይጠቅመኛል

Interviewer: ንባብ ማለት ምን ማለት ነው?

M₂ አንበቦ መረዳትና የሚጠየቁ ጥያቄዎችን መመለስ ማለት ነው::

Interviewer: ከማዳመጥ፣ ከመናገር፣ ከማንበብና ከመጻፍ የትኛውን ትወዳለህ?

M₂ ማንባብ

Interviewer: ምክንያት ?

M₂ ንባብን በማንኛውም ጊዜ ልታነበው ትችላለህ::

Interviewer: ለመማሪያ ከምትማሩባቸው መጻሕፍት ውጭ ምንባብ አንብበህ ታውቃለህ?

M₂ አዎ Football new paper እረዳዋለሁ የጎሳ ችግር የለብንም የቃላት ችግር አለብኝ::

Interviewer: እንደዚያ ዓይነት ጽሑፎችን ስታነብ እንዴት ነው የምታነበው?

M₂ ከዚያ የተጻፈውን ብቻ ለመረዳት። አላገናዝብም

M₅

Interviewer: ማንበብ ትወዳለህ?

M₅ አዎ

Interviewer: ምን ዓይነት ምንባብ ነው በአብዛኛው የምታነበው?

M₅ ቀለል ያሉ ምንባቦች

Interviewer: ምን ዓይነት ይዘት የላቸውን ምንባቦች ማንበብ ትወዳለህ?

M₅ ከሕይወቴ ጋር እንትን የሚሉ

Interviewer: ምንባብ ስታነብ እንዴት ነው የምታነበው?

M₅ ምንባብ ሳነብ መጀመሪያ የምንባቡን አነብና በአእምሮዬ ውስጥ ከተቀረጸ በኋላ ጥያቄዎችን መመለስ

Interviewer: ስታነብ ቃል በቃል ዐ.ነገር በዐ.ነገር እንዲገባህ ነው የምታነበው ወይስ ቃል በቃል ዐ.ነገር በዐ.ነገር ባይገባህም አጠቃላይ ሃሳቡ እንዲገባህ ነው የምታነበው?

M₅ አጠቃላይ ሃሳቡን ለመረዳት

Interviewer: ምንባብ የምታነበው ለምን ዓላማ ነው?

M₅ ምንባብ የማነበው ጥያቄ ለመመለስ ነው።

Interviewer: ምንባብ ከክፍል ውስጥ የምትማረው እንዴት ነው? አንተም ሆንክ አስተማሪህ የምታደርጉትን በትገልጽልኝ ?

M₅ ምንባቡን መምህሮች ከነበቡልን በኋላ Vocabulary አውጥተው ይገልጹልናል

Interviewer: በምን ቋንቋ ነው የሚገልጹላችሁ ?

M₅ ከበድ ከበድ ያሉትን ላይገባቸው ይችላል ያሉትን በአማርኛ።

Interviewer: በግሩኝ ትሠራላችሁ ? ከመምህሩ ጋር ነው የምትሠሩት? አንዴት ትሠራላችሁ ጥያቄዎችን ?

M₅ ጥያቄውን እንኳ ዝም ብለን እጃችን እያወጣን መመለስ ነው።

Interviewer: የጥያቄዎች መልስ በቀጥታ የሚገኝ ነው ከምንባቡ?

M₅ አዎ

Interviewer: ምንባብን ከባድ የሚያደርገው ምንድን ነው?

M₅ ከባድ የማላውቃቸው ቃላት ሲኖሩ ነው።

Interviewer: ከክንዋኔህ ጋር አገናዝብህ ንባብ ማለት ምን ማለት ነው? ስታነብ የምታደርገውን አስታውሰህ ብትነግረኝ?

M₅ ምንባብ ማለት ከሕይወቴ ጋር የሚሄደውን ማለት ነው። ለምሳሌ ከ5ኛ ክፍል ስለሰው ምንባብ አለ እንደዚያ አይነቶችን እረዳቸዋለሁ። ያልገባኝን ጠይቄ እረዳለሁ።

Interviewer: ከማዳመጥ፣ ከመናገር፣ ከማንበብና ከመጻፍ የትኛውን ትወዳለህ?

M₅ ማንበብ

Interviewer: ለምን ?

M₅ የማንበብ ችሎታን ለማዳበር

Interviewer: እንዴት ነው የምታደብረው?

M₅ ፍጥነትም ሆነ ሌላ አነብና ያልገባኝን መጠየቅ ::

Interviewer: ለመማሪያ ከሞትጠቀሙበት ውጭ በእንግሊዘኛ የተጻፈ አንብቦህ ታውቃለህ?

M₅ አላነብም

Interviewer: ከቴክኒቱ ውስጥ ያለውን ብቻ ነው የምታነበው?

M₅ አዎ

Interviewer: ምንባቡን ለመረዳት እንድትችል መምህሮችህ እንዴት ነበር የሚረድህ? /ለሁላችሁም የሚረዳችሁ/

M₅ ምንባቡን መጀመሪያ ያነቡልናል::

Interviewer: ድምፃቸውን ከፍ አድርገው ነው?

M₅ አዎ ከዚያ አንዳንድ ጊዜ በአማርኛ ይተረጉሙታል ከዚያ ከመጽሐፍ ያሉትን ጥያቄዎች የክፍል ሥራ መልስ መስጠት ነው::

M₆

Interviewer: ንባብ ትወዳለህ?

M₆ አወ

Interviewer: የምታነበው ምንባብ ምን ዓይነት ነው?

M₆ ስፓርት

Interviewer: እንዴት ነው የምታነበው ?

M₆ ሀሳቡን ለመረዳት ነው

Interviewer: አንዳንድ ጊዜ የሚያስችግሩ ቃላት ያጋጥምሁል?

M₆ አዎ

Interviewer: እንዴት ነው የምትረዳቸው?

M₆ ዘልየ እሄዳለሁ::

Interviewer: ለምን አላማ ነው የምታነበው?

M₆ -----

Interviewer: ክፍል ውስጥ እንዴት ነው የምትማረው?

M₆ Discus አድርጎ ይባላል እኛም Discus እናደርጋለን::

Interviewer: እንዴት ነው የምትማሩት?

M₆ እናነበዋለን

Interviewer: አስተማሪዎችሁ የምታነቡትን ምንባብ እንዲገባችሁ ምን እገዛ ያደርግላችሁክል?

M₆ ያልገባንን እንጠይቀዋለን ያስረዳናል

Interviewer: በምን ቋንቋ ያስረዳችሁክል?

M₆ በአማርኛ

Interviewer: ከዚያስ?

M₆ ጥያቄ እንሠራለን

Interviewer: ለአንተ ምንባብ ማለት ምን ማለት ነው?

M₆ ንባብ ማለት አንብቦ መረዳትና የሚጠየቁ ጥያቄዎችን መመለስ ማለት ነው።

Interviewer: በጎላስ?

M₆ ሃሳቡን ተረድቶ መመለስ

Interviewer: ከምትማረው ምንባብ ውጭ ታነባለህ

M₆ የለም

Interviewer: የማንበብ ችሎታህ እንዲዳብር መምህሩ የሚያደርግልህ እገዛ ምንድን ነው?

M₆ እገዛ የለም እንድናነብ ብቻ ያደርገናል።

M₇

Interviewer: ማንበብ ትወጃለሽ?

M₇ አዎ

Interviewer: ምን ዓይነት ጽሁፍ?

M₇ ማለት ከምንማረው ትምህርት ውስጥና ስለዓለም ወይም የኢትዮጵያ ታሪክ ጥቅልል አድርጎ የሚያስረዳ

Interviewer: የዚህ ዓይነት (የታሪክ) ጽሑፎችን አንበባላለህ?

M₇ መጽሐፎች ውስጥ ያለውን አዎ።

Interviewer: ምንባብ ስታነቢ እንዴት ነው የምታነቢው?

M₇ ማለት እንግሊዝኛ ከሆነ የማላውቃቸውን ቃላት በማስ ታወሻ እይዝና ከdictionary አያለሁ። ከዚህ ሌላ ደግሞ የሚያውቅ ሰው እጠይቃለሁ።

Interviewer: ስታነቢ እንዴት ነው የምታነቢው ?

M₇ ማለት አንድ ጊዜ ያልገባኝ ነገር... የምችለውን ግን አነባለሁ።

Interviewer: ምንባብ ስታነቢ የመመራመር ፣ ከሕይወትሽ ጋር የማዛመድ ጉዳይ ነበር ?

M₇ አዎ የማላውቃቸውን ለማወቅ እጥር ነበር፣ በደንብ ተምራ ሰው ከደረሰበት ደረጃ ለመድረስ

Interviewer: ምንባብ የምታነቢው ለምን ዓላማ ነው?

M₇ ራሴን ችየ ራሴ ሰው እንደሆን ፣ እውቀት ለማግኘት ፣ የሰዎችን ሀሳብ ለመረዳት

Interviewer: ምንባብ ከክፍል ውስጥ ስትማሩ እንዴት ነው የተማራችሁት? (The Processes)

M₇ መጀመሪያ ራሳችን እናነባለን ። ከዚያ መምህሩ ደግሞ ያነብልናል ። ያስረዳናል። የምንባቡን ትርጉም በእንግሊዘኛና በአማርኛ ያስረዳናል።

Interviewer: ከባድ ወይም ቀላል ምንባብ አለ?

M₇ የለም

Interviewer: አንድ ምንባብ ካባድ ነው ሊባል የሚያስችለው ምንድን ነው?

M₇ ከባድ ምንባብ የለም። እኛው ራሳችን ስላለውቅነው ነው እንጂ ስለማናውቀው ከባድ ልንለው እንችላለን።

Interviewer: ሳይታወቅ ነው ከባድ የሚባለው?

M₇ ስናነበው አልገባን ሲል። ቃላቱ የማይታወቅ ሲሆን የማነበው ቃል በቃል ሳይሆን አጠቃላይ ሀሳቡን እንድረዳ ነው።

Interviewer: ንባብ ማለት ምን ማለት ነው ?

M₇ የማናውቀውን ነገር የሚያሳውቀን።

Interviewer: ከማዳመጥ ፣ ከመናገር ፣ ከማንበብና ከመጻፍ የትኛውን ክህሎት ትወጃለሽ?

M₇ በደንብ አዳምጦ መጻፍ።

Interviewer: ማንበብን በስንተኛ ደረጃ ታስቀምጭዋለሽ?

M₇ በሁለተኛ

Interviewer: ለምን?

M₇ ምንባቡን የምረዳው መምህሩ ካብራራልኝ በኋላ ነው። ስለዚህ ቅድሚያ ማዳመጥ ያስፈልገኛል።

Interviewer: በእንግሊዘኛ የተጻፈ መጽሐፍ ብዙ ጊዜ ታነቢያለሽ?

M₇ የለም

Interviewer: ምክንያት?

M₇ እስካሁን ድረስ በእንግሊዘኛ አንማርም ነበር ። በአማርኛ ነው። ስለዚህ የማነበው ሙሉ በሙሉ ግልጽ ስለማይሆንልኝ።

M₈

Interviewer: ምንባብ ማንበብ ትወጃለሽ?

M₈ አዎ

Interviewer: ምን ዓይነት ?

M₈ ታሪክ ነክ ።

Interviewer: የምታነቢያቸው ከመማሪያ መጻሕፍት ውስጥ ያሉትን ነው ወይስ ሌላ ታነቢያለሽ?

M₈ የማነባቸው / በእንግሊዘኛ/ ከመጻሕፍቱ ያሉትን ነው። ሌሎች የማነበው በአማርኛ ነው።
Dictionary ካልሆነ ሌላ በእንግሊዘኛ የተጻፈ አላነበም።

Interviewer: ምንባብ ስታነቢ እንዴት ነው የምታነቢው?

M₈ መጀመሪያ Homework ካለ ከዚያ ጋር እያስተያየሁ አነበዋለሁ። ያለዚያ ግን ዝም ብዩ ነው።
የማነበው።

Interviewer: አንብበሽ ሀሳቡን ለማግኘት ነው? ጸሐፊው ምን ማለት እንደፈለገ ለማወቅ ነው? ወይስ ቃል በቃል ነው የምታነቢው ? የእያንዳንዱን ዐ.ነገር ትርጉም ማወቅ ትፈልገዋለሽ?

M₈ አዎ ማወቅ እፈልጋለሁ። ግን ከፊት የእንግሊዘኛ ችሎታ ስለሌለኝ ችግር አለብኝ።

Interviewer: ስታነቢ የጽሑፍን ትርጉም ቃል በቃል ለማወቅ ነው የምትፈልገው ወይስ አጠቃላይ ሀሳቡን?

M₈ እኔ የምፈልገው አጠቃላይ ሀሳቡን ለማግኘት ነው። ግን ብዙ ጊዜ የምረዳው አንዳንድ ቃላትን ነው የምረዳው

Interviewer: ለምን ዓላማ ነው የምታነቢው?

M₈ ለማወቅ። ያለወቅሁት ካለ ለማወቅ ፣ ለማሻሻል።

Interviewer: የምትፈልገው የቃላትና የዐ-ነገሮች ትርጉም ማወቅ ወይስ ሌላ? በታብሪራልኝ።

M₈ የቃላትን ትርጉም ለማወቅ ነው።

Interviewer: ንባብ ከክፍል ውስጥ ስትማሩ እንዴት ነው የምትማሩት?

M₈ መጀመሪያ እኛ ለራሳችን እናነበዋለን። ከነበብን በኋላ መምህራችን ትርጉሙን እየፈታ ያነበልናል።
የሚፈታው በእንግሊዘኛ እየተናገረ አዙሮ በአማርኛ ይፈታልናል። እያንዳንዱን አንቀጽ እየተረጎመ ይፈታልናል።

Interviewer: ምንባብን ከባድ የሚያደርገው ምንድን ነው ትያለሽ?

M₈ እኔ ምንባብን ከባድ ያደርገዋል የምለው ከቃላቶች ጋር ያለው ትርጉም ነው። የቃላት አገባብ ትርጉሙ ከባድ ያደርገዋል።

Interviewer: ምንባብ ማለት ለአንቺ ትርጉሙ ምን ማለት ነው?

M₈ እኔ እንደሚመስለኝ ከምናውቀው የተለየ ሆኖ የምናገኘው የጽሑፍ ሃሳብ አዲስ ሲሆን ነው።

Interviewer: ከማንበብ፣ ከመጻፍ፣ ከመናገርና ከማዳመጥ የትኛውን ትመርጫለሽ?

M₈ መጻፍ

Interviewer: ምክንያት?

M₈ ከማነበው የምጽፈው ቶሎ ይገባኛል።

Interviewer: ምንባብን ለምን አልመረጥሽውም?

M₈ ማንበብ ልምድ ይጠይቃል። በእንግሊዘኛ የተጻፈን ለማንበብ ባዶ ማንበብ ሳይሆን ትርጉሙን ማወቅ ይኖርብናል።ከማንበብ ይልቅ ብጽፈው ይቀላኛል።

Interviewer: ኖት ሲሰጥሽ ማለትሽ ነው።

M₈ መምህራ ነት ሲሰጠኝ ወይም ከመጽሐፍ ያለውን ነገር ጻፉ ስንባል ይቀላቅል ይገባኛል።

Interviewer: የጻፍኸው ነገር ለመረዳት ይረዳኛል?

M₈ አዎ

Interviewer: መምህራን እናንተ ምንባቡን እንድትረዱት የሚያግዙበት መንገድ ምንድን ነው?

M₈ አንዳንድ ጊዜ የቃላትን ትርጉም እየፈቱ ለብቻ እየፈቱ በአማርኛና በእንግሊዝኛ እንዲገባን ያደርጉናል።

Interviewer: ሌላ የሚረዱበት መንገድስ አለ?

M₈ ሌላ Exercises በሚሰጡበት ጊዜ ማለትም ከምንባቡ ጋር እያስተያያዥሁ ሥሩ ይሉናል

Interviewer: በግሩኝ ትሠራላችሁ ?

M₈ አንዳንድ ጊዜ ካልሆነ በስተቀር በአብዛኛው በግላችን ነው የምንሠራው

Interviewer: Exercises በምትሠሩበት ጊዜ ከመምህሩ ጋር አንድነት ነው የምትሠሩት?

M₈ አንድ በአንድ ጥያቄውን እያነበብን ትክክለኛውን መልስ መስጠት።

M₉

Interviewer: በእንግሊዝኛ ማንበብ ትወዳለህ?

M₉ አዎ

Interviewer: በምን ርዕስ ላይ የሚያተኩሩትን ነው ለማንበብ የምትወደው?

M₉ Grammar ኮችን

Interviewer: እኔ የምልህ ምንባብ (Passage) ማንበብ ትወዳለህ ነው?

M₉ አዎ

Interviewer: በምን ላይ ያተኮረ?

M₉ በተለያዩ ዘይቤዎች በተለይ ሰውኛ ዘይቤ

Interviewer: ለምሳሌ አንድ ምንባብ ቢሰጥህ በምን በምን ላይ አተኩርህ ነው ያን ምንባብ የም ታነበው?

M₉ ምንባብ ሳነብ የተጻፈውን ሁሉ ቃላቱን ሁሉ ሽምድጆ ለመያዝ ነበር እንትን የምል። በተለይ ፈተና በደረሰ ስምን ለፈተናው ስል ሽምድጆ እይዘዋለሁ ። ወዲያው ደግሞ ይረሳ ነበር።

Interviewer: ዓላማው ጥያቄ ለመመለስ ብቻ ነበር ማለት ነው?

M₉ አዎ

Interviewer: ምንባብ ከክፍል ውስጥ ስትማር የነበረበትን መንገድ ልምድህን ብትገልጽልኝ?

M₉ በጽሑፍ ውስጥ ያሉትን በBold የተጻፉትን እንማር ነበር። ያን ይፈቱልናል። የተለያዩ ዋና ዋና ሃሳቦችን በማስታወሻ እንይዛለን።

Interviewer: በምንባቡ ውስጥ ቃላት፤ ዐ.ነገሮች አሉ። ቃል በቃል ዐ.ነገር በዐ.ነገር እንዲገባህ ነበር የምታነበው? ወይስ አጠቃላይ ሃሳቡን ለመረዳት ነው የምትፈልገው?

M₉ Word By Word

Interviewer: ምንባብን ከባድ የሚያደረገው ነገር ምን ይመስልሃል?

M₉ አንዳንድ ቃላትና አንዳንድ misspelt words

Interviewer: ከነበረህ የማንበብ ልምድ ተነስተህ ለአንተ ንባብ ማለት ምን ማለት ነው?

M₉ ንባብ ማለት የአንቀጾች ስብስብ የሆነ የጽሑፍ አካል ነው መግቢያ፣ ሀተታ መደመደሚያ ያለው የጽሑፍ አካል ነው።

Interviewer: ስታነብ የማንበብ ሂደቱን ብትገልጽልኝ ።

M₉ ምንባብ ማለት ቃላትን አካቶ የያዘ የጽሑፍ አካል ነው

Interviewer: ከማዳመጥ፣ ከመናገር፣ ከማንበብና ከመጻፍ የትኛውን ትወዳለህ?

M₉ መናገርና ማዳመጥ

Interviewer: ምክንያት?

M₉ ማዳመጥ መጀመሪያ የምናገኘው ክህሎት ሲሆን አዳምጠን በአ እምሮአችን የያዘነውን ለመናገር እንጠቀምበታለን።

Interviewer: ለመማሪያ ከምትማሩባቸው መጻሕፍት ውጭ በእንግሊዘኛ የተጻፈ ጽሑፍ ታነባለህ ?

M₉ አዎ

Interviewer: ምን ምን መጽሐፍ ?

M₉ Mega Grammar ፣ መዝገበ ቃላት

Interviewer: ምንባብ ነገርስ ታሪክ fiction and literature

M₉ መጽሐፍ ስላልነበረኝ ፣ በቤተ መጻሕፍትም ስላልተደገፍን አላነበብሁም

Interviewer: የምታነቡትን ጽሑፍ አንዲገባችሁ መምህሩ የሚያደርግላችሁ እገዛ እንዴት ነው?

M₉ ዋና ዋና ነጥቦችንና ቃላትን ከምንባቡ መርጦ እያወጣ ይነግረናል።

M₁₀

Interviewer: ምንባብ ማንበብ ትወዳለህ?

M₁₀ አዎ

Interviewer: ምን ዓይነት ምንባቦችን?

M₁₀ ታሪክ

Interviewer: እንዴት ነው የምታነበው?

M₁₀ የማንበው ዋና ዋና ፍሬ ሃሳቦችን እየመረጥሁ ነው።

Interviewer: እንዴት ነው የምትመርጠው?

M₁₀ መጀመሪያ እያገለገሉት ጽሑፉን አየዋለሁ። ጥሩ ጥሩዎችን በደብተራ ገልብጦ ሽምድጀ ለመያዝ ነው።

Interviewer: ለምን ዓላማ ነው የምታነበው?

M₁₀ እኔ የማነበው ከዚህ ትምህርት ጋር የሚቀናጀትን ነው የማነብ እንደፊት ስለሆነ ነው።

Interviewer: ምንባብ ከክፍል ውስጥ የምትማረው እንዴት ነው?

M₁₀ ቃላትን አነባለሁ። በመጀመሪያ ቃላትን አጥንተን ነው የምንሄድ፤ ምንባብ ሲኖረን

Interviewer: ለምን?

M₁₀ ለፈተናም ይጠቅመኛል ፤ ለሌሎችም።

Interviewer: የምታነበው በምንባብ ፣ ላይ የተመሠረተ ጥያቄዎችን ለመመለስ ስትል ነው? ወይስ ለሌላ ዓላማ ነው?

M₁₀ እነዚያን ጥያቄዎች ለመመለስ ነው።

Interviewer: ምንባብን ከባድ የሚያደርገው ምንድን ነው?

M₁₀ ዐነገሮች ቃላት ሲጨመሩ ነው ከባድ የሚያደርገው

Interviewer: ከነበረህ የንባብ ልምድ አንፃር ንባብ ማለት ምን ማለት ነው?

M₁₀ ንባብ ማለት ለእኔ አንበባ መረዳት፤ ያነበሁትን ነገር ለሰዎች ማሳወቅ ነው። የማነበውም ለዚህ ነው።

Interviewer: ከማዳመጥ፣ ከመናገር፣ ከማንበብና ከመጻፍ የትኛውን የበለጠ ትወዳለህ?

M₁₀ ማንበብ

Interviewer: ለምን ?

M₁₀ አንብቤ ለመያዝና ለሌሎችም ለማሳወቅ

Interviewer: ሌሎች በእንግሊዝኛ የተጻፉ ጽሁፎችን ተነባለህ ?

M₁₀ ታሪክ ነክ

Interviewer: መምህሩ የሚሰጠው እገዛ ምንድን ነው?

M₁₀ ከምንባብ ያሉትን ፍሬ ሃሳቦች ይደጋግምልናል እንደገና ግን በአማርኛ ይፈታልናል ያልገባንን ከምንባብ ውስጥ ያሉትን ቃላት በ assignment ይሰጠናል። Vocabulary እየፈታ ይነግረናል።

M₁₂

Interviewer: ማንበብ ትወዳለህ

M₁₂ አዎ እወዳለሁ።

Interviewer: በተለይ የምትወደው ምንባብ ምን ዓይነት ነው?

M₁₂ እጥር ምጥን ያሉ ምንባቦችን ሲሆን ሃሳቦችን ጨምቄ የምረዳቸውን ነው። እንደሚገባኝ አድሮጌ አነባለሁ የምንባቡን ይዘት ጠለቅ አድርጌ ለማወቅ እሞክራለሁ።

- Interviewer: የእንግሊዘኛ ምንባብ ስታኑብ እንዴት ነው የምታነበው ?
- M₁₂ ቀደም ብሎ ብዙ የሚያስችግሩን ነገሮች ነበሩ እነሱ ነገሮች አሉ meaning አለ። አንዳንድ አዳዲስ ቃሎች አሉ። እነሱን ቃሎች ደግሞ ለመፍታት የማደረገው ጥረት በጣም ክፍተኛ ነበር። ከእንግሊዘኛው ከመዘገብ ቃላት እያየሁ እነዚያንን እፈታለሁ።
- Interviewer: አሁን ለምሳሌ ከዚያ ምንባብ ላይ ቃላት አሉ ዐ.ነገሮች አሉ የአንተ የማንበብ ስልት ዐ.ነገር በ ዐ.ነገር ፣ ቃል በቃል እንዲገባህ ነበር የምትፈልገው ፣ እያንዳንዱን ከምንባበቡ ያለችህን ለማወቅ ትፈልግ ነበር ወይንስ የሆነ ቃል ወይም ዐ.ነገር ባታውቅ ችግር የለህም? በትኛውን መንገድ ነው ስታኑብ የነበረው?
- M₁₂ እኔ እሞክር የነበረው እያንዳንዱን ቃላት ለማወቅ ነበር የምፈልገው ። ግን ከመጠን በላይ ነው ቃሉ ለማወቅ አይቻልም ግን የማውቀውን ይዠር አንዳንድ ነገሮችን እረዳለሁ።
- Interviewer: ለምን ዓላማ ነው ስታኑብ የነበረው?
- M₁₂ እንግሊዘኛ International ቋንቋ ስለሆነ ምክንያቱም የሰው ቋንቋ ቢሆንም ተፈላጊነት ስላለው ቋንቋው ጥረት አደርጋለሁ።
- Interviewer: ምንባብን ከክፍል ውስጥ የምትማረው እንዴት ነው?
- M₁₂ ከክፍል ውስጥ ምንባብ ስናነብ አንዳንድ ቃላቶች አሉ። የሚያስቸግሩ ቃላቶች በተለይ ረዘም ረዘም ያሉ ቃላቶች አሉ አነሱን ለማንበብ በጣም እንቸገር ነበር። ግን አንዳንድ ምንባብ ስናነብ ቃላት ስናነብ በዚያ መንገድ ነው አያሻሻልን የመጣነው ከታች ክፍሎች ቃላትን መግደፍ ነበር አሁን ግን ማንበብ ለምደናል።
- Interviewer: ምንባብን ከባድ ወይም ቀላል የሚያደርገው ምንድን ነው?
- M₁₂ ምንባብን ከባድ ወይም ቀላል የሚያደርገው አንዳንድ ጊዜ ግጭት አለ። ሃሳባችን አንድ ላይሆን ይችላል። ምንባብ አሁን ለምሳሌ እኔ ሳነብ አንዳንድ ነገሮችን ልፈራ እችላለሁ በተለይ ከመምህር ፊት ቆሜ ለማንበብ እጅ ይንቀጠቀጣል፤ ጉልበቴ ይንቀጠቀጣል፤ ክህሎቴም ቢኖረኝ አንዳንድ ነገሮችን ልፈራ እችላለሁ። አሁን ግን እያደግሁ ስመጣ ብዙ ነገሮች ለውጥ አስይቶኛል ሳነብ ብዙ ነገሮችን ከምንባቡ እየተረዳሁኝ ቃላትን ከብዙ ነገሮችም ቃላቱን ይዠር ለመረዳት ብዙ ጥረት እያደረግሁ ነው። ከብዙ ነገሮችም አንብቦ ለመመራመር እፈልግ ነበር።
- Interviewer: ንባብ ማለት ለአንተ ምን ማለት ነው?
- M₁₂ ንባብ ማለት በጣም በጣም አስፈላጊ ነው ከምንባብ ብዙ ነገሮችን እንረዳለን ለምሳሌ ምንባብ አንብበን ብዙ በውጭ ተግባራዊ ልናደርጋቸው የምንችላቸው ነገሮች አሉ።
- Interviewer: ክፍል ውስጥ የተለያዩ ክህሎቶች ትማራላችሁ። የትኛውን የበለጠ ትወዳለህ
- M₁₂ ማንበብ ደስ ይለኛል። ግን በንግግር መሳተፍ ደስ ይለኛል። አንዳንድ ነገሮችን መምህራ ሲገልጽ እኔ ለመናገር ፍላጎቴ ክፍ ይላል ። መምህርንና መጽሐፍ አንደአንድ አድሮጌ ነው የማየው።
- Interviewer: ከክፍል ውስጥ ከሞትጠቀሙባቸው የመማሪያ መጻሕፍት ውጭ በ እንግሊዘኛ የተጻፈ ጽሑፍ ታነባለህ
- M₁₂ እስካሁን ገጥሞኝ አያውቅም Vocabulary ያለው ዲክሽነሪ እጠቀማለሁ ሌላ አላነበብሁም።
- Interviewer: ከመምህራን የመታገኘው እገዛ ምንድን ነው?
- M₁₂ ምንባብ ስናነብ አትፍሩ ይሉናል። ይሰባበር ቃሉ ብዙውን ነገር ለማወቅ ምክሩ ቋንቋውን ሞክሩት እኛ እናስተከለዋለን ይላሉ።
- Interviewer: እንዴት ነው የሚያስተምሩአችሁ?
- M₁₂ ለምሳሌ በአንድ መንባብ ውስጥ በ Bold letter የተጻፉ ቁልፍ ነገሮች ይኖራሉ ቃላት አሉ። ቃላቱን

እውቀትና ከዚያ በኋላ ከ-እስከ - ድረስ አንብቡ እንባላለን ስናነብ ምንድን ነው ያንብብን ብላችሁ አስታውሱ ያነበባችሁትን በቃላት ለመድገም ሞክሩ ይሉናል። አንዳንድ ቃላት ሊከበዱት ይችላሉ። በምታነቡበት ሰዓት አንዳንድ ነገሮችን እየተረዳችሁ ነው የምትሄዱ ነው የሚሉን።

Interviewer: እንዴት ነው የምታነቡት? ጥያቄዎችን እንዴት ነው የምትሰሩዎቸው?

M₁₂ Classwork ይሰጣል። Passage አለ ያን Passage በግሩኝ ሊሰጠን ይችላል ወይም መምህሩ ራሱ እየፈታ ሊያስተምረን ይችላል ያን ጊዜ ብዙውን ጠለቅ አድርገን እንድንሄድ ነበር መምህሩ የሚረዳን ስናነብ Passage ላይ ምን አነበባችሁ ምን ተመለከታችሁ ብሎ ይጠይቀናል እኛም እንመልሳለን የምታነቡትን አንቀጽ ማስተዋልና ያለውን ፍሬ ሃሳብ ማወቅ ነው ይሉናል። የሚያስችሎችሁን ቃል ወደ እኔ አምጡ ይለናል።

Pre-mediation Students' Questionnaire

(Translated)

M₁

- Interviewer: Do you like reading?
M₁ Yes, I read English passages. But my reading is restricted to what is present in my course books.
- Interviewer: Do you read with a t felling of happiness?
M₁ I read happily only if I know the words in the passage.
- Interviewer: What action do you take when you face difficult words while reading?
M₁ I ask my teacher or consult a dictionary.
- Interviewer: How do you read?
M₁ First, the teacher orders us to read, then he tells us the meaning. Sometimes, he tells us to read at home. If we face difficult words, we wait for the teacher to translate them.
- Interviewer: What do you do after that?
M₁ We learn words. We try to understand the main ideas in the passage. We answer Questions from the passage.
- Interviewer: What is the nature of the questions?
M₁ They are based on the passage
- Interviewer: What is/are your purpose(s) for reading
M₁ To test our recalling ability
- Interviewer: What does your teacher do to help you learn reading effectively?
M₁ He advises us to read passages quickly.
- Interviewer: Do you work in groups?
M₁ Yes
- Interviewer: How?
M₁ We are instructed to work in groups
- Interviewer: What factors do you think can make a certain passage difficult?
M₁ The inclusion of many difficult words can make a passage difficult. Also, if the passage is long , it will be time- consuming and difficult.
- Interviewer: For you, what does reading mean?
M₁ Reading is a skill by which we understand a certain written matter so as to answer the questions that follow.
- Interviewer: From the four language skills, which one do you like most?
M₁ Listening. This is because when we read, we may not understand. That is why we wait until the Teacher tells us the translation.
- Interviewer: Do you think that the reading skills you are using in the English course can help you study other subjects.

M₁ No
 Interviewer: Do your teachers provide you with such advice?
 M₁ Not so often. Sometimes , they advise us.
 Interviewer: Don't your teachers initiate you to read deeply?
 M₁ No. Teachers do not give much attention to reading.
 Interviewer: Do you relate the ideas in the passages with your personal experiences?
 M₁ No. I read only to answer the comprehension questions. I do not go beyond that.
 Interviewer: Why don't you read deeply?
 M₁ I don't have the experience. I don't also think that it has relevance to my personal life.
 Interviewer: What do you focus on while reading?
 M₁ I read to understand every word in English classes because we have the opportunity to have reading passages in English classes.
 Interviewer: Do you read materials other than those in your course books?
 M₁ No.
 Interviewer: What kind of help does your English teacher give you to develop your reading ability?
 M₁ He tells us the main idea of the passage and the answers for the questions.

M₂

Interviewer: Do you like reading
 M₂ Yes.
 Interviewer: Why?
 M₂ Reading helps me to know and understand things.
 Interviewer: What is/ are your objectives(s) for reading?
 M₂ To answer questions correctly.
 Interviewer: How do you read?
 M₂ I read the passage carefully to understand its idea and answer the questions that follow it.
 Interviewer: How do you understand the main idea of a passage?
 M₂ I jot down the main points in a note book.
 Interviewer: How do you learn reading in the classroom?
 M₂ First, we read silently. Then, the teacher reads the passage aloud for us.
 Interviewer: What activities do you perform after you have read a passage?
 M₂ Usually we do the exercises in the book after the teacher has translated the passage into Amharic. Then, he/she explains it in English.
 Interviewer: When the teacher teaches you reading, does he/she help you relate information to you real life?
 M₂ No
 Interviewer: Is there any passage which we can consider as either simple or difficult?
 M₂ No
 Interviewer: Why not.
 M₂ If you read a passage again and again, you can understand it.
 Interviewer: What benefits does reading a text again and again have?
 M₂ It makes ideas ingrain deep in the mind. It also makes these ideas memorable.
 Interviewer: When you read a passage again and again, do you memorize it?
 M₂ Yes
 Interviewer: What do we mean by reading?
 M₂ Reading means understanding things from a written piece and then answering questions that follow.
 Interviewer: Which language skill do you like most?
 M₂ Reading
 Interviewer: Why?
 M₂ You can do reading any time
 Interviewer: Have you ever read passages other than those present in your course books?
 M₂ Yes, I read football newspapers. I can understand them.
 Interviewer: How do you read such passages?

M₂ I read them to understand what is explicitly written. I do not try to analyze things in the reading text .

M₅

Interviewer: Do you like reading?
M₅ Yes
Interviewer: What kind of passages do you like to read?
M₅ Passages which are Easy to understand and which are related in some way with my life.
Interviewer: How do you read passages?
M₅ First I read the passage and memorize it. Then, I answer questions.
Interviewer: When you are reading, do you attempt to understand things word by word, sentence by sentence or do you try to have the main idea of the passage?
M₅ To understand the main idea.
Interviewer: What is/are your purpose(s) for reading?
M₅ I read to answer questions
Interviewer: How do you learn reading in the classroom? Could you explain what you and your teacher do?
M₅ After the teacher reads the passage, he/she takes out some new words from the passage and teaches us the meanings of these words.
Interviewer: In which language does the teacher explain things to you?
M₅ He/she tells us the meaning of difficult words in Amharic.
Interviewer: How do you do questions: in groups, with the teacher, individually, etc?
M₅ We answer questions individually by raising our hands.
Interviewer: Are answers for the questions directly available in the passage?
M₅ Yes
Interviewer: What do you think are the factors which can make a passage difficult?
M₅ When there are many new words
Interviewer: Remember what activities you perform during reading. What is reading for you?
M₅ I read what is related with my life. For example, in grade five, there is a passage about human beings I like and understand such passages. I also ask other for help if I do not understand the passages..
Interviewer: Which language skill do you like most?
M₅ Reading.
Interviewer: why do you like reading most?
M₅ To improve my reading ability.
Interviewer: How do you read?
M₅ I read quickly . I also ask others if there are things which I can't understand.
Interviewer: Do you read English passages other than those available in your course books?
M₅ No, I don't
Interviewer: Do you read only those in the textbook?
M₅ Yes
Interviewer: To help you understand passages, what does your teacher do?
M₅ He first reads the passage for us.
Interviewer: Does the teacher read the passage aloud?
M₅ Yes. sometimes, he translates things in to Amharic. Then , we do questions as a classwork.

M₆

Interviewer: Do you like reading?
M₆ Yes
Interviewer: What kind of passages do you like to read?
M₆ Passages which deal with sport
Interviewer: How do you read these passages?

M₆ To understand the idea in the passage
 Interviewer: Do you face difficult words when reading?
 M₆ Yes
 Interviewer: How do you understand these words?
 M₆ I skip them
 Interviewer: What is/are your objectives(s) for reading?
 M₆ (No response)
 Interviewer: How do you learn reading in the classroom?
 M₆ We are asked to discuss, and we do as ordered.
 Interviewer: How do you learn reading in the classroom
 M₆ We read passages
 Interviewer: Only this?
 M₆ We ask our teacher what we can't understand, and he helps us by giving explanation.
 Interviewer: In which language does he explain?
 M₆ In Amharic
 Interviewer: What is reading for you?
 M₆ Reading is understanding and answering questions.
 Interviewer: And then, what activities do you perform?
 M₆ Answering questions
 Interviewer: Do you read passages other than those available in your course books?
 M₆ No
 Interviewer: What does your teacher do to help you understand reading texts?
 M₆ He gives us no help; he simply instructs us to read.

M₇

Interviewer: Do you like reading?
 M₇ Yes
 Interviewer: What kind of passages do you like to read?
 M₇ Academic texts.
 Interviewer: How do you read passages?
 M₇ If the passage is in English, I jot down the words I don't know and look up their meanings in a dictionary later. I also ask someone for help.
 Interviewer: When you are reading, how do you read ?
 M₇ I read what I Can understand.
 Interviewer: When you read, have you ever tried to relate the ideas from the readings with your personal life experience?
 M₇ Yes I tried to know what I didn't know before. I attempted to reach where other (who know more than me) / reached.
 Interviewer: What are your reasons (purposes) for reading?
 M₇ To make myself an independent human being, to acquire knowledge, to understand the ideas of others.
 Interviewer: How do you learn reading in the classroom?
 M₇ First, we read the passage. Then, the teacher reads it for us; he/she tells us the meaning of the passage in English and Amharic.
 Interviewer: Are there difficult or simple passages?
 M₇ No
 Interviewer: What factors do you think can make a passage difficult?
 M₇ There is not any passage which is inherently difficult we call a passage difficult simply because we don't know it.
 Interviewer: Do you mean that we call a text difficult only when we do not know it?
 M₇ Yes, we can't understand it, Difficult words do not bother me because I read to get the main idea rather than focus on individual words.
 Interviewer: What do we mean by reading?
 M₇ Reading is what helps us to know things which we don't know .

Interviewer: From the four language skills, which one do you like most?
M₇ Listening well and then Writing
Interviewer: In your preference for the language skills, how do you rank reading?
M₇ I rank it second.
Interviewer: Why do you rank it second?
M₇ I understand reading after the teacher explains it to me. So I like listening first.
Interviewer: Do you read English texts frequently?
M₇ No
Interviewer: Why not?
M₇ Because we have so far been taught in Amharic. As a result, what I read in English is difficult for me.

M₈

Interviewer: Do you like reading?
M₈ Yes
Interviewer: What kind of passages do you like to read?
M₈ I like to read historical passages.
Interviewer: Do you read passages other than those present in your course books?
M₈ No, I read only passages in my textbooks. Sometimes I read English dictionaries. I also read Amharic books.
Interviewer: How do you read?
M₈ If there is a homework, I read the passage by cross checking with the questions. Otherwise, I simply read it
Interviewer: Why do you read: Is it to get the main ideas of the passage, to understand the intention of the writer, or anything else?
M₈ Yes. I read to know these , but I am not as such good at English.
Interviewer: Do you read word by word, or to understand the general idea?
M₈ I want to understand the general idea; however, I am not able to do so. Thus, I usually tend to learn meanings of words.
Interviewer: When you read, do you read word by word or do you try to understand the main idea of the passage?
M₈ To know things which I don't know, to improve the knowledge I already have.
Interviewer: Which one do you aim at: knowing the meaning of words and sentences, or anything else?
M₈ At knowing the meaning of words.
Interviewer: How do you learn reading in the classroom?
M₈ First, we (students) read. Then, our teacher reads the passage by translating it into Amharic paragraph by paragraph.
Interviewer: What factors do you think can make a passage difficult?
M₈ The presence of difficult words.
Interviewer: What do we mean by reading?
M₈ Reading is getting new ideas from a written piece.
Interviewer: From the four language skills, which one do you like most?
M₈ I like writing
Interviewer: Why do you like writing?
M₈ I can understand what I write more than what I read.
Interviewer: Why don't you like reading first?
M₈ Reading requires experience to read and understand English passages. One should know the meanings of words and sentences. For me, writing is easier than reading?
Interviewer: Do you men writing notes?
M₈ Yes. It is easy to write the notes my teacher gives me and the notes from books.
Interviewer: Do you understand what you write?
M₈ Yes
Interviewer: What help does your teacher give you to understand passages?

M₈ He/ She translates words into Amharic.
 Interviewer: What else does the teacher do to help you?
 M₈ He/she advises us on how to do exercises. They tell us to do the exercises based on the passage.
 Interviewer: Do you work in groups?
 M₈ Yes, but rarely.
 Interviewer: When you do exercises, how do you do them with your teacher?
 M₈ We read a question at a time and give answers.

M₉

Interviewer: Do you like to read passages written in English?
 M₉ Yes
 Interviewer: What kind of passages do you like to read?
 M₉ Grammars books
 Interviewer: What I am saying is, do you like to read passages?
 M₉ Yes
 Interviewer: What kind of passages?
 M₉ Passages which include ideas, proverbs and metaphors.
 Interviewer: When you are reading passages, what things do you focus on?
 M₉ In the past, I used to try to memorize the passage and every word in it This was especially so when I was I was studying for exams. However, the memorized thing was forgotten shortly later.
 Interviewer: Do you mean that your objective for reading was to answer questions?
 M₉ Yes
 Interviewer: Recall the instances when you were learning reading. How were you learning reading?
 M₉ The teacher used to teach us the lexical items written in bold in the passage . Later, we were examined for these items. In addition, we used to jot down main points of the passages.
 Interviewer: At that time did you endeavor to learn the passage word by word, sentence by sentence or did you attempt to get the main ideas of the passage?
 M₉ Word by word
 Interviewer: What factors do you think can make a reading text difficult?
 M₉ Difficult and misspelt words
 Interviewer: From your reading experience, what does reading mean for you?
 M₉ A Passage is a collection of paragraphs which has introduction, body and conclusion
 Interviewer: I mean, you describe reading based on the way you read
 M₉ A reading passage is a written matter which includes different words in it .
 Interviewer: From the four language skills, which one do you like most?
 M₉ Speaking and listening
 Interviewer: Why do you like speaking and listening skills most?
 M₉ Because we acquire the listening skill first . Then we speak out what we have listened to.
 Interviewer: Do you read English passages other than those available in your course books?
 M₉ Yes
 Interviewer: What kind of books?
 M₉ Mega Grammar and dictionaries.
 Interviewer: What about different books like history, fictions and literature?
 M₉ I haven't read such books because I didn't have them. We did not have the opportunity to use libraries.
 Interviewer: To help you understand the reading passages, what does your teacher do?
 M₉ He/she takes out key words and teaches us.

M₁₀

- Interviewer: Do you like reading?
M₁₀ Yes
- Interviewer: What kind of passages?
M₁₀ Historical
- Interviewer: How do you read?
M₁₀ I read by selecting main points
- Interviewer: How do you select these main points?
M₁₀ First, I go through the passage. Then, I jot down the main points in my exercise book and try to memorize them.
- Interviewer: What is/are your objectives(s) for reading?
M₁₀ I read to get information about my courses. I read fictions.
- Interviewer: How do you learn reading in your classroom?
M₁₀ We first learn words before going through the reading passage.
- Interviewer: Why?
M₁₀ This helps me in my exam.
- Interviewer: Why do you read: to answer questions from the passage, or for any other purpose?
M₁₀ To answer questions
- Interviewer: What factors do you think can make a passage difficult?
M₁₀ Difficult words and sentences
- Interviewer: From your experience of reading, what is reading for you?
M₁₀ For me reading is going through and understanding a written matter. It also includes telling what we understand for others.
- Interviewer: Which language skill do you like most?
M₁₀ I like reading
- Interviewer: Why?
M₁₀ To understand texts and to help others understand.
- Interviewer: Do you read passages other than those present in your course books?
M₁₀ Yes I read historical passages.
- Interviewer: What help does your teacher give you so that you could effectively learn reading?
M₁₀ He/she explains the main points of the passage in English and Amharic. He/ She teaches us new words by translating them into Amharic.

M₁₂

- Interviewer: Do you like reading?
M₁₂ Yes, I do.
- Interviewer: What kind of passage do you like to read?
M₁₂ Short passages which I manage to understand . I try to understand the main idea of such passages.
- Interviewer: How do you read English passages?
M₁₂ In the past, I used to spend much time on translating words by looking up their meanings in dictionaries.
- Interviewer: I see. In the past, you used to try to understand things word by word .What if there were some words and/or sentences which you didn't know? Did these cause problems on your understanding?
M₁₂ I used to try to understand each and every word. But this was highly tiresome and time consuming. Now, I don't try to know every word.
- Interviewer: What is/are your purposes for reading a certain passage?
M₁₂ Because English is an international language, I want to get benefits from such a language.
- Interviewer: How do you learn reading in the classroom?
M₁₂ At lower grades, we used to focus on learning the meanings of words. Now, this is changed, we

usually focus on understanding the main ideas.

Interviewer: What factors do you think make a passage difficult?
M₁₂ This may depend on the experience of the reader . For example, in the past, I used to become nervous when reading in front of my teacher. So nervousness is one of the factors which make a passage difficult.

Interviewer: What do we mean by reading?
M₁₂ Reading is an essential skill by which we can understand many things .

Interviewer: Do you read passages other than those available in your course books?
M₁₂ Not so far, except referring to a dictionary.

Interviewer: When reading, what help do you receive from your teacher?
M₁₂ He/she advises us not to be afraid of reading in front of people. He/she tells us to read without fear. He/She encourages us.

Interviewer: When teaching reading, how does the teacher teach you?
M₁₂ He/she tells us to understand key words which are written in bold in the passage. Then, he/she instructs us to read a certain part of the passage . He/she reminds us to remember what we have read .He/she advises us not to worry about some difficult words. He/She tells us that what we should understand is the main idea of each paragraph rather than the meaning of individual words.

Interviewer: How do you do the exercises from passages?
M₁₂ The teacher gives us classwork. We do these either in groups, in pairs, with the teacher, or individually

APPENDIX C-6

ድገረ ሜዲደን የተማሪዎች መጠይቅ።

M₁

Interviewer: ለሦስት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₁ ብዙ ጠቅሞኛል። በአነባበቡም ብዙ ለወጣቶችን አግኝቼብታለሁ።

Interviewer: ምን ዓይነት ለወጣት?

M₁ ድሮ ምንባብ የሚመስለኝ ታች ያሉ ጥያቄዎችን ለመመለስ ብቻ ነበር የሚመስለኝ። አሁን ግን የምንባቡን ሐሳብ ተረድተን ጥያቄዎችን ለመመለስ እንደሆነና ደግሞም በዚህ ላይ በምንባቡ ላይ ነበር ትኩረት የማደርገው። ምክንያቱም ከምንባቡ ወስጥ ስህተት ይኖራል አልልም። አሁን ግን ጽሑፉን የመገምገም ባህርይ አለ። ለምሳሌ ጸሐፊው እንዴት አድርጎ ጽሑፉን እንዳቀናጀው፣ እንዴት እንዳሰበ፣ መደምደሚያውን እንዴት እንደጻፈ፣ ምን መልዕክት ሊያስተላልፍ እንደፈለገ እንዲሁም ደግሞ በምንባቡ ርዕስ ብቻ ርዕሱን እንዴት አድርጎ እንደሰየመ እና ሌሎችንም አገናዝባለሁ።፤

Interviewer: የማንበብ ፍላጎትህ አድጎልሃል?

M₁ አዎ።

Interviewer: አሁን ያገኘኸውን የማንበብ ስልት ሌሎች ትምህርቶችን ስትማር ትጠቀምበታለህ?

M₁ አዎ። ለምሳሌ ሌሎች ትምህርቶች ላይ ከአነባበቤ ጋር ለአኔ የሚሰጠው

ጠቀሜታ ምንድን ነው? ከአካባቢያዊ ጋር በማያያዝ ማለት ነው። በማንበብ ጊዜ በጽሁፉ ላይ ብቻ ሳይሆን ሰፊ አድርጎ ለመረዳት ለማሰብ ላይ ብረረ ለመጠቀም በዚያ ምክንያት የተለያዩ ጽሑፎችን ስለዚያ የተጻፉትን ልዩነቶችንና ግንኙነቶችን ለማወቅ አነባለሁ።

M₂

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₂ ከምንባቡ ያገኘሁት ጠቀሜታ ስለአካባቢያ የበለጠ እንዳወቅና ከአሁን በፊት ስማር የነበረው ሁኔታ ለፈተና ብቻ ነበር የምናነበው። አሁን ከአካባቢያችንና ከሕይወታችን ጋር አዛምደን እንድንማር የሆነ አመለካከት ፈጥሯል።

Interviewer: አሁን ያገኘኸውን ስልት ሌሎችን ትምህርቶች ስትማር ትጠቀምበታለህ ?

M₂ አዎ። በሁሎችም ባይሆን እንጠቀምበታለን።

Interviewer: በየትኞች ትምህርቶች ነው የማትጠቀመው?

M₂ በፊዚክስና ሂሳብ።

Interviewer: አሁን የተማርኸው የማንበብ ስልት የማንበብ ፍላጎትህን ምን ያህል አሳድጎልሃል? ከፊት ጋር በንጽጽር ብትገልጽልኝ።

M₂ የማንበብ ፍላጎቴ በጣም ከፍተኛ ደረጃ እንዲደርስ አድርጎታል። ድሮ የምናነበው ለተወሰነ ጊዜ ሆኖ ፈተና ለማለፍ ብቻ ነበር።አሁን ግን ማንኛውንም ምንባብ አንብበን የእኛ አካባቢ ምን ይመስላል። ከሕይወቱ ጋር ምን ዓይነት ቁርኝት አለው የሚለውን መልስ ሊያገኝ ስለሚችል በማንኛውም ጊዜ እናነባለን።

Interviewer: የማንበብ ስልቱ ጠቀሜታ አለው?

M₂ አዎ።

Interviewer: የምንባብ ትርጉም ቀደም ሲል ከነበረህ ተለይቱዋል?

M₂ ምንባብ የማለውን የማወቀው ፈተና ለመመለስ ብቻ በቃ። አሁን ግን ምንባብ ማለት ከሕይወታችን ጋር አዛምደን አካባቢያችን ምን ትመስላለች? ከሕይወታችን ጋር ምን ግንኙነት አለው? ይህን ጥያቄ ለመመለስ ስለሚጠቅመን፣ ልዩነት አለው በጣም።

M₃

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₃ ምንባብ ማንበብ ጠቃሚ ነው። ከመደበኛ ትምህርት ጋር ያለውን ጠቀሜታ እንድናገናዝብ ይረዳናል።

Interviewer: በመርሃ ግብሩ በመሳተፍህ ያገኘኸውን ጠቀሜታ ቀደም ሲል ከነበረህ ልምድ ጋር በማነጻጸር ብትገልጽልኝ?

M₃ ከፍተኛ ነው።

Interviewer: ከፍተኛ ነው ስትል ምን ምን ጠቀሜታዎች ነው ያገኘኸው?

M₃ የተለያዩ ክህሎቶችን።

Interviewer: በተለይ ምንባብን በተመለከተ ያገኘኸው ጠቀሜታ ምንድን ነው?

M₃ አንብቦ የመረዳት ችሎታ።

Interviewer: ከፊት ከነበረህ ልምድ ጋር አነጻጽረህ ብትነግረኝ?

M₃ ከፊት የነበረው ላይ ላዩን ማንበብ ነው፤ አሁን ግን ጠለቅ አድርጌ ማንበብ ነው።

Interviewer: ለአንተ አሁን ምንባብ ማለት ምን ማለት ነው?

M₃ ንባብ ማለት አንድን ነገር የሚገልጽ ጸሐፊ ነው።

Interviewer: ጸሐፊ የሚገልጸው ምንድን ነው?

M₃ ጸሀፊው የጻፈውንና ከዚያም ባሻገር ነው።

Interviewer: አሁን በንባብ ትምህርቱ መርጎ ግብር ያገኘኸውን የማንበብ ስልት ለሌላም ትምህርት ትጠቀምበታለህ?

M₃ አዎ።

Interviewer: ለምሳሌ እስኪ ግለጽልኝ። እንዴት? በምን ትምህርትስ ነው የምትጠቀምበት?

M₃ ለምሳሌ ምሬዚክስ፣ በኬሚስትሪና በሌሎችም።

Interviewer: እንዴት ነው የምትጠቀምበት?

M₃ ለምሳሌ የተማርሁትን ነገር ከአካባቢ ጋር ማገናዘብ።

Interviewer: የተማርኸው የማንበብ ስልት ጠቀሜታው እንዴት ነው?

M₃ ጠቀሜታው ከፍተኛ ነው።

M₄

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₄ ጠቀሜታ አለው። ከዛሬ በፊት ምንባብ ስናነብ ለዕለቱ ለፈተና ነበር። የምናነበው ትኩረት የምናደርግበት አልነበረም። አሁን ግን ትኩረት ሰጥተን በጥልቀት ግንዛቤ እንዲኖረን አድርጎናል።

Interviewer: በማንበብ ፍላጎትህ ላይ ለውጥ አምጥቶልሃል?

M₄ አዎ። በከፍተኛ ደረጃ ፍላጎቴ እያደገ መጥቶዋል።

Interviewer: አሁን የምትጠቀምበት የማንበብ ስልት ሌሎች ትምህርቶችን ለመማር እገዛ አድርጎልህል?

M₄ አዎ።

Interviewer: እንዴት ነው የምትጠቀሙት?

M4 በምንባቡ መሠረት የሚመለሱ ጥያቄዎችን ለመመለስ አንብቤ አጠቃላይ ሃሳብ እይዛለሁ። በተጨማሪም ከምንባቡ ያገኘሁትን ሃሳብ ከሕይወቴ ጋር አዛምዳለሁ።

Interviewer: የተማርኸው የማንበብ ስልት ምን ያህል ጠቃሚ ነው?

M4 ጠቀሜታ አለው። ከአሁን በፊት ሳነብ ላይ ላዩን የማንበብ ልምድ ነው የነበረኝ። ምን ያህል ተገንዝቤአለሁ የሚል ሃሳብ አልነበረኝም። አሁን ግን ጠለቅ አድርጌ እንዳወቅ ረድቶኛል።

M5

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተዋል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M5 የትርጉምም ሆነ የማንበብ ችሎታ አግኝቻለሁ።

Interviewer: የማንበብ ችሎታህ ምን ያህል አድጎዋል? ከበሬቱ ጋር አነጻጽረህ ብትነግረኝ።

M5 ድሮ ስለንባብ ብዙ ግንዛቤ አልነበረኝም። አሁን ግን ለየት ያሉ አነባበቦች ስለሚኖሩና እነዚያም በመምህሩ ስለሚገለጹልን አነባለሁ።

Interviewer: የማንበብ ፍላጎትህንስ አሳድጎልሃል?

M5 አዎ።

Interviewer: ከዚህ ጊዜ በኋላ በእንግሊዝኛ የተጣፉ መጻሕፍትን ታነባለህ?

M5 አዎ።

Interviewer: አሁን ያገኘኸውን የማንበብ ስልት ሌሎች ትምህርቶችን ስትማር ትጠቀምበታለህ?

M5 አዎ።

Interviewer: እንዴት?

M5 ምንባቡን አነብና ካልገባኝ ከጉዋደኞቹ ጋር እወያያለሁ።

Interviewer: ንባብ ማለት አሁን ለአንተ ምን ማለት ነው?

M5 ከበሬት የማነበው ምንባቡን አንብቤ ጥያቄ ለመመለስ ነበር። አሁን ግን አነብና በውስጤ አገናዝባለሁ።

Interviewer: አሁን የተማርኸው የማንበብ ስልት ጠቀሜታ አለው?

M5 አዎ።

M6

Interviewer: ለሦሥት ወራት የንብብ ትምህርት ስትማር ቆይተህል። ይህ የምንብብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₆ ድሮ አንብቤ አልረዳም ነበር። አሁን ግን ከሕይዎቴ ጋር በማዛመድ የማንበውን ለመረዳት እየሞከርሁ ነው። የማንበውንም መረዳት ችያለሁ።

Interviewer: በአንባብ ስልትህ ላይ ለውጥ አድርገሃል?

M₆ አዎ።

Interviewer: በዚህ መርሃ ግብር የማንበብ ትምህርት ከመማርህ በፊት እንዴት ነበር? የምታነበው?

M₆ አንብቤ ምንም የማደርገው የለም። ዝም ብዬ ነው ቁጭ የምለው። አሁን ግን ከሕይዎቴ ጋር አዛምደዋለሁ።

Interviewer: አሁን ያገኘኸው የማንበብ ሥልት ሌሎች ትምህርቶችን ስትማር እገዛ አድርጎልሃል?

M₆ አዎ።

Interviewer: አሁን ለአንተ ንብብ ማለት ምን ማለት ነው?

M₆ አንድ ነገር እንዳዉቅ የሚያደርግ ማለት ነው።

Interviewer: አንድን ምንብብ ተረዳሁት የምትለው እንዴት ነው?

M₆ አዳዲስ ነገሮችን ከምንባቡ ስረዳ፤ የማንበውን ሐሳብ፤ ከሌላ ትምህርት፤ ከሕይዎቴና ከአካባቢዬ ጋር ማዛመድ ስችል ነው።

Interviewer: በዚህ መርኃ ግብር ያጋጠመህ ምንብብን የማስተማር ስልት የማንበብ ችሎታህን ምን ያህል አሳድጎታል?

M₆ በጣም ይጠቅማል።

Interviewer: ለምን ይጠቅማል?

M₆ የማናዉቀውን ነገር ለመገንዘብ ያስችላል።

Interviewer: አሁን ስለምንባብ ያለህ አመለካከትና ስልት ተለውጡዋል?

M₆ አዎ።

Interviewer: የመረዳት ችሎታህስ ቀደም ሲል ከነበረህ ጋር ስታነጻጽረው ምን ያህል ነው ብለህ ትገምታለህ?

M₆ በጣም ከፍተኛ ነው።

M₇

Interviewer: ለሦሥት ወራት የንብብ ትምህርት ስትማር ቆይተኻል። ይህን የምንብብ ትምህርት ለማንበብ ፍላጎትሽ፣ ችሎታሽና አመለካከትሽ ያደረገውን አስተዋጽኦ ብትገልጭልኝ።

M₇ ከፍተኛ ነው።

Interviewer: ብታብራሪልኝ።

M₇ ከፊት ማለት ምንባብ ሳነብ በጣም ይሰለቸኝ ነበር። ግን አሁን በጉጉትና ደስተኛ ሆኜ እንድጨርስ።

Interviewer: ምንባብ ስታነቢ አሁን ያገኘሽው ስልት ቀደም ሲል ስትጠቀሟለህ ከነበረው በምን ይለያል?

M₇ ፍጥነት ጨምራለሁ። ድሮ ማነብ የነበረው አንብቤ ለመጨረስ እንጅ ከወሰጥ ያለውን ፍሬ ሃሳብ አላገናዝብም ነበር። አሁን ግን አገናዝባለሁ።

Interviewer: አሁን ያገኘሽውን የማንበብ ስልት ሌሎች ትምህርቶችን ስትማሪ ትጠቀሟለህ?

M₇ እጠቀምበታለሁ።

Interviewer: በዚህ መርኃ ግብር ያጋጠመሽ ምንባብን የመማር ስልት የማንበብ ችሎታሽን ምን ያህል አሳድጎታል?

M₇ በጣም አሳድጎልኛል። ለወጥ አለው።

Interviewer: አሁን ለአንቺ ንባብ ማለት ምን ማለት ነው? ቀደም ሲል ስለንባብ ከነበረሽ ትርጉም ጋር በማነጻጸር ብትነግራኝ።

M₇ ንባብ ማለት የማናውቃቸውን ነገሮች ብዙ የምናውቅበት እንደሆነ ድሮ ምንም አልነበረም። ጥያቄ ለመመለስ ነበር። አሁን ግን...

Interviewer: የተማርሽው የማንበብ ስልት ጠቀሜታ አለው?

M₇ አዎ።

M₈

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማሪ ቆይተሻል። ይህን የምንባብ ትምህርት ለማንበብ ፍላጎትሽ፣ ችሎታሽና አመለካከትሽ ያደረገውን አስተዋጽኦ ብትገልጭልኝ።

M₈ አስተዋጽኦው በጣም ከፍተኛ ነው። ድሮ ምንባብ ማለት ምንም እንዳልሆነ ነበር አሁን ግን የወሰጡን ፍሬ ሃሳብ እንድናውቅ ስላደረገን ነው። ከፍተኛ ነው አስተዋጽኦው።

Interviewer: ፍላጎትሽን በመጨመር በኩልስ ያደረገው አስተዋጽኦ ምንድን ነው?

M₈ አስተዋጽኦው ጥሩ ነው። ግን ድሮ ሳነብ ብዙም ፍላጎት አልነበረኝ ምንም ጠቆ ነው የማነበው። አንብቤ ከተባልን አነባለሁ። ካልተባልን አላነብም። አሁን ግን አንብቤ ባንባልም ዝመም ብዬ እናዳነብ አድርጎናል።

Interviewer: የአንባብ ስልት ቀደም ሲል ከነበረው ለወጥ አድርጎሻል?

M₈ አዎ።

Interviewer: ያገኘሽው ለወጥ ምንድን ነው?

M₈ አንብቤ እፈታለሁ። የተለያዩ ነገሮችን ከሌሎች ጋር አዛምዳለሁ።

Interviewer: ከአሁን በፊት ስታነቢ እንዴት ነበር የምታደርገው?

M₈ ከአሁን በፊት አነባለሁ። እጨርሳለሁ።፤

Interviewer: ትርጉሙ ይገባሽ ነበር ስታነቢ?

M₈ አይገባኝም።፤

Interviewer: አሁንስ እንዴት ነው?

M₈ አሁን በጣም ይገባኛል።፤

Interviewer: ስታነቢ የጸሀፊውን ሃሳብ ለማወቅ ነው የምታነቢው ወይስ ሌላም ዓላማ አለሽ?

M₈ መጀመሪያ ጸሀፊው ምን እንዳለ አውቃለሁ።፤ ከዚያ በኋላ የቤት ሥራ የሚሠራ ከለ እሠራለሁ።፤

Interviewer: ስታነቢ አገናዝባለሁ ብለሻል። ምን ምን ነገር ነው የም ታገናዝቢው?

M₈ ከተጻፈው ሌላ።፤

Interviewer: ሌላ ስትይ በምሳሌ ትገልጭልኛለሽ?

M₈ ለምሳሌ ታሪክ ትምህርት ስለ አጼ ተዎድሮስ የሚያወራ ከሆነ ምንባቡ ራቅ ወዳሉት ወስጆ ከሌሎች ኢትዮጵያውያን ከወጮችም ጋር አዛምጀ አያለሁ።፤

Interviewer: ሌሎች ትምህርቶችን ስትማሪ እገዛ አድርጎልሻል ወይ?

M₈ አዎ።፤

Interviewer: እንዴት ነው የምትጠቀሚበት?

M₈ በርከት ያለውን ጽሁፍ በአንቀጽ እየለያየሁ ባይኖረው ራሴ እየከፈልሁ አነበዋለሁ።፤

Interviewer: ድሮ ከምታይው ጋር የማነጻጸር፤ የመመራመር የመጠየቅ ጉዳይ አለ?

M₈ አዎ።፤

Interviewer: የምታነቢው ጽሁፍ ሁሉ እውነት ነው በሚል ነው የምታነቢው ወይስ ትገመግሚዋለሽ?

M₈ የምቀበለውም የማልቀበለውም አለ።፤

Interviewer: ምንባብ ማለት ምን ማለት ነው? ቀደም ሲል ከነበረሽ አመለካከት ጋር አነጻጽራ።፤

M₈ ምንባብ ማለት የማናውቀውን ነገር ሊያሳውቀን የሚችልና የምንሰማው ብቻ ሳይሆን አንብበን እንድንረዳው የቀረበ ጥሁፍ ማለት ነው።፤

M₉

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፤ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።፤

M₉ ትምህርቱ ከሌሎች ትምህርቶች ጋር የተዛመደ ስለሆነ ጠቀሜታ አለው።፤ የአነባበቡ ስልት ከምንባቡ ዋና ዋና ፍሬ ሐሳቦችን እንዴት እንደምንረዳ ነው ስንማር የቆየነው።፤ ስለዚህ ከሌሎች ትምህርቶች ጋር ስለሚዛመድ

ጠቀሜታ አለው።

Interviewer: ከዚህ መርኃ ግብር ያገኘኸውን የማንበብ ስልት ሌሎች ትምህርቶችን ስትማር ትጠቀምበታለህ?

M₉ አዎ።

Interviewer: እንዴት ነው የምትጠቀምበት?

M₉ ከዚህ ያገኘኸውን የማንበብ ስልት ሌላውን ትምህርት እንዴት እንደምንረዳው እንጠቀምበታለን።

Interviewer: ይህ የማንበብ ስልት ጠቀሜታ አለው?

M₉ በጣም በጣም ይጠቅማል።

Interviewer: ንባብ ማለት ምን ማለት ነው?

M₉ ንባብ ማለት አንድ የማላውቀውን ነገር ከማነበው ጽሑፍ አንብቤ መረዳት።

Interviewer: አንብቦ መረዳት ማለት ምን ማለት ነው?

M₉ 1) ጸሐፊው ምን እንዳለ እረዳለሁ። 2) ትኩረቱን አያለሁ።

Interviewer: ከዚህ መርኃ ግብር በኋላ የአንተ የምንባብ ስልትና ችሎታ ተለውጠዋል ትላለህ?

M₉ አዎ።

Interviewer: እንዴት?

M₉ ከአሁን በፊት የምንባብ ፍላጎቶችን ቀነስ ያለ ነበር። አሁን ግን ፍላጎቶችን እየዳበረ ነው ያለው። ስለዚህ ይህ ትምህርት ጠቅሞናል።

Interviewer: የአነባበብ ስልትህ ተለውጠዋል?

M₉ አዎ።

Interviewer: እንዴት ነው የተለወጠው? አንጻጽረህ ንገረኝ።

M₉ ቀደም ሲል የማንበብ ፍላጎቴ የቀነሰ ነበር። አሁን ፍላጎቴ ጨምሮልኛል።

M₁₀

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₁₀ የማንበብ ችሎታዬን እንዳሻሽል ረድቶኛል። ድሮ ሳነብ እንተባተብ ነበር። አሁን ግን በትክክል አነባለሁ። የረዳኝ በጣም በከፍተኛ ነው።

Interviewer: በማንበብ ፍላጎትህ ላይ ለውጥ አምጥቶልሃል?

M₁₀ አዎ። በከፍተኛ ደረጃ ፍላጎቴ ከፍ ብሎአል።

Interviewer: እስኪ ቀደም ከነበረህ ፍላጎት ጋር አነጻጽረህ ንገረኝ።
M₁₀ ድሮ እንግሊዝኛ ሳነብ ስለምንተባተብ / ማንበብ ስለማልችል/ለማንበብ ፈቃድ አልነበረኝም። አሁን ግን በትክክል ስለማነብ የማንበብ ችሎታዬ ዳብሮልኛል።

Interviewer: አንድን ምንባብ ተረዳሁት የምትለው እንዴት ነው?
M₁₀ ከምንባቡ የማገኘውን ሀሳብ ከሕይዎቴ፣ ከአካባቢዬና ከሌላ ከምማረው ትምህርት ጋር ማዛመድ ስችል ነው።

Interviewer: ስታነብ ቆም ብለህ ታስባለህ ማለት ነው?
M₁₀ አዎ።

Interviewer: አንዳንድ ሰዎች ንብብ ማለት ጸሐፊው ምን ማለት እንደፈለገ መረዳት ነው ይላሉ። ለአንተስ ምንባብ ማለት ምን ማለት ነው?
M₁₀ አነብና ያገኘሁትን ሀሳብ ከሌላ ትምህርት ካገኘሁት ሀሳብ ጋር አገናዝበዋለሁ። ለምሳሌ በሶሻል ሳይንስ ያገኘሁትን ሀሳብ ከምንባቡ ካገኘሁት ሀሳብ ጋር አገናዝበዋለሁ።

Interviewer: በዚህ መርኃ ግብር ያጋጠመህ ምንባብን የማስተማር ስልት የማንበብ ችሎታህን ምን ያህል አሳድጎታል?
M₁₀ በጣም አሳድጎልኛል።

Interviewer: አሁን ስለምንባብ ያለህ አመለካከትና ስልት ተለውጡዋል?
M₁₀ አዎ።

M₁₁

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።
M₁₁ ምንባብ እንዴት እንደምፈልግ ተረድቻለሁ።

Interviewer: ታብራራልኛለህ?
M₁₁ ምንባብ እንዲገባኝ ከየትኛው አንቀጽ ማንበብ እንዳለብኝ።

Interviewer: እንዴት አድርጎ እንደሚገባን ስትል የጸሀፊውን ሀሳብ መረዳት ማለት ነው ወይስ እንዴት ነው?
M₁₁ ከጸሐፊው ሀሳብ በተጨማሪ ሌሎች ነገሮች አሉ።

Interviewer: ለምሳሌ?
M₁₁ ከሕይዎቴ ጋር ማዛመድና ከአካባቢዬ ጋር ማዛመድ፣ ስለአካባቢዬ ያለውን ትርጉም ለማወቅ፣ ሀሳቡን ለማወቅ።

Interviewer: አሁን ለአንተ ምንባብ ማለት ምን ማለት ነው?
M₁₁ ብዙ ቁም ነገሮችን ከሕይዎቴ ጋር አዛምጄ ለማወቅ ነው።

Interviewer: በዚህ መርኃ ግብር ያጋጠመህ ምንባብን የመማር ስልት የማንበብ ፍላጎትህ ምን ያህል አሳድጎታል?

M₁₁ ከፍተኛ ነው። ቀደም እኔ የማነበው ለፈተና ብቻ ነበር። አሁን ግን ከሕይወቴ ጋር አዛምጀ ብዙ ነገሮችን ለማዎቅ እፈልጋለሁ።

Interviewer: አሁን ያገኘኸውን የማንበብ ስልት ሌሎች ትምህርቶችን ስትማር ትጠቀምበታለህ?

M₁₁ አዎ።

Interviewer: የማንበብ ስልቱ ጠቀሜታ አለው?

M₁₁ አዎ ጠቃሚ ነው።

M₁₂

Interviewer: ለሦሥት ወራት የንባብ ትምህርት ስትማር ቆይተህል። ይህ የምንባብ ትምህርት ለማንበብ ፍላጎትህ፣ ችሎታህና አመለካከትህ ያደረገውን አስተዋጽኦ ብትገልጽልኝ።

M₁₂ በጣም ከፍተኛ ጠቀሜታ አለው። ትምህርቱ ብዙ ነገር ያዳብራል። በሌሎች ትምህርቶች ያላገኘኸውን ይህን በመማራችን አዕምሯችን ዳብሯል።

Interviewer: አሁን ስታነብ እንዴት ነው የምታነበው? የጸሀፊውን ሃሳብ ለማግኘት ብቻ ነው ወይስ ከራስህ ሕይወት፣ ልምድና ከአካባቢህ ጋር ታዛምደዋለህ?

M₁₂ ሁሉንም ነው። ከሕይወቴ ጋር አዛምዳለሁ። የተዘጋጀውም የመማሪያ ጽሑፍ ያነበብኸውን ከሕይወታችን ጋር እንድናዛምድ ነው። አዕምሯችን አስፍተን እንመረምራለን።

Interviewer: አሁን ያገኘኸውን የማንበብ ስልት ለወደፊቱ ትጠቀምበታለህ?

M₁₂ በጣም በጣም እጠቀምበታለሁ። ለምሳሌ ስለ ኢነርጅ ሳነብ አሰላስል የነበረው ከፊዚክስ ትምህርት ካዎቅሁት ጋር በማዛመድ ነው።

Interviewer: በማንበብ ችሎታህ ላይ ለውጥ አለ?

M₁₂ አዎ።

Interviewer: ምን ዓይነት ለውጥ?

M₁₂ አዕምሮህ ነፃ ሆኖ ስታነብ ያለፍርሃት ታነባለህ።

Interviewer: ቀደም ሲል ከነበረህ የአነባበብ ስልት ጋር አነጻጽረህ ብትነገረኝ።

M₁₂ ድሮ ቃላት መግደፍ፣ መዘለል ነበር። አሁን ግን ደስ ብሎን ሳንጨነቅ እናነባለን።

Interviewer: የተማርኸው የአነባበብ ስልት ምን ያህል ጠቀሜታ አለው?

M₁₂ በጣም አሳድጎልኛል።

Interviewer: አሁን ስለምንባብ ያለህ አመለካከትና ስልት ተለውጠዋል?

M₁₂ በጣም በጣም ከፍተኛ ጠቀሜታ አለው። በዚህ ሦሥት ወር የተማርሁት ስልት ለብዙ ጊዜ ይጠቅመኛል ብዬ ነው የማምነው።

Students' Post- Mediation Interview (Translated)

M₁

- Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
- M₁ It helped me a lot. I got a lot of changes in my reading approach.
- Interviewer: What kind of changes?
- M₁ Previously, I considered the purpose of reading was to answer the questions based on a passage. I focused on textual information because I believed that all written materials were absolute. . But now, I have known that I read to get both the writer's views and to evaluate his ideas. For example, I evaluate how the writer has organized his ideas, what he thought and how he concluded. I also examine what he wanted to convey, how he coined his topic, how he developed it and others.
- Interviewer: Has your interest in reading aroused?
- M₁ Yes
- Interviewer: Do you apply the approach you have been introduced with in this programme in other subjects you study?
- M₁ Yes. For example, when I read other subjects, I ask what importance the contents have to my environment. I think beyond the passage while reading. I also read other materials from the library to know more about the content, that is, to learn about similar or different contents, to the lesson I learnt in class.

M₂

- Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
- M₂ It helped me to know about the real world. I used to read only to pass examinations. But now, due to the programme, I have learnt that I should relate the ideas I get from reading texts with my personal life and experience, and with the environment I live in.
- Interviewer: Do you apply the reading approach you have gained in the programme in learning other subjects?
- M₂ Yes, I apply it in many of my lessons.
- Interviewer: In which lessons you do not apply it?
- M₂ In Physics and Maths.
- Interviewer: Has the reading approach you have been introduced with increased your interest in reading? Can you tell me comparing it with your past experience?
- M₂ It (Mediation) has boosted up my reading interest. I used to read only for a short period just to prepare myself for examination. But now I read and relate the information I get from my reading with the environment and my personal life. So, I am motivated to read.
- Interviewer: Do you think the reading approach you have been introduced with importance?
- M₂ Yes
- Interviewer: Has the conception you had about reading changed?
- M₂ I had considered reading to be important only to pass examinations. Now, based on the passage, I ask what our environment look like and what relations it has with my personal life. Since I have learnt all about these, I have a different view now.

M₃

- Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
- M₃ Reading is very important. It helps me to apply the skill I get here to learn other subjects at school.
- Interviewer: Can you tell me about your gains in this programme comparing them with your past reading experiences?

M₃ I achieved many important things. It was a high achievement.
 Interviewer: What kind of achievement have you gotten?
 M₃ Different skills.
 Interviewer: What kind of advantage did you get especially related to reading?
 M₃ I gained the skills of reading and understanding.
 Interviewer: Can you tell me your present experience of reading compared with your past experience?
 M₃ I read to get textual information; however, I have changed this approach and attempt to go beyond that.
 Interviewer: What is reading for you?
 M₃ Reading passages express something.
 Interviewer: What does the piece of writing inform?
 M₃ It informs us about the writer's views and others beyond them.
 Interviewer: Do you apply the reading approach you have been introduced with in other subjects you learn?
 M₃ Yes
 Interviewer: Can you tell me how you use it? And when you use it?
 M₃ For example, I use it when I study Physics, Chemistry and others.
 Interviewer: How do you use it?
 M₃ For example, I relate the information I get from my reading with the environment I live in.
 Interviewer: What practical advantages does the reading approach you have been introduced with have?
 M₃ They have a lot of advantages.

M₄

Interviewer: : You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
 M₄ Yes it has importance. I used to read only to pass examinations. I did not have attention to read. Now, my reading interest is increasing from time to time. The programme has helped us to give attention to our reading and has developed our capacity.
 Interviewer: Has it developed your reading interest?
 M₄ Yes, my interest has aroused very much.
 Interviewer: Do you apply the reading approach you have been introduced with in other readings?
 M₄ Yes.
 Interviewer: How do you use them?
 M₄ I understand the general idea of the passages to answer comprehension questions. In addition, I also relate the ideas I get from passages with my personal experience, personal life.
 Interviewer: What practical advantages had the reading approaches you were introduced with?
 M₄ It has a lot of contributions. I had read to get only on-text information before. I was not sure whether or not I really learnt from the passages. But now, I have also learnt to read beyond what is there in the text.

M₅

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
 M₅ I have developed my reading ability.
 Interviewer: To what extent has your reading ability increased? Can you tell me in comparison with your past experience?
 M₅ I had very little understanding about the importance of reading passages. Now, Since I learnt different approaches to reading that you introduced to us, I have the interest to read.
 Interviewer: Do you like reading?
 M₅ Yes
 Interviewer: Do you apply the reading approach you have been introduced with in the programme to study

other subjects?
M₅ Yes
Interviewer: How do you use it?
M₅ I read the passage, and if I do not understand it, I ask my friends.
Interviewer: What is reading?
M₅ Previously, I used to read to answer comprehension questions based on the passage. But now, I read and deeply understand relating the writers' views with various things.
Interviewer: Do you think the reading approach you have been introduced with is important?
M₅ Yes

M₆

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
M₆ Previously, I was not able to understand what I read. But now, I try to understand my reading relating it with my personal life. I can understand what I read.
Interviewer: Have the lessons helped you to change your approaches to reading?
M₆ Yes
Interviewer: How did you approach reading before you joined the three month programme?
M₆ In the past, I simply read for the sake of reading. At present, however, I try to relate the information in the passage with my personal life.
Interviewer: Has the reading approach you have been introduced with during the three months helped you to read other subjects effectively?
M₆ Yes
Interviewer: What is reading?
M₆ Reading is a skill that helps me to know something.
Interviewer: When do you say you have understood a passage?
M₆ When I understand new things from the passage; when I apply the reading approach and use content knowledge to other lessons I study, and when I relate the information with my personal life.
Interviewer: To what extent, do you think, has the reading approach you you have been introduced with during the three months helped you to develop your reading ability?
M₆ It is very important.
Interviewer: How is it important?
M₆ It helps us to know what we were unfamiliar with.
Interviewer: Has your conception and approach to reading changed?
M₆ Yes
Interviewer: How do you see your reading development compared with your past ability?
M₆ It is highly developed.

M₇

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
M₇ It was very much important.
Interviewer: What importance did you get?
M₇ Previously, I usually got bored of reading. But now, I read with interest.
Interviewer: Can you tell me about your past reading experience and the approach you have learnt in the programme?
M₇ I read very fast. I used to read to simply finish the passage without understanding it. Now I understand and relate ideas.
Interviewer: Do you apply the approach you have been introduced with in this programme in other subjects you study?

M₇ Yes
 Interviewer: Do you think that the approach you have been introduced with in this programme has helped you to develop your reading capacity?
 M₇ It has helped me very much. I have improved.
 Interviewer: What is reading? Can you tell me in comparison with your past conception of reading?
 M₇ Reading helps us to know what we haven't known before. I didn't see any relevance of reading before, but now....
 Interviewer: Do you think the reading approach you have been introduced with is important?
 M₇ Yes

M₈

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
 M₈ It has contributed a lot. I had thought reading to be of no value to me, but now, since I studied the deeper meanings of texts, I found it very important.
 Interviewer: Has it aroused your reading interest?
 M₈ Its contribution is high. I was not interested in reading before; I simply read. I used to read only when I was told to read. But now, I do not expect anyone to tell me to read. I read.
 Interviewer: Has the programme helped you to change your approach to reading?
 M₈ Yes
 Interviewer: What kind of change?
 M₈ I understand what I read, and I relate the ideas in the passage with other things.
 Interviewer: Can you tell me about your past experience of reading?
 M₈ I simply read to complete a task.
 Interviewer: Did you understand what you read?
 M₈ No
 Interviewer: What about now?
 M₈ I read understand.
 Interviewer: What is your focus in reading: to know the writer's views or what?
 M₈ First I know what the writer wants to say. Then I do my homework.
 Interviewer: You told me that you relate the ideas in the passage with other things. What do you relate?
 M₈ Something beyond written.
 Interviewer: Can you give me examples?
 M₈ For example, when I read the history of King Theodros, I also think of other rulers in Ethiopia and outside.
 Interviewer: Do you apply the approach you have been introduced with in this programme in other subjects you study?
 M₈ Yes
 Interviewer: How do you use it?
 M₈ I try to understand paragraph by paragraph.
 Interviewer: Do you relate the ideas in the passage with your past experience?
 M₈ Yes
 Interviewer: Do you accept all that you read as true or do you evaluate it?
 M₈ There are some that I accept, and there are some I do not accept.
 Interviewer: What is reading? Can you tell me as compared with your past conception about reading?
 M₈ Reading is something that helps us to know what we haven't known before.

M₉

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
 M₉ he lessons had relations with other subjects I study. So, they have importance. I learnt how I can get main ideas from passages. In short, it has importance because they are related with the other

subjects I study.

Interviewer: Do you apply the reading approaches you have been introduced with in other subjects you learn?
M₉ Yes

Interviewer: How do you use them?
M₉ I use the approaches I get here to study other subjects.

Interviewer: Do you think the approach has importance?
M₉ It is very much important.

Interviewer: What is reading for you?
M₉ Reading is acquiring and understanding information from reading texts.

Interviewer: What do you mean by that?
M₉ First, I understand the writer's views, and then I learn about his focus.

Interviewer: Do you think that your reading approach and capacity are changed and improved?
M₉ Yes

Interviewer: How?
M₉ I didn't have an interest in reading before. But now, my reading interest is aroused. So, this programme has helped me very much.

Interviewer: Has your reading approach changed?
M₉ Yes

Interviewer: How is it changed? Can you tell me in comparison with your past reading experience?
M₉ I didn't have an interest in reading before. I have a very high interest now.

M₁₀

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
M₁₀ It has helped me improve my reading capacity. I was struggling to read, but this is changed now. The three-month programme has contributed for this change very much.

Interviewer: Do you think your reading interest has increased?
M₁₀ My interest in reading has increased a lot.

Interviewer: Can you tell me your present reading ability in comparison with your past capacity?
M₁₀ Previously, I did not have the ability to read materials written in English, as a result I did not have the interest to read. Since I developed my reading capacity, my interest has also increased.

Interviewer: When do you say you have understood a passage?
M₁₀ When I relate the information I get from the passage with my personal life (experience), the environment I live in and with the other subjects I study.

Interviewer: Do you stop and think while reading?
M₁₀ Yes

Interviewer: Some people say reading is understanding the writers' views. What about you?
M₁₀ I read and relate the information I get there with the ideas I get while learning other subjects. For example, I relate the ideas I get in Social Sciences with the information in the passage.

Interviewer: How has the three-month reading lessons programme developed your reading ability?
M₁₀ My reading ability has developed very much.

Interviewer: Have your conception and approach to reading changed?
M₁₀ Yes

M₁₁

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
M₁₁ I have learnt how I can understand a passage.

Interviewer: What do you mean by that?
M₁₁ To understand the passage and where in the passage I can get the main points.

Interviewer: When you say *to understand* do mean to understand the writer's views or what?
M₁₁ In addition to the writer's views, there also other things.

Interviewer: What for example?
M₁₁ Relating the ideas in the passage with things I have known around me and to understand the writer's thoughts.

Interviewer: What is reading for you? (How do you define reading?)
M₁₁ I read to learn new things and relate them with my personal life experience.

Interviewer: Has the approach you have been introduced with aroused your interest in reading?
M₁₁ Yes. Very much. I was reading for an immediate purpose; i.e. to pass examinations. Now, however, I relate the ideas in the reading passages with my personal experience.

Interviewer: Do you apply the reading approach you have gained in the programme to study other subjects?
M₁₁ Yes

Interviewer: Does it have any importance?
M₁₁ Yes

M₁₂

Interviewer: You have learnt reading for 3 months. Can you tell me how the lessons helped you to change your conception of reading, to develop your reading ability and to arouse your reading interest?
M₁₂ It is very important. The lessons have given us a lot of experiences. We have gained a lot of things which we were not able to get in learning other subjects. Therefore, I can say we have enriched our thinking capacity.

Interviewer: How do you approach your reading? Do you read to understand the writers' views or do you relate the information you get there with your personal life, experience and the environment you are living in?
M₁₂ I read for the purposes stated above. I relate things with my personal life because that was the purpose of our reading. We think deeply and evaluate the information we get in the passage.

Interviewer: Do you apply the reading approach you have been introduced with in other situations?
M₁₂ Definitely. For example, while I was reading about "energy", I was thinking about related concepts in physics.

Interviewer: Do you think that you have improved your reading ability?
M₁₂ Yes

Interviewer: What kind of change?
M₁₂ When you are confident, you read without anxiety.

Interviewer: Can you tell me about your present reading approach as compared with your past reading experience?
M₁₂ Previously, I skipped words. I was stressed for fear of making mistakes. Now, I read with confidence and with interest.

Interviewer: To what extent has the reading approach you have been introduced with helped you to develop your reading capacity?
M₁₂ It has helped me develop my reading capacity very much.

Interviewer: Do you believe that your conception and approach to reading has changed?
M₁₂ Yes. It has a great advantage. I hope it will help me in my future academic career.

APPENDIX D-1

Pre-mediation Classroom Observation

Teacher 1 (T₁)

(T: Wrote the title of the passage and steps of the daily lesson on the blackboard)

T₁: Today we are going to look at a title **Save Our Trees**. Now before you come to the reading part before you come to the reading part what are you to do that there are certain things that must be done that can enable us in order to understand the main idea or the central idea of the passage.

Ok. Now. These are we are going to deal one by one. That means in the first place I will try to introduce you the passage. That means using general questions. These general questions are questions that are related to the passage based on your background knowledge. After we have answered these, directly we will come to skimming and scanning. That means the techniques that we are applying to reading. After doing that immediately we will go to reading section. That (*not clear*) the passage. This time, remember, in your textbook you do have two types of words. One content words the other one is functional words. This time while reading or when you are reading, you have to stress on content words. Not functional. These are very important. The main idea presented in content words. Meaning don't try to read the reading passage line by line, not important. Why because your objective is to gain or to know the central idea or the gist of that passage.

Central idea. Because you are going to know the main idea or the central idea of that passage. This time it is not necessary to know each and every word. You have to stress on content words. Now, then again we have to also to guess meaning. That means in order to understand the main idea of that passage.

How you guess meaning? You can (*not clear*) mechanisms. One, you can apply contextual. You can apply synonyms. You can apply antonyms. Again, you can also use word buildings. Based on these techniques into consideration, you can easily understand the main idea or word in that particular word, in that particular sentence or in that particular paragraph. What I want to say is that don't reserve yourself from being a friend of dictionary. Why because you can get it any time that, but if you practice yourself, this mechanism or this way you do have a lot of knowledge in the first place you have. Secondly, you can gain a lot of information very easily without any difficulty. Therefore, there are very important to grasp meaning in your daily life activity, while you do.

Now let's come to these general questions [*pointing at those written on the black board*]

1. What are trees used for in your area?

Now before you came to the reading part, this must be answered. Why because general questions are very important. Why? They are given to you based on your background knowledge. That can give you a clue in order to understand the reading passage. Therefore, what are trees used for in your area? Who can tell me?

S₁ We know that trees has so many purpose. Example, for furniture, for the oxygen, for electric pole, and so on.

T₁ Very nice. Is there anyone who can add in addition to him? Is there anyone who can add the use of trees in your area for example Bahir Dar? You can cite an example or if you want you can mention your homeland. I mean your area where you were born. You can also go back there. Otherwise, you can apply it here. Ok there. Alright.

S₂ For filling house materials like bench, chair, and other things.

T₁ Very nice. Ok. Now let's come to the next question, Number 2. Are new trees planted? Now we have said that the function, the use of trees in our area or in your are, but after you said " Are new trees being planted?" Ok.

- S₁ From the background society, we are living in our society or we know the society's behavior. From this we are not educated about the use of plant. I think we have not any clue that their uses. From this lack of education, whenever we see most of the time either farmers or what are educated persons, we see plants cut. We cannot see planted. There is no custom plants or small trees.
- T₁ Ok. Additional? Of course this is not adapted. Or even if it is not at least nowadays we are trying to some extent. Do you understand?
- Ok, now. Let's come to stage two. That means skimming and scanning. As you know, these are reading techniques that can enable use the central, the main idea of the passage. Now, by definition when we say skimming, what does it mean? When we say scanning what does it mean? Ok. Who can try? Now from this area. What does scanning mean? First of all, let's try the meaning of scanning. Yes?
- S₃ Scanning is the specific information.
- T₁ scanning is identifying specific information from a passage or any reading material. Do you understand? This is what we call scanning, but what about skimming?
Skimming means

T-2

- T₂: The topic of the chapter is "Babies are Amazing". In this chapter we are going to learn or read how children learn to speak. Before that before read the passage, we shall discuss some questions together. Before you read the passage, discuss few things. How babies learn to speak?' I want you to discuss with your partner discuss it . How babies learn to speak? Make sure that you are discussing with the person whom you sit with. Simply discuss. How babies learn to speak.
(sts discussed)
- T₂: Ok
- S1: Babies are learn speak
- T₂: how to speak yea
- s1: when babies are baby he or she listen from the mother of the father and his father and with environment.
- T₂: Good
- S1: He
- T₂: Ok thank you. after that he can speaks it. Thank you student.
- S2: Learn speaking by listening
- T₂: wail listening. Most of the time they listen what their mother say or what their carginer say to Ok. And do you have any body sister of baby boy?
- S1: Yes
- T₂: Can you figure it out how they say certain words? eh? They usually say words inconectg, of course .and there are a to . . . body they say. Can you discuss it with your partner? The usually say certain things when they want to say other. Ok?

Discuss it if you have a baby sister or baby brother.

S3: is that discussion an action

T₂: A word
Do you have a baby sister or brother?

S4: A baby sister (give)

T₂: Now I don't what you tell me what is written in here, I want you to tell me what your baby brother or baby sisters actually say.

S3: Mama, baba etc. speaking loudly.

T₂: Ok good. Let me give you one example when usually when small children when they want to say no. 13 they say like this you can make fun of it.

T₂: Now, what does fluently mean? (*wrote if on the blackboard*)

T₂: Yea

S5: Speaking properly

T₂: Speaking properly it can be

S6: Speaking accurately

T₂: Do you have any

S: He says

T₂: No, what does fluently mean?

S10: Speaking accurate without mistake.

T₂: Ok all of you have tried to define the word 'fluently' fluent means being able to speak and understand a language? Speak and understand language. Ok? Now let's proceed to the passage, and you are going to answer the following questions scanning questions. Ok?

(*He wrote the questions on the blackboard*)

Scan

1. At what age do babies practice the sounds of a language? We read scan. I will give you there seconds scan. Scan the passage.
2. At what age do babies start to understand.

T₂: 12-16- Years. Do you agree?

Ss: Yes

T₂: Do you agree? All of you?

S5: Yes

S: No

T₂: No? Do you have another answer?

S3: 6m-1 year

T₂: Can you tell me the line or the paragraph is ton in the passage?

S3: Paragraph .4

T₂: Paragraph 4 it says from there age of about 6 moths to 1 year, they will . . .
making the sounds of language .

Ss: Yes Yes

T₂: eh?

S3: S

T₂: Year

S3: Being able to understand the language.

T₂: Being able to understand

S5: The language

T₂: The language. Good

T₂: : Amazing

S13: phenomenon

T₂: phenomena?
Are you telling me the how wither there is the voc. section?

S3: No

T₂: eh. please I want you to guess. Ok I want you to guess the meanings of the words. Not. I don't
you to tell me the meanings on the voc section ok eh the Amazing.
This is amazing situation what can you understand?

S4: Surprise

T₂: Surprising astonishing

S3: Wonderful Yea, wonderful

S14: Interesting

T₂: interesting. Yea

S15: or sad

T₂: No try or sad. It cannot be

T₂: Now shoelace yea
It is a hope

T₂: Yea. A rope that we use to tie our shoes with Ok a topc that we use to ties our shoes with . Now the other 3 the other 3 works yea

S16: Express

S19: Phrase

S20: Sneeze

T₂: Mow I want you to guess the meanings of these words guess. I want you to guess express. I want you to express what is on your mind eh Ok express

S18: Idea
T₂: eh

S: Idea

T₂: Express

S3: Mention

T₂: Mentioning what is on your mind. Telling what is on your minds your these

S4: *(not audible)*

T₂: eh.

Ss: defines

S: Make up of

T₂: in what sense? Can you give me example?

S: Americics . . .

T₂: Ok that is trade make Ok? That doesn't indicate eh that material made up of

S7: To put an idea in words

T₂: To put an idea into words Excellent Nice Express phrose. This is grammatical word

S3: Yes

T₂: What is it? What's phrase?

S7: Not sentence

T₂: Which is not a sentence?

S7: Yes

T₂: Ok eh

S6: A small group of words that

T₂: A small group of words that

S: no words

T₂: A group of words that has no meaning by itself. By itself it has no meaning. Ok eh

S3: That has no full meaning

T₂: Full meaning, Yea

S3: If you say that has no meaning, no

T₂: Sneeze (2) I want you to show(tell me the meaning with the action Ok

S5: laugh

T₂: who can ? who can? Ok Hirut
Hirut

T₂: action
(*Hirut acted*)

T₂: Hirut , very good

T₂: Another words? No 7?

S8: irregular

T₂: Irregular

S11: Discover

T₂: Discover No-9

S12: Take pass in

T₂: Take Pass in

S13: Combining

T₂: Combing Good now first discuss the meaning .Guess the meanings of these words and write on your exercise books, please. Write if on you exercise books first. I will give you few minutes write it on your exercises books.

(*s+udentss discussed*)

T₂: irregular year

S8: The opposite of regular.

T₂: The opposite of regular. How did you know that?

S8: Teacher

T₂: By using our knowledge of word building eh we can split this word into irregular - and regular yea. Like this. And this is eh?

S5: ir

T₂: Suffix or prefix?

S5: Prefix

T₂: Prefix. It's negative prefix. Ok . do you have any other meaning for this (politely to S3)
S3: yes

T₂: Yea

S3: It a kind of verb when changed to past which doesn't end with –ed

T₂: Oh . No it's you gram expression. but I want you to guess the meaning of this word ok.

S3: That do not have the usual or regular form the past simple tense ad or -d- or d

T₂: that is irregular verb

S3: Yes

T₂: Now I want you to get only the meaning of irregular.

T₂: irregular. irregular (T laughs)

S3: Not in law (S3 laughs)

T₂: Not is law if can be . In our context? In our context ? Ok discovery

S8: To get a new thing.

T₂ : To get a new thing. Any other?

S₄: Invent

T₂ : Invent

S₅: Found

T₂ : Found. Take part in. Take part in. Take part in. Have you tried? Try, Frie. Try.

Frie: No.

T₂ : Ok, Kirunel?

Kirubel: To participate

T₂ : To participate. To take part in means to participate.
Combining. Combining. Combining. New hands? I want to see new hands. Ok?

S₁₃: Joining. Connecting.

SS: Connecting

T₂: **አሽ**

S₁₂: Mixing

S₄: Together

- T₂: Ehm.
- S₄: Together
- T₄: Together
- S₉: Matches
- T₂: Ehm.
- S₉: Matching
- T₂: Matching, in what sense?
- S₉: Like joining
- T₂: I want you to copy down the table on page 9. እሽሽ Listen to me. Copy down the table on page 9. Completing a table it says. Exercise 1, copy down on your exercise books. Do it quickly. I will give you only one minutes.
- SS: Oh.
- T₂: Yea. Copy down in your exercise book. Everybody. Copy down the table.
(T₂ drew a table on the blackboard)
- T₂: Ok. Have you noticed the table covered the five stages a child eh a child grows. Ok? How a child grows through when learning his his first language . By the way, what does mother tongue or first language or mother language mean?
- S₃: The first language which we spoke.
- T₂: The first language which we have learnt. Ok? Ehm.
- S₄: Yea.
- T₂: Mother language. Mother language. Why do we call it mother tongue? Why do you think, eh? Why do we call? Ok, Woinshet?
- Woinshet: When I say, firstly, I learn first any other language.
- T₂: That is your first language. Of course, our mother language is our first language eh to learn. But, why do we call it eh mother language?
- S₄: Because it is an exception language for us.
- T₂: Eh.
- S₃: Because most time we learn from our mothers.
- T₂: Yea. That is it. WE learn it from our mother. Good. Now, this table shows the first stages of how children learn how to speak. Ok? Then I want you to scan the passage again because the information that is needed to fill in the gaps are there on the passage. So, so scanning for the second part and fill it the first row. This one (*pointing at the part*) only. Ok? Try to fill in the gap in first row. Scan. Scan. The passage and fill in the first row. Scan. Scan. Scan it again. Yea. A rapid way of reading for specific information, ok? You are searching for specific information.

S₃: What is skimming?

T₂: For example, what is the reading passage all about? When somebody asks you, what is it all about? The reading passage how baby, it tells us how people learn to speak.

S₃: What is scanning?

T₂: If you want to search for specific information it is scanning.

S₄: What about newspaper?

T₂: Newspaper/ What is it?

S₄: When we read newspaper, what kind of---

T₂: reading style?

S₄: Yes.

T₂: It is , for example, when you want to know what it is all about, you are skimming only the titles. Ok? Skimming. But when you want to know specific information about a certain topic, that is scanning. Good. Continue.

Ok. Now, in the first gap. Ok, yes, Woinshtet?

Woinshtet: Three months.

T₂: three months. Do you agree? Ok.

SS: No.

S: (*I was not able to identify him*). 10 to14 months.

T₂: Do you agree?

SS: No.

S₈: 6 up to 12

T₂: 6 up to 12. Here? Age range. No.4, yea/

S₇: About three years.

SS: Yea

T₂: Check your answers. Here? I want you to scan to fill in the gaps in the second row. Fill the gaps. Please work in pairs. In group of three. You can work in group of three.

SS: (*Discussed as ordered*).

T₂: 12 to 14 months.

S₈: Single words

T₂: Single words. What kind of language eh does 18 months up to 3 years old child speak, Kirubel?

Kirubel: Putting two or three words together.

T₂: Putting two or three words together? Do you agree?

SS: Yea

T₂: Yea

S₇: Nothing about 100 words?

T₂: No. Putting two or three words together . When they are 18 months up to 3 years

S₆: የተገለበጠኝ ነው።

T₂: Can you say it in English?

S₆: Yes because after a baby is about 18 months old and has learned the meaning of about 100 words ይላል።

T₂: You are asked to tell me what kind of language did they use? Ok? A kind of language putting two or three words together. Ok? That is.

S₆: Yes.

T₂: You got it.

SS: Yes.

T₂: What kind of language 4-5 years old use?

S₂₀: Start using grammatical sentences.

T₂: Grammatical sentences. Do you agree?

SS: Yea.

T₂: Grammatical sentences. Now, scan to fill in the gaps of the last row. Scan first, and discuss with your partners, with the person whom you sit with. The informations are on the passage. Ok?

Eh. Let's fill in. Can you give me any example for 12 years old?

S₉: Top man

S₁₀: Instead of

S₁₁: Top—

S₁₂: Dada

T₂: Any other? Dad gone
What about here? About three years, Woinshet?

Woinshet: I goed to shop.

T₂: Yea. We goed to shop. Why do you think children at this stage say 'goed'? Why is it? Why do you think these children at age three say 'goed' instead of 'went'? Eh?

S₃: Because they don't have grammar knowledge to say what is past tense and what is future.

T₂: Good. Any other?

S₂₀: Because they have not learned.

T₂: Eh. Eh. Yea.

Woinset: Because they are not a fluently speaker.

T₂: Fluent speaker. Of course, it can be. You know they generalize rules. You know because they generalize rules. They know that the past tense the past form of eh. Tell me a regular verb.

S₃: Talk

S₄: Want

T₂: Want. They know that the past form of 'want' is---

SS: Wanted

T₂: The past form of 'need' is---

SS: Needed

T₂: And they generalize that the past form of 'go' will be---

SS: goed

T₂: goed. You see, they generalize the rule. There is a rule that regular verbs form their past form by adding -d or -ed. They know that. And they generalize this rule in make use of in words. In regular words. In such words. Ok? That is why.

Now. Let's quickly recapitulate our lesson. Today we read the passage which is interesting and we scanned for specific information. We also guessed meanings of some words written in bold in the passage. So, if you have question, you are welcome.

SS: No question.

T₂: No question?

SS: Yes.

APPENDIX D-2

While-mediation observation

DAY 1: LESSON 1

(The teacher wrote the topic on the blackboard)

T: Good afternoon students?

SS: Good afternoon teacher?

T: Today you are going to read a passage that has three parts, and the title of the passage is **Football Stopped War**, and this is found on your text on page 3. Before you read, you are supposed to answer some questions, and these are listed in your text blank spaces. So, you have to read all the passage and while reading, you are to put some important points or information that you get from the paragraphs of the passage. These are found on the left hand side and on the right hand side of the text. This is one of the that you are going to do. The third thing you are going to do is, after you have read all the passage, there are some questions that you are going to answer. These are found on the same page, page 3. There are three questions that are provided. So, you have to be careful when you all read the passage it has 3 parts. There is also additional task that you do. This is whenever you read the passage, you have to relate it to your previous knowledge or prior knowledge. Things that you see in your surrounding በመንደር በምትኖሩበት ጊዜ የምታገኙት እውቀት አለ:: Through the interaction with your fellows or with your friends. So, you have to relate it to some of the things you get in your surrounding. They have close relationship with your previous knowledge. What you get from the passage is directly related with what you also know in your surrounding. So, you have to try to relate it with what you do in your surrounding.

These are the main things you do. So, do not count the number of words that are found in every sentence. You have to simply read it and pick out the important information wherever it is found. Then try to relate with the questions that are found on the left hand side and on right hand side. እያነበባችሁ እያለ እነዚህን ጥያቄዎች መመለስ አለባችሁ። At the end of your reading, you have to write to consolidate all the main ideas that are found in the three parts of the passage, because the passage is divided into three parts, parts A,B,C. After you all read the passage, you have to get the main idea. What is the passage talking about? You have to try to jot it down in clear and precise sentences.

There is a close relationship between the new idea you get from the passage and the previous knowledge that you have in mind. Ok? For example, whenever you come to the classrooms, you get some or you learn some subjects such as biology, physics and chemistry. Do you get any new knowledge from the teacher? Yes, of course, but the very thing you must understand is that there is some relation between what the teacher says in the classroom and what is there in the environment.

The main idea that you find from pieces of writing such as this passage is directly related with what you get from your surrounding or what you know previously. So, you are going to start reading the first part then try to answer all the questions on both sides of the text. Before that, you are going to answer nos. 1, 2, and 3.

- T: 1. What kind of local games do you know? ምእንባቢያችሁ የሚጫወቱ ጨዋታዎች ምን ምን አሉ?
- 2. What about international game? Games that are found in many parts of the world.
- 3. Which games do you like most?

(Students discussed the questions in pairs)

M₁: basketball

M₂: football

M₃: handball

M₄: table tennis ገበጣ፣ ገና፣ ትግል /struggle/, chess

T: These are all local games. Very good. What about international games?

M₁: football

T: Yes. It is one of the popular games we have in the world. **ዝነኛ የሆነ::**

M₂: Olympics- athletics

T: What is it?

M₂: Running race, high jump.

T: What others?

S₁: long jump

T: long jump. Very good. This is one of the types of jumps that we have nowadays. Yes?

S₈: Throwing

T: Throwing what?

SS: Throwing discuss

T: Yes

S₁₁: Boxing

T: Boxing. Very good. Yes?

S₇: Swimming

T: Swimming. Very good. These are that international games we have nowadays. Let's go to the third one. Which games do you like most?

M₅: Table tennis

T: He likes table tennis most.

M₆: Football

T: Football. you like football?

M₆: Yes

M₁: Handball

M₈: Swimming

T: You like swimming
 Now, read the passage silently. You do not have to vibrate your lips. Don't make any noise. You don't have to point to every word in the sentences with your finger. That is simply counting the number of words in the sentence. You do not have to move your head while reading. You go.
(Students read the passage silently)

T: What is the importance of discussion?
To share ideas. So, this is one of the advantages of making discussions in groups.

Hurry up. You are given only 2 to 3 minutes.

‘That’ refers to---- As you know, such kinds of words are called pronouns. A pronoun is a word that replaces a noun. So, this word comes instead of a noun. What is that specific noun that this word stands for? What does it mean?

M₆: The University of Cambridge made the first (*not audible*) 1948.

T: Is it?

SS: No

M₄: 1848

T: ‘that’ refers to---

SS: 1848.

T: Yes. Very good. ‘That’ comes in place of this figure (*showing them on the blackboard*) 1848. That is the right answer. Very good.

Let’s go to the opposite side of the written material. Many countries--- the first rules came from---

M: Many countries started football but the first rules came from the University of Cambridge.

T: Very good. From the University of----

SS: Cambridge.

T: Many countries started football but the first rules came from the University of----

M₃: Cambridge

T: Now we go to the opposite left hand side of the written material. The second one says ‘they’ refers to-----

M₉: 1848

SS: No

T: Does it refer to the same figure as the first one?

M₆: Games

T: Games. ‘These games often became dangerous, and they became..’ So, ‘they’ refers to----

M₆: Games

T: Yes, games. To the noun ‘games’.

T: As I have told you earlier, *these* words (pointing at the written words on the black board) come instead of nouns. So, this is used as a noun that comes instead of 1848. Because this is a date. So, that comes the date 1848. Similarly, *they* is a pronoun. It comes instead of the noun----

SS: Games.

T: Games. Because it is plural. This one is plural. The pronoun has to be similar with the noun that is provided in the sentence. So, they have to be similar in nature. **They** is plural. What about if the noun is **game**? If it is given in a singular form **game**, what will be the noun that refers to it?

SS: it.

T: So, you have to relate the words that are provided in all the sentences. Now let's go to the opposite position of the written material. The word **soccer** comes from----

M₁: Association.

T: Very good. It comes from-----

SS: Association.

T: Association. And the last question on the left handside of the material is **this game** refers to----

M₇: England.

T: England. Is it? The word **soccer** comes from the word **Association** and in England many people call the game by this name. (T: Repeats it.) Which game?

M₄: Association.

SS: No.No. Soccer.

T: The game **soccer** by this name. What is it? Yes?

M₁₁: Soccer.

T: Soccer. **Soccer** means **football**. Where does it come from? What is the source of the name?

SS: Association.

T: It comes from the word **association**. Very good. That is it. Now, you are going to answer all the questions that are, use the same words to explain the answers or to explain the right answers of the questions 1 to 3. Then you are going to give us the answers orally.

T: You can get the answer of no.1 in this part. What about the others, 2 and 3?

SS: 2 and 3.

T: You cannot get the answers from (inaudible) the first part. Very good. Now we go to the next part, and try to read everything and pick out important information from part B. before you go reading the second part of the passage, would you please discuss each other and find the answers of questions 1,2,3, and 4 on page 4. What is the main idea of this part of the passage? What happened in Cambridge? What is tsu-chu? What do you think the next part will be about? You are going to go back to the first part of the passage and find the answers of these questions. Would you please tell us within few words?

Discuss with each other for question 1 to 4.

SS: (Students did the questions together.)

T: The main idea of this part of the passage?

Natnael: Football started in Britain.

T: Very good. The first of the passage tells us how football started. It tells us how football started. So, we have to consolidate the answer from what is said in the paragraphs or from the first part of the passage. It tells us how football started. Ok. Let's go to the next question. What happened in Cambridge? Yes?

M₂: The first rule about football come.

T: The first?

M₂: rule about football.

SS: rule about football.

T: The first rule about football. Cambridge is a place where the first rules of football came from. Very good. Three, what is tsu-chu?

M₁₂: The main game.

T: The main game. Yes?

M₆: Kick ball.

T: Tsu-chu is

SS: kick ball.

T: Who can read for us the sentence that mentions tsu-chu? Where is it found? You can go back and try to refer to one of the paragraphs. Where is it found?

M₁: kick ball.

M₄: kick ball

T: There is a sentence that says something about what tsu-chu is.

M₄: kick ball.

T: Very good. This word means "kick ball". So, the right meaning of tsu-chu is "kick ball". Ok. What about the last question? What do you think the next part will be about?

M₂: It may be about the present about football present.

T: It might tell something about---

M₂: The present.

T: The present conditions of football. Very good. Any other? Any other possible answer? It might tell us something about the present conditions of football or what is happening about football.

Abebe: Teacher?

T: Yes.

M₁₁: Things change slowly in football.

T: Things?

M₁₁: Things change slowly in football.

T: It might tell us something about the changes that are made in football. እግር ኳስ ላይ ያሉ ለወጦች ምናልባት ይነገሩ ይሆናል:: Ok. These are some of the possible answers.

M₁₂: Group of people started football.

T: I beg you pardon?

M₁₂: Group of---- football.

T: Do you know what the question is? We have already got something from the first part of the passage. Now what do you think will happen next? What will be the main idea of the next part of the passage that you're going to read in this particular page, page4? ሁለተኛው ክፍል ስለምን ይናገራል ብለህ ትገምታለህ ነው ጥያቄው:: I think this is one of the possible answers that we get from one of your friends. Is there any other possible answer? Yes?

M₄: I think it may be (*not clear*).

T: Ok. The next part of the story might tell us about something how football became popular. ዝነኝነቱን እንዴት እንዳገኘው ይናገር ይሆናል ተብሎ ይገመታል:: This can be possible. Anyway, why not we come to the passage and read something about what will happen about football in the world. You please do the same thing as you did earlier. You are going to answer all the questions that are found on both sides of the material. Try to read it silently. Don't make noises. You don't have to point with your finger to every word in the sentence. This must be prohibited. It is not a good habit. ጥሩ ልምድ አይደለም : አሁን እንደነገርኳትሁ ያለው::

(T: told students the students to discuss. SS discussed what they read. T moved to each group and helped.)

T: In the left hand side, what does it say?

M₂: Most players

T: What happened to most players?

M₂: There are most players.

M₉ :There are most players.

T: There are 14

SS: Million players.

T: Million players. Very good. This is appropriate.

SS: Yes.

T: In Europe there are 14 million players. The next one says **here** refers to? Who can read the word **here** in the sentence? Where is it found?

M₁₁: Teacher?

T: Yes.

M₁₁: Here there are five pair players but they do well in the world cup.

T: Very good. There are five pair players, but they do well in the world cup. Now, what does the first word at the initial position of the sentence refer to?

M₁: South America.

T: **Here** refers to?

SS: South America.

T: South America Very good. This is the right answer. **Here** refers to

SS: South America.

T: South America. As you have said previously, such kinds of words are pronouns. And the nature of pronouns is they simply replace nouns in sentences. So, South America is a noun. **Here** comes instead of...

SS: South America.

T: South America. The next one Pele is from....

M₅:Teacher?

T: Yes.

M₅: Brazil.

T: Pele is from

Ss: Brazil.

T: Brazil. Very good. He is a Brazilian. Pele is from Brazil or we can say Pele is a

SS: Brazilian.

T: Brazilian. **Professional** means

SS: Teacher? Teacher?

T: **Professional** means or what does the word **professional** mean?

SS: Teacher? Teacher?

T: Yes?

M₉: Just (*not audible*)

T: Any other possible answer?

M₁₁: Teacher?

T: Yes?

M₁₁: Famous.

T: Yes?

M₁₁: **Professional** means **famous**.

T: Famous or popular. Yes?

M₁: He is a player of one club who plays for money.

T: Very good. A **professional** is a player who earns money. Such kind of a player is called...

SS: professional.

T: Professional. What is the opposite of it? A player who doesn't get any money from what he plays is called Amateur. Amateur is a player of any one of international games who doesn't get any money from what he plays. Such a kind of player is called amateur. Professional is the opposite of amateur. Professional player who earns money from what--

SS: he plays.

T: he plays. And the last one is **the best** refers to .. Did you get the words in one of the sentences of the paragraph? Where do you get it? Would you please read it for us?

M₂: The end of it.

T: Where do you find it? Yes?

M₁₀: Eventually.

T: Where did you find it?

M₄: Player earns 600 pounds a week, but the best earned a quarter of.

M₂: The last paragraph.

T: Very good. So **the best** is found in the last part of the paragraph. So what does it refer to? Yes?

M₂: Most

T: Does it mean **most**?

SS: No.

T: Yes.

M₄: Liverpool lions.

M₂: It is most.

T: Read the part again. Yes, of course. **The best** refers to **most** or **Liverpool players**.

Now, let's shift to the second part of the questions that are put on the right hand side.

M₂: I have a question about the past.

T: Ok. What is your question?

M₂: **The best** earned a quarter of a million pound a year. Liverpool players earned 600-pound each. a year.

T: The best of what?

M₂: The players.

T: The best of Liverpool players.

M₂: earned 600 pounds a week, but

T: Yes there are a lot of Liverpool players. Most of the best earn 600 pounds each a week, but the best Liverpool players get a quarter of a million pounds. What does it mean?

M₂: There is a negative conjunction **but**

T: There is a negative conjunction. So,

M₂: Yes. How can we use Liverpool players here?

T: The sentence is talking about the same place. Isn't it?

M₂: Yes.

T: The sentence is talking about Liverpool players.

M₂: Yes.

T: These are divided into two. Most of Liverpool players got 600 pounds a week, but the best ones, the best Liverpool players get a quarter of a million pounds. So, this sentence divides the whole Liverpool players into two groups. One part of the group of Liverpool players get some hundreds of pounds, but the best ones get a quarter of a million. እሱ እኮ ነዉ እያልን ያለነዉ::

M₂: And **the best** refers to Liverpool players?

T: አዎ:: ስለ ሊቨርፑል ተጫዋች ነዉ የሚናገረዉ:: The last sentence is talking something about Liverpool players. There are a lot Liverpool players. Most of them got 600 pounds each week, but some of them get a quarter of a million. Which ones? The best ones.

SS: Yes.

T: ምርጥ የተባሉ ተጫዋቾች ሁለተተ መቶ ሃምሳ ሺህ ያገኛሉ ማለት ነዉ:: A quarter of ማለት እኮ $\frac{1}{4} \times 1,000,000$

(SS helped in the calculation)

T: So, the sentence is talking about players in the same club, Liverpool.

Let's go to the second question. Europe ha blank, but S. America has blank, blank. What will be the specific information that fills the blank spaces?

M₄: The first answer.

T: Europe has

M₈: Most players. Most players. S. America is very strong.

T: Very good. Europe has

SS: Most players.

T: but S. America

S: Very few

SS: Fewer players.

T: What about the next one? Professional football started in

SS: in 1978.

T: In 1978. It is just after 100 years after 1978 that professionalism started in Europe. And the last one is, now---more than 250,000

SS: The best players.

T: The best players earned more than

SS: 250,000 pounds a year.

T: A year. That is it. The best players. These are the words that should be built in the last (*not audible*)

What does the word **earned** mean?

SS: Got

T: This is enough for today. You are going to answer all the next questions. You will discuss them in groups.

DAY 2: LESSON 2

T: Yes

M₁₁: About sport fighting for two days.

T: About sport fighting.

M₁₁: for two days

T: Ehm

M₂: Pele went to Nigeria wanted to talk for 2 days.

T: There was a war in between 2 groups.

M₂: Stopped war

T: This was called by the name Bifra war. So, what happened lastly? The war stopped for a while.

M₂: for two days.

T: Very good. This is one of the main ideas. Any other possibility?

M₁: Football stopped war.

T: Football can stop

SS: War

T: Very good. This is one of the main ideas that can be extracted from what is read in the last paragraph of the last story.

Now we are going to answer all the questions that are provided on these consecutive pages, of pages 5,6,7 and the last one. The instruction says now do the following exercises based on the information in the passage. While reading all the questions, there are four alternatives that are provided for each question A,B,C, and D. Try to pick out the right one according to the information that you get from the passage. If it is not possible to pick out for you the right answer, go back to the first part of the story and try to find the right information from what is here. For example, the first part says (*T read the question from the material*).

So as to get the right answer from the given alternatives or choices, be sure that your answer is true according to the passage. So, you go back and refer to what you read earlier. Either to the first part . part A or the second part, part B or if it is possible to find the answer in the last part of the story, part C, you can do the same thing. So, what is the right answer? Would you please discuss each other and find answers for the questions 1 to 3?

M₂: We haven't done three questions in part A. Before we do this, let's do that. Why we are not do that, in page 3 three questions.

T: Page 3.

M₂: Yes.

T: Which questions?

M₂: Questions 1 to 3.

T: Oh. You are right. Anyway, you just do these questions, and we will go to that later on.

SS: (*Discussed*).

T: You should make a discussion.... You are going to tell us where you get the right answers. That means you have to refer to one of the parts of the story A,B, C and which lines, which paragraph. Where do you get the answer of the first question, the second and the third one.

Is my instruction clear?

SS: Yea.

T: The first question. Would you please read the first question as it is? Yes?

M₂: *Read no.1 and answered.*

T: Football started in the 19th c. Where did you get it in the passage? Would you please cite where do you get the answer of it?

M₂: In part A.

M₁₂: The second line.

T: In part A.

Ss: The second line.

T: Second line.

M₂: Line 2, the University of Cambridge.

T: The University of Cambridge made the first rules in 1848. In fact, there may be other countries before that.

SS: Yes.

T: So where is it?

M₄: Teacher?

T: Yea.

M₄: The answer is B, in 1848.

M₂: No.

M₄: Line 2.

T: Where did you get the answer?

M₄: Line 2. Part A, line 2.

S: *(Helps)*

T: Why do you say so? Why do you say that football started in 1848?

M₂: The question?

T: How do you relate the answer and what the sentence says on the 2nd line in part A? Try to relate the answer with what the sentence says. Because the 2nd one says the University of Cambridge made the first rules in 1848.

M₂: Yes.

T: Why do you say A is the right answer, you fellow? Why do you say football started in the 19th c.? Would you tell us the evidence?

M₂: Because before 1848 the Chinese began to play it. They call it tsu-chu. Tsu-chu means **kicking a ball**. It is the beginning of football.

T: Ehm. So, the answer is

M₂: A

T: Any other possible answer? What about the third alternative? Why don't we say football started in China?

M₄: It is impossible.

- T: Why?
- M₄: Because football started in Britain so that we can't say China.
- T: Ok. How do you interpret these sentences? The first paragraph the third line. *The Chinese played tsu-chu over 2000 years ago.*
- M₂: Yes (with low voice).
- T: What do you understand from this sentence?
- M₂: (*Not audible*).
- T: Is it not possible to say football started in China?
- M₄: It has two alternative. Either place or time. So that it has two answer.
- T: Which one and which one?
- M₄: China and 2000 years ago.
- T: China and 2000 years ago.
- M₄: Yea.
- T: That means C and D are the possible answers. Do you mean so? Is the answer football started in China? This is one of the possible answers and the other one is football started 2000 years ago. What century is 1848?
- SS: 19th century.
- T: That means the first A and B are the same. 1848 is a specific day. 19th c. is general. What about C and D?
- Is it possible to get a right answer from the alternatives given? Do you have any opinion about the answers that are provided A to D? Let's come to a point. Make discussions. You can also raise questions. Argue each other and come to a point or to a specific answer.
- The second sentence says the University of Cambridge made the first rules. The first rules of what?
- SS: Football.
- T: That means.... That football was existing. Without the existence of football, there will never be any rules. So, you can say football started in 1846 or before that. It is possible to say.
- M₄: Yes.
- T: There is no any difference if we say football started in the 19th c. because 1848 and 19th c. are the same.
- M₂: The paragraph says that before the 19th c, but it says "in". But the paragraph is before 19th c.
- T: In fact, there were some other countries that started before, which were playing football before 19th c.
- M₂: The fifth sentence that shows it started before 19th c. It says before the 19th c tsu-chu is "kick ball" before the 19th c.

T: Before the 19th c, hundreds of people played at one time.

M₄: In 1848.

T: Is it an appropriate answer?

M₄: It can be a 19th c.

T: A and B are the same.

M₄: Half. 50 0.07 90 19th c 0.0790:: But

T: 0.07

M₄: It is 1848. So,

T: So, in the 19th c cannot be the appropriate answer. Do you mean so?

M₄: Yes.

T: Ok. So, what will be the right answer? If we drop the first alternative, do you mean the second one is the right answer? It started in 1848?

M₄: Yes.

T: But 1848 says this the date when the University of Cambridge made the first rules of football. Does it say that football started in 1848? Are they one and the same?

M₂: No.

T: When it says the University of Cambridge made the first rules in 1848 and football started in 1848, are they the same?

M₂: No.

T: Why?

M₂: Because the rule and began they different. They do the rule. Other peoples are before that play.

T: They were playing football.

M₂: Yes.

T: Before rules were stated by the University of Cambridge/

SS: Yes.

T: So, let's go to the next ones, the next alternatives. Which one of the alternatives is the right one? Is it possible for us to say football started in China? Or is it possible to say football started 2000 years ago?

SS: D

T: D. Where did you get the answer of it? Is there any sentence that says football started 2000 years ago?

M₄: No. It started before 2000 years ago.

T: Eh. So/

M₄: So that it is the start of playing football.

T: Eh.

M₄: So, football started before this.

T: So, it is possible to say football started 2000 years ago. Is there any argument? ይኸን የሚቀረን አለ? Yes?

M₁: I will argue. I think the answer is in China.

T: Ehm.

M₁: Because 2000 years ago, people play in China.

T: Ehm.

M₁: So, the appropriate answer is C.

T: Do you agree that is the answer?

M₂: Yes.

T: The right answer is in China, according to him.

SS: No.

T: Because tsu-chu started in China. This is a kind of football. ‘Tsu’ means ‘kick’ and ‘chu’ means ‘ball’. So, the Chinese were playing football at this time. So, it is possible for us to say football started in China. This is his argument. Yes.

M₂: Here is the sentence which (*nit audible*) our idea if we say in China. Because it says at Part A, the first sentence “football started in Britain”. So,, how can we say in China?

T: Have you heard what he said?

M₄: I support him.

T: Ok. Why?

M₄: Because football started in Britain. He said that football started in China, Why? I don’t understand this. For his alternative.

T: Do you agree with Natnael?

M₁: No. Football started in Britain. But before many years other countries like China began 2000 years ago tsu-chu, means ‘kick ball’. By this reason, in China before 2000 years ago played football. After that, Britain was started to play football.

T: Have you got his idea? Even though one of the statements says football started in Britain, the Chinese were playing football. They started playing football. Because they started playing football 2000 years ago. So, it is possible for us to say football started in China. Any argument against him? መከራከር ይቻላል:: ገብቷችሁዋል ያለዉ? ቢልም እኮ ነዉ የሚል:: ብሪታኒያ ተጀመረ ቢልም ቻይናዉያን tsu-chu (kicking the ball) ይጫወቱ ስለነበር ከ2000 ዓመት በፊት it is possible we say football started in China instead of in Britain ምናልባት የጸሐፊዉ ስሜት ይሆናል እንጅ football ቀደም ብሎ በቻይና ዉስጥ ነበር ነዉ የሚለን::

Hab.: Are you sure 'kick ball' is with only a foot? They can kick a ball with their hand. Are you sure with foot?

T: Does it mean kicking a ball is with our hands/

M₂: If it is a hit, they can kick with the hand and with other part of the body. But football is only with a foot.

T: Ehm. Any argument? Do you agree with his idea?

M₁: No.

T: No. Why?

M₁: Because football is we play with our foot, not with our hand. If it is on our hand, it is a hand ball.

T: Either it is a handball or volleyball. Ok.

M₁: But we kick the ball by only our foot.

T: Ok. Very good.

M₁: Kicking a ball is by foot.

T: Very good. We cannot kick a ball with our hands. That is it. Kicking a ball is with foot. So, you cannot kick a ball with your hands. You can simply kick a ball with your foot.

M₂: There are other balls and other balls.

T: Can you kick a ball with your hands?

M₂: We can when we play handball.

M₁: It makes you penalty when we touch with hand. So, accidentally he kick the ball with hand it is penalty.

T: That means there is a confusion with the meaning of what the word 'kick'. What is kick?

SS: Yea.

M₄: A child he kicks.

T: A child. With which parts of your body, with hands or foot?

M₄: Yea.

M₂: I think all.

T: Is it? Is it possible? What does the word 'kick' mean?

M₄: Hit.

T: To hit a ball with your hands or?

M₄: With your hands or foot.

T: Is it?

M₄: Yes.

T: I don't think so. This is a confusion. You can only kick a ball with your foot.

SS: Yes.

T: This the meaning of what 'kick' is. Ok? You can refer to dictionary otherwise. So kicking a ball is with foot. You can't kick a ball with your hand. Ok? Otherwise you can refer to dictionary and bring it to the classroom. Keep it in mind.

So, the right answer for the question is C or D. Which one is it? Let's come to the point. We have discussed a lot so as to get the answer for this question.

M₁: My alternative answer is in China, because we said football started 2000 years ago. We don't the place where.

T: It started

M₁: But, it is 2000 years ago began to play football in China.

T: Is there anyone who says the right answer is in China instead of 2000 years ago? Ehm? Any argument? Yes?

M₁₁: My answer is B, in 1848.

T: Because it is stated in the 2nd line of the first paragraph of part 1.

M₁₁: Yes.

T: Football started in 1848 in Cambridge. Football started in Britain, the first rule was made in Cambridge in 1848.

SS: Yes. Yes.

T: This is another argument.

M₂: No.

T: Why do you say 'no'?

M₂: I think the answer is D. If we say C, there is a (*not audible*) sentence which are related in the passage, part A in the first sentence. So, in Britain. You can say also in China. If we say in Britain, why we say in China. If the writer are not correct, if you refuse the writer, we can say C, but the writer says football started in Britain. So, it say why we say in China?

T: Have you got his argument? Why do we say football started in China because on the first line of the paragraph, it is already provided football started in Britain. The writer is saying that football started in Britain. Why do we say football started in China? We have already been informed that football started on the beginning of the story, especially in the first paragraph. So, why do we say football started in China? This is his argument. Would you please say something about his answer? **ገብቶናል አይደል? ለምን አንላለን? መጀመሪያ ላይ football started in Britain ብሎን እያለ**
Why do we distort the writer's information and say football started in China? Yes?

M₁: The writer can be wrong, but we must not be in the wrong direction. I say football started in China. When? 2000 years ago.

T: Ehm.

M₁: I think the writer is Britain and because he says football is started in the Britain.

T: Ehm.

M₁: But before that the Chinas playing football.

T: It is a good argument, anyway. I'm not going to give you the right answer for the given choices. You know, because there are a lot of alternative as you said. A lot of questions can be raised and there will be lots of arguments in the classroom. So, I am not going to tell you which one of the answers is right from the answers that are provided as alternatives A,B,C,D. Now, keep them in mind and whenever you came to the classroom next week, try to get the right answer and we will just make the same argument in the classroom. Ok? Now let's go to the second one. When did people call soccer 'football'? When did people call soccer 'football'?

(T read the choices given).

M₁₂: Football stopped war.

S: No.

T: Which one do you say, A,B,C,D?

M₁₂: D

T: Between the years 1948 and 19

M₄: 63

T: Would you give evidence for your answer, where you find it?

SS: Part A.

T: *(Read the part)* So, what is it?

SS: C

T: C. After the British have found football association. Ok? Your friend is saying C is the right answer. How do we see it?

M₁₂: Why?

T: After the British have found football association. This is the right answer. Would you please say something about why we say C is the right answer?

M₂: Because it says finally in 1863.... The word has come from the word 'associatiuon'.

M₄: Teacher?

T: Yes.

M₄: The answer is D.

T: The answer is D. Why?

M₄: Because the question asks that indicates time so that the answer is D.

T: Doesn't the part of the sentence start with 'after' indicate time?

M₂: It indicate time.

T: Any clause that begins with 'after', 'before', 'when', 'while', 'as' indicate what are these?

SS: Time clauses.

T: Time clauses. Very good. So, it indicates time. Ehm. Let's come to the point. Which one is the right answer?

M₂: C

T: You all have to agree whether the right answer is C or D. Ehm?

M₁₁: It is possible for us to say the correct answer has to be C, because it is the point of time that (*not audible*) the soccer.

T: Ehm. What about the last one? Who can say something about these dates? People called football 'soccer' between 1848 and 1863. Where do you get the date 1848? Yes?

M₂: I choose this because it says 1848 is the University of Cambridge give rule.

T: Ehm.

M₂: And finally sport association is found or started in 1863. So, we cannot say from 1848 up to 1863. The case is the association is started in 1863.

T: Ehm.

M₂: So, why can we say up to 1848.

T: Ehm.

M₂: There are not association in 1848. So, we cannot say like this.

T: Have you heard his answer? Why do we say people called football 'soccer' between 1848 and 1863? Because it is already indicated that people say football 'soccer' in 1863. It is already specified in one of the paragraphs of Part A. So, where did we get 1848? Because this is the time when the University of Cambridge made the first rules. Do you agree with his answer?

SS: Yes.

T: Is there anyone who disagrees with the answer given by your friend? የእሱ ተቃዋሞ?

M₁: I say between 1848 and 1863. That means 1863 there was association. So, the people called 'soccer' the football. After this 1848, rule by Cambridge University for football. By this case the answer is

T: The last one.

M₁: D

T: The last one.

M₂: I disagree.

T: I disagree with him. Yes?

M₂: The year 1848 is before 1863. So, we cannot say he says the year 1863 is after 1848. So, it is not correct. 1863 is after 1848. So, why do we say this?

T: Have you got his idea? In 1863 the people made an association. It is from this word that the word 'soccer'. So, why do we say it is between 1848 and 1863?

Do you have any idea that makes him agree with your answer? Yes?

M₁: I disagree because when I look the question when did people call football 'soccer' when did call football 'soccer' means it asks time.

T: Ehm.

M₁: And in 1863 before ruled Cambridge University of football in 1863. The association of football people called 'soccer'. After that in 1848 the Cambridge University ruled the association football . By this reason, I said it's between 1848 and 1863.

T: Do you agree with what he said?

M₂: He had done one mistake. He say 1848 is after 1863. 1848 is before 1863, not after 1848. So, he said like that. In the year 1848 and 1863, which one is before? So, my question is this? Is the count of the year like this?

T: Ehm. Have you got his idea?

M₈: Yea.

T: Any idea that goes with his answer that says it is between the year 1848 and 1863? Do you agree with his answer?

M₄: Yes, I agree with him. In 1848 the Cambridge University made rules at that time. So, association, a football association comes from in 1863 so that football soccer build in 1848 and 1863. So that the appropriate answer is

T: The answer is

M₄: D

T: Do you agree with him?

M₂: No. He said in 1848 the Cambridge University made rules so that is association. But it says finally 1863 people started association. It is 1863 it started, why we say 1848? Is this correct? It says finally in 1863 it started the association, but he says in 1848. If we say 1848, it is the Cambridge University of rule. It is not the time for association. Association is started in 1863. So, we can say like this. So, I disagree his....

T: And the word 'soccer' came from the word

M₂: From the word 'association'.

T: So, if we have this information, why do we say 1848 to 1863?

M₁: The Cambridge University ruled the football in 1848. After that people called 'soccer' or 'association'. I write what he says.

- T: So, you agree with his answer?
- M₁: No. I agree that the answer is D. Because 1848 the rule of football in Cambridge University. By this reason, in 1848 up to in 1863 football is also association.
- T: Ehm. When did people call football ‘soccer’? It doesn’t say when did people started football. These are quite different questions. It doesn’t say when did people started football. It says when did people call football ‘soccer’. መቸ ነዉ፣ footballን soccer ብለዉ የጠሩት?
Don’t you agree with my idea?
- SS: Yes.
- T: ሰዎች footballን soccer ብለዉ የጠሩት መቸ ነዉ? Before football association or after the football association?
- SS: After.
- T: Very good. So, we have to forget 1848.
- SS: Yes.
- T: 1848 is the date when university of Cambridge made the first rules of football and 1863 is a date people started making an association. The word ‘soccer’ came from the word ‘association’. Is it possible to say people called football ‘soccer’ between 1848 and 1863? This is his basic question. You have to give him a convincing answer. እሱን የሚያሳምን እንትን አምጡ::1848 ማለት የ Cambridge University ምን ያደረገባት ነዉ?
- SS: Rule
- T: ህግ ያስቀመጠበት ነዉ:: አዎ::የ football rule state ያደረገበት ነዉ:: 1863 ደግሞ ሰዎች ምን ያቋቋሙበት ነዉ?
- S: Football association.
- T: ማህበር football ማህበር ያቋቋሙበት ነዉ:: ስለዚህ what is the relation between the dates of 1848 and 1863? It is his question ምን አገናኛቸዉ እነዚህን ሁለቱን ጊዜያት? You will read individually and give answer to this question. Come after reading the passage. አንዳንድ ጊዜ ወጣ ያለ ሃሳብ ሊኖር ይችላል:: This is one of the advantages of discussion. Ok?
- T: We all are human beings. Human beings can make a lot of mistakes, you know. Even though the writer said at the very beginning of the first part of the story football started in Britain and in some other lines of the paragraph he said there was a football by the Chinese tsu-chu. And in some of the lines of the paragraph, the writer says football started 2000 years ago. So, there are a lot of ideas that contradict with each other. እና ተፋጭታችሁ ነዉ ወደአንድ አቅጣጫ መምጣት የሚቻል እንጅ It doesn’t mean ይኸ ፀሐፊ ይህንን ስላለ ይኸ ነዉ. This is the exact answer of the question ለማለት አይቻልም:: Ok.

UNIT 12: THE PUZZLE

- T: --- “The Puzzle” on page 64. Before you go to the puzzle, there are some questions that are provided. Be in groups and try to say something about the questions that are listed on page 64.

Before you read the passage, answer the following questions. So, the instruction says, before you go deep to the puzzle, you will answer questions 1,2,3.

What is a puzzle? Can you tell us a puzzle? Which questions do you expect the writer will answer in this essay? Write three questions as usual?

So, what do you know about a puzzle? What is it?

M₁: Puzzle is a game or play. It test your mental skill.

T: Very good. This is a kind of a game that asks you to question a lot of things in it or it simply asks you to answer questions that are not easy to be answered by most of the people. So, we call it a puzzle. Is there anything that you can say? Yes?

M₄: Puzzle is a proverb that cannot be known easily.

T: A proverb that cannot be known easily. Ok. Any idea? Can you tell us any puzzle you know before? Even though the things that are going to be mentioned under the title "The Puzzle" here in the text is quite different from what you know before, would you tell us something? What you know about puzzle before, previously.

T: (Gave them an example puzzle)

?

SS: Yes.

T: It is a kind of problem that is not easy to solve or get solution. (T translated It into Amharic), It is a kind of game. Who can solve this problem?

M₂: First we take a dog.

T: The goat.

M₂: Goat. Yes.

T: Ok. You take the goat first.

M₂: Yes.

T: ehm.

M₂: And you return back and you take the cabbage. The cabbage and we return the dog again.

T: The goat.

M₂: The goat again. And after that we take a tiger.

T: Very good. You take the tiger and keep it with the cabbage there. Ok.

M₂: The cabbage, and we return back and take the goat.

T: Very good. Have you understood?

SS: Yes.

T: (Translated all into Amharic). Anything you know before?

- M₂: There is two women, or man and woman which weighs 100 k.g. and they have to carry which weigh 50 k.g. 50 k.g.
- T: Ehm, they want to go from one place to another. Ok.
- M₂: That transport is take only one hundred k.g.
- T: Hundred k.g.
- M₂: How can they go?
- T: How do they go? How is it possible for them to go?
- M₂: First they take the woman.
- T: Ehm.
- M₂: I made a mistake. There are four. Two weigh hundred, hundred k.g. two weigh fifty, fifty k.g.
- T: What is it by the way? Is it maize or what kind of an object or material?
- M₂: Men
- T: Ok.
- M₂: First two fifty k.g go first.
- T: Ehm.
- M₂: They go and one of them stay there and one of them back to and one of the men go another time.
- T: Ehm.
- M₂: And one of the other fifty k.g. come and take two of them in the second time.
- T: Ehm. Very good. It is almost similar to what we solved before. Ok. Let's come to the questions. Which questions do you think the writer will answer in this essay? Write three questions. Hurry up. It doesn't take you more than three minutes.
- T: Ok. Time is up. Do you think this is a new thing for you? Or do you know something about it early. You have said a lot before. There are a lot of problems you faced in your life, didn't you? Some of them are easy to be solved, to get solutions for them and some of them are very difficult problems that you cannot get any solutions for them unless you work hard.
- T: Do you feel that this puzzle will be a new thing or something that will be related to your life? You have to relate it with what you knew about. Ok? Who can tell me his questions?
- M₂: How can we solve a problem?
- T: How can we solve a problem? Or how is a problem resolved? This has to be answered in the article. Any other one different from this?
- M₁₁: How can puzzle be solved?
- T: How can puzzle be solved? Or how could puzzles be solved? Any other one?

M₇: What is a puzzle important?

T: Why is a puzzle important? Or what is the importance of a puzzle? Or in short what is a puzzle? I think the writer should get an answer for what a puzzle is. The writer is going to tell us what a puzzle is. We expect this. አሱዋ ያለችው ነገር:: What else?

Now let's go to the article, the puzzle. This is a dialogue. Read the dialogue. What are the people in the dialogue?

SS: Emebet and Abyot.

T: Emebet and Abyot. Read the first part.

(Habtamu and Natnael acted the first part orally)

T: What do you understand? It says the **magazine**. This is something written in the magazine. Do you know what **magazine** is?

SS: Yes.

T: Find out which man does what? Find a solution from the hints given from the written piece. *(not audible)*. How do we solve?

(SS read the dialogue orally)

(T helped them in solving the first problem, and gave the rest of the activities to be done by the students themselves)

T: Discuss and try to get solutions for these.

SS: *(The students solved the problems by ticking ✓ At last SX stood and completed a table.)*

UNIT 11: RAW MATERIALS

T: ... about the raw materials that are useful for investors and this helps you to recall what you knew before because there are a lot of materials that are used as raw materials in industries. There are goods in industries. There are some raw materials that are used here in industries. So, it doesn't mean you are going to get new things as raw materials that are used to industries., but you are going to add or get some information, additional information about you knew before. And there are some questions in the middle of some of the paragraphs in the article. This helps you to increase the number of information you know before. And know something about the raw materials that are used for different industries.

Whenever you read this material, you have to try to relate the information you get here with what you know before, with what you get in the future or with your environment. So, what are the types of raw materials that are produced in the environment you are living in? This is a starting point to go through the whole article.

For example, when you go down to the Southern part of the town, when you go to Adet or the way to Adet or Tis Abay, there is a big industry or a factory.. The factory produces edible oil. So, what do you think will be the raw material that is used in the factory? Anyway this will be information that helps you to go through the article and get some raw materials that are used for industries. There is also another factory here in this town, the textile mills. What do you think is the raw material used to produce different types of clothes?

SS: Cotton.

- T: What about the edible oil?
- SS: **ኑግ**
- T: Very good. **ኑግ** is the raw material. So, these are called raw materials anyway. So, you have to just relate what you get as information from the article with your previous or prior knowledge. It doesn't mean by reading all the article, you are going to get new things. So, you are going to add new information to the old ones you have in mind.
- During reading, eh while reading, you are going to face some questions. For example, on page 54. There are two questions in the middle of the first and the second paragraphs. Get some information about it. After getting some information, you go to the next questions 1 and 2. What happens, what will happen in the next paragraphs? So, you have to predict or say something in advance about by reading the first paragraph as usual.
- T: Would you please read?
- S(X): We read it.
- T: Have you all read it?
- SS: No.
- T: So, now you read. Before you read the passage, what are raw materials?
- M₂: Raw materials are things that are used in industries to produce something.
- T: Raw materials are things that are used in industries to produce something. Any additional opinion? What raw materials do you know? For example, in textile mills the most useful material used is
- SS: Cotton is useful material in textile.
- T: Think of which materials can be used in which industries. Who can tell us--- for example, a soap factory?
- M₇: Fats
- T: Very good. Fats or some by-products of edible oil. Ok. What others? For example, if there is an industry that produces cars, Amare: Iron ore.
- T: Yes. Iron ore is one of the important raw materials. What other factories or industries do you know? Yes?
- SX: Shoes factory
- T: Very good. Shoes factory.
- M₁: Animals hides or leather is used to produce.
- T: Very good. Animal hides or leather is useful to produce shoes.
- T: Which questions do you expect the writer will answer in this essay? Would you write three questions you expect the writer will answer in the following article? Yes?
- M₁: What kind of raw materials are there?
- T: What kind of raw materials are do we have in our surrounding? Yes?

- M₁: What is the use of raw materials?
- T: What is the use of raw materials?
- M₈: (*not audible*) What are raw materials?
- T: What are the important raw materials used in factories and industries?
Can you now read the paragraph to answer the first two questions found between the first and the second paragraphs? And when you go down, there is also another question, question number 3. It is between the 3rd and the 4th paragraphs.
- SS: (*read the passage silently*)
- T: Ok. What do you think is the main idea of the paragraph? Ehm.
- M₈: Raw materials are (*not audible*)
- T: Very good.
- M₁: Most modern industries withdraw materials.
- T: Most modern industries need materials.
- M₂: Nowadays many clothes are woven from artificial fibers.
- T: Nowadays many clothes are woven from artificial fibers, like nylon.
Does it tell us something about the material nylon? When we say this one is the main idea of the paragraph, the whole paragraph has to be concerned with this specific idea. Anyway, the raw material nylon comes at this paragraph doesn't mean that this one is the main idea of the whole paragraph. Let's come to the point. There are two different suggestions. Now, which one do you think is appropriate?

APPENDIX -E

Evaluation of the reading materials

The following passages are taken from different teaching materials for the purpose of research. They are taken to use them as reading texts for selected grade 9 students, so as to research **the effects of teacher mediation on students conceptions and approaches to reading**. The texts are chosen to suit the different subjects they study in their academic carrier. This is done with the belief that the English language serves the students to study other subjects.

The exercises are deliberately prepared to require textual (which is surface) information and other information as related to their personal experiences, judgment and evaluation (deep understanding).

The final two passages are a little more difficult but they are included with the belief that there will be a lot of teacher mediation, and that they will be presented to students in parts.

Would you please give me your genuine evaluative response of the passages based on the following questionnaire?

I am very grateful for your cooperation and invaluable contribution to my research.

Thank you.

Part A: About the passages

1. How do you evaluate the difficulty level of the passages for grade 9 students? This refers to the vocabulary level, sentence length, and idea. If you find some of the passages to be more difficult than the others, would you please inform me which ones?

vocabulary level:

sentence length:

idea:

2. What do you suggest needs to be improved?
3. How do you see the difficulty level of the passages in light of those reading texts in grade 9 textbooks?
4. What is your suggestion about the length of the passages? Which ones should be improved?
5. Do you think the topics will be interesting to the students?
6. Other comments

Part B: The exercises

1. Do the tasks in each of the passages incorporate the following types of questions?

questions that require facts; i.e. textual information

inference questions

questions that require the students to relate textual information with their experiences

questions that train them to solve problems

2. How much, do you think, the tasks can help in doing the tasks that required of them in their other academic subjects?

APPENDIX F-1

**Form 1-B
Teacher Self-reflection form**

Date-----

Reading Lesson

To the teacher:

In this diary (self-reflection report) form, you are required to write the reading and mediation activities you have performed, reasons for your performance, student receptivity, and the problems you observed. Thank you for your cooperation!

Lesson topic	Reading activity	Mediation activity	Reasons for using the activities	Student receptivity	Observed problem (s)

APPENDIX F-2

መጠይቅ 1 / ለ /

Form 1-A

ቀን -----

ስም-----

የተማሪዎች የየዕለት የንባብ ክንዋኔ ሪፖርት ማድረጊያ ቅጽ።

Reading Lesson -----

ይህ ቅጽ በምንባብ ትምህርታችሁ የምታከናወኑዎቸዉ ተግባራት ምን እንደሆኑ የሚጠይቅ ነዉ። ስለዚህ በጥንቃቄ እንዲሞላ እጠይቃለሁ።

የምንባብ ርዕስ (Title)	የምንባብ ይዘት/ ፍሬ ሐሳብ (Main idea)	መምህራ ስለምንባብ ከሰጠዉ መግለጫ የተገነዘብኩት (What I learnt from teacher mediation)	ክፊት ስለምንባብ የነበረኝ ትርጉም/ እመለከኩት (My past conception of reading)	አሁን ስለምንባብ ምንነት የተረዳሁት (What I think reading is)	ምንባብን ስማር የቸገረኝ (The problem I faced while I

					learnt reading)
1.					
2					

APPENDIX G

ከዚህ በታች የተዘረዘሩት የተማራች-ኋቸው ምንባቦች ናቸው። የእነዚህን ሀ) ክብደት ለ) ጠቀሜታ ሐ) የሚሰቡ ስለመሆናቸው አስተያየታችሁን እንድትሰጡ እጠይቃለሁ።

Below are listed the reading lessons you have studied. Would you please give your evaluation concerning their a) difficulty level, b)importance, and c) their attractiveness.

ምንባብ ርዕስ (Title)	በጣም ይጠቅማል (Very importan t)	ይጠቅማል (Important)	ምንም አይጠቅም ም (Not at all important)	መልመጃዎች በጣም ከባድ ናቸው (The exercises are very difficult)	መልመጃዎች በጣም ቀላል ናቸው (The exercises are simple)	መልመጃዎች መካከለኛ ናቸው (The tasks are fairly difficult)
1. Football Stopped War						
2. Green Plants						
3. Microscopic Organisms						
4. Energy						
5. Banking Services						
6. Investment						
7. Gandhi						
8. The History of the English Language						
9. Atoms						
10. Raw Materials for Industry						
11. A science Experiment						
12. The Puzzle						
13. Circle Graphs						
14. Organizational Charts						

ምንባብ ርዕስ	የምንባብ ይዘት ደስ የሚልና ማራክ ነው (The content of the passage is interesting)	የምንባብ ይዘት ደስ አይልም አያስደስትም (The content of the passage is not interesting)	ምንባብ ቢለወጥ የሻላል (Change the passage)	ምንባብን ያለምንም ለውጥ መጠቀም ጥሩ ነው (Use the passage is very good to use it another time)	ምንባብን መጠነኛ ይዘት ለውጥ በማድረግ መጠቀም ጥሩ ነው (The passage needs some changes in content)	ምንባብን መጠነኛ የመልመጃዎች ለውጥ በማድረግ መጠቀም ጥሩ ነው (The passage needs some changes in the exercises content)
1. Football Stopped War						
2. Green Plants						
3. Microscopic Organisms						
4. Energy						
5. Banking Services						
6. Investment						
7. Gandhi						
8. The History of the English Language						
9. Atoms						
10. Raw Materials for Industry						
11. A science Experiment						
12. The Puzzle						
13. Circle Graphs						
14. Organizational Charts						

ምንጻብ ርዕስ	ከምንጻብ ብዙ ተምራያለሁ (I have learnt a lot from the passage)	ከምንጻብ ምንም አዲስ ነገር አላገኘሁትም (I did not find a new thing from the passage)	ከምንጻብ ያገኘሁት ትምህርት (What I learnt from the passage)
1. Football Stopped War			
2. Green Plants			
3. Microscopic Organisms			
4. Energy			
5. Banking Services			
6. Investment			
7. Gandhi			
8. The History of the English Language			
9. Atoms			
10. Raw Materials for Industry			
11. A science Experiment			
12. The Puzzle			
13. Circle Graphs			
14. Organizational Charts			

Appendix H

READING LESSONS

READING LESSON 1

FOOTBALL STOPPED WAR

This passage is in three parts: A, B, and C. Answer the questions on the left as you read through the passage. Then read the passage again and complete the notes on the right. Some blanks may need more than one word.

Exercise 1.1. Before you read the passage answer the following questions.

What kind of local games do you know?

What about international games?

Which game(s) do you like most?

Read and Search

Read the passage quickly and then answer these questions:

Where did football start?

What is professional football?

What happened in Nigeria?

	Part A	Notes
<i>that</i> refers to----- ?	Football started in Britain. The University of Cambridge made the first rules in 1848. In fact, many other countries before <i>that</i> . The Chinese played tsu chu over two thousand years ago. 'Tsu' means to kick, and 'chu' means ball. Before the nineteenth century, often hundreds of people played at one time. These games were very often dangerous, and <i>they</i> became illegal. In the nineteenth century the game was very popular in English schools and universities. Finally, in 1863, a group of people started the Football Association. The word 'soccer' comes from the word 'association', and in England many people call the game by <i>this name</i> .	Many countries----- but the first rules came from-----.
<i>they</i> refers to-----?		
<i>this name</i> refers to-- ----- ---?		The word 'soccer' comes from-----

Discuss in groups

What is the main idea of this part of the passage?

What happened in Cambridge?

What is tsu chu?

What do you think the next part will be about?

--	--	--

	Part B	Notes
<p>In Europe there are----- ----- <i>Here</i> refers to-----? Pele is from----- <i>professional means</i>----- ----- <i>the best</i> refers to-----</p>	<p>Today, football is the most popular sport in the world. You can see the World Cup on television in about one hundred different countries. But Europe still has the most players—fourteen million. South America too is very strong. <i>Here</i> there are far fewer players, but they do very well in the World Cup. Perhaps the most successful team of modern times is Brazil, and the most famous player, Brazil's Pele.</p> <p>People started to watch football in the industrial towns of Britain in the late nineteenth century, mostly on Saturday afternoons. In 1876 a Scot, James Lang, was the first man to earn money from football—the first <i>professional</i>. Just over one hundred years later, in 1978, most Liverpool players earned six hundred pounds each week, but <i>the best</i> earned a quarter of a million pounds a year.</p>	<p>Now football----- -- Europe has----- --but South America - ---- Professional football started ----- -- Now ----- more than £250,000 a year.</p>

Discuss in groups

What is the main message of this part of the story?

Name two areas of the world where football is very popular.

When did the first professional earn money from football?

	Part C	Notes
<p>The Scottish teams are----- <i>one major country</i> refers to ----- ---?</p>	<p>Things change slowly in football. Liverpool, the English champions of 1900-1901, were still the best team in the late 1970s. In Scotland, two teams, Celtic and Rangers, have won sixty-six of the eighty-one championships up to 1978. Now there are many international competitions and football is of interest world-wide. Only <i>one major country</i> today- the USA- still does not have enough good players for international football.</p> <p>For the rest of the world soccer is very important. When Pele went to Nigeria during the Biafran war, both sides stopped fighting for two days.</p>	<p>In football----- ----For example,---- ----- Now, only one----- -----,</p>

NOW DO THE FOLLOWING EXERCISES BASED ON THE INFORMATION IN THE PASSAGE

Exercise 1.2. Choose the correct alternative based on the information in the passage.

Football started

- a) in the nineteenth century
 - b) in 1848
 - c) in China
 - d) two thousand years ago.
2. When did people call football 'soccer'?
- a) over two thousand years ago.
 - b) Before the nineteenth century.
 - c) after the British had founded Football Association
 - d) between the years 1848 and 1863
3. Which of the following is **true** of football?
- a) It is played only in Europe and South America.
 - b) Professionalism in football was not known before 1876.
 - c) It has been a money earning enterprise since its start.
 - d) Football stops war.

Exercise 1.3. Say if the following statements are true or false.

- 1. The Chinese played football before anyone else.
- 2. Europe has many more players than South America.
- 3. Television is very important for football.
- 4. All major countries in the world today play football.

Exercise 1.4. Answer the following questions based on the passage.

- 1. What is the central idea of the passage?-----

- 2. Why do you think the writer said ' football stopped a war'?-----

- 3. Which war has the writer mentioned as an evidence for football stopping war?-----

- 4. Where do you find the evidence for no.3 in the passage? -----

- 5. Do you agree with the writer that football can stop war?

Give reasons for you answer.-----

- 6. Do you think football can stop war? -----

- 7. What is the difference between tsu chu and football?-----

8. Do you agree with the writer that football started in Britain?-----

Why?-----

Exercise 1.5. Match the words in Column A with their meanings in Column B.

COLUMN A

1. earn
2. popular
3. champion
4. successful
5. major

COLUMN B

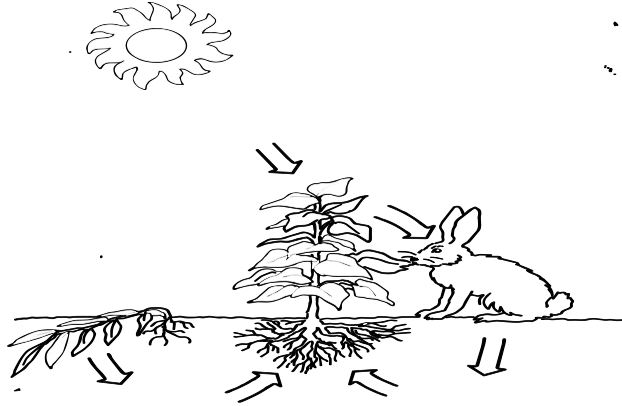
- a) more important
- b) winner
- c) liked; admired
- d) get
- e) gained one's purpose

Exercise 1.6. Look at the notes on the right side of the passage. Use your notes to write your own summary.

READING LESSON 2

Green Plants

Preview: Discuss the illustration and the importance of green plants with your teacher and classmates.



GREEN PLANTS

Plants are necessary for life on earth. All living things need plants because they provide food for animals. During photosynthesis, plants change the sun's energy into food and energy for animals. They use carbon dioxide (CO₂) and produce oxygen. All human beings and animals need oxygen to live.

Discuss in groups

1. *What is the main idea of the above paragraph?*
2. *How is the central idea supported by the other sentences in the paragraph?*
3. *What do you think the next paragraphs will be about?*

- 5 During photosynthesis, all the parts of a plant work together to produce food. Plants have three important parts: roots, stems, and leaves. Two other parts are flowers and fruit.

Roots usually grow underground. They help keep the plant in the soil. They also absorb water and minerals from the soil and then carry them to the other parts of the plant. In some plants, such as carrots or potatoes, the roots store food for the plants.

- 10 Plant *stems* are usually above the ground. They hold the leaves and flowers. There are two kinds of stems. The stems of many flowers and vegetables are soft and green. They bend easily. These plants live for only one year. They are *annual* plants. Other plants have hard and woody stems. Trees have brown, woody stems. They are *perennial* plants. They live for several years.

- 15 *Leaves* are an important part of the plant. The leaves grow on the stem. Most leaves are green because they contain chlorophyll. Chlorophyll is necessary for photosynthesis. The leaves make food for the plant. This food gives energy for the other parts of the plant.

4. *What is the writer's intention in paragraphs 2 to 4?*
5. *How has he related paragraph 1 with paragraphs 2 and 4?*
6. *What does the phrase in bold on line 22 below refer to?*

7. How does the writer conclude the passage in the following paragraph?

In the process of photosynthesis, roots, stems, and leaves of green plants work together to make sugar from sunlight. *Photosynthesis* is a Greek word. It means "putting together with light." During the process of photosynthesis, plants use sunlight, chlorophyll, carbon dioxide (CO₂), and water to make food. **In this way**, green plants use the sun's energy to make food for the plant and other living things. Other living organisms, such as animals, get their energy by eating the plants. Human beings eat both animals and plants to get energy. Without green plants, the sun's energy could not be used on the earth, and all other organisms living on the earth would die.

NOW DO THE FOLLOWING EXERCISES BASED ON THE INFORMATION IN THE PASSAGE.

Exercise 2.1 Choose the main idea of this article.

- a. Plants have only three parts. c. Plants are necessary for life.
- b. Annual plants have green stems. d. Leaves are an important part of the plant.

Exercise 2.2. Based on the passage, write T before true statement, write F before false statements. Do not look at the article.

- _____ 1. Plants are necessary for life.
- _____ 2. Roots sometimes store food for the plants.
- _____ 3. Roots, stems, and leaves are the only parts of plants.
- _____ 4. The stems of all plants are soft and green.
- _____ 5. The plant makes sugar by a process of photosynthesis.
- _____ 6. Leaves contain chlorophyll.
- _____ 7. Sunlight, carbon dioxide, chlorophyll, and water are necessary for photosynthesis.

Exercise 2.3. How did you recall the answers for each of the statements above?

(Discuss this with your partners)

Exercise 2.4. Find evidence from the passage.

- 1. Write the line number of the sentence that states the main idea of this article.

- 2. Write the line number of the sentence or sentences that support your answer to 1 above.

Exercise 2.5. Read the passage again and answer the questions that follow.

- 1. How are plants important for animals?-----

- 2. What is the importance of planting trees around us?-----

- 3. What are the differences between annual and perennial plants?-----

- 4. Think of any annual and perennial plants in your environment, and write three examples for each.

Annual plants

- 1.
- 2.
- 3.

Perennial plants

- 1.
- 2.
- 3.

5. How do green plants make food? Write about the process.-----

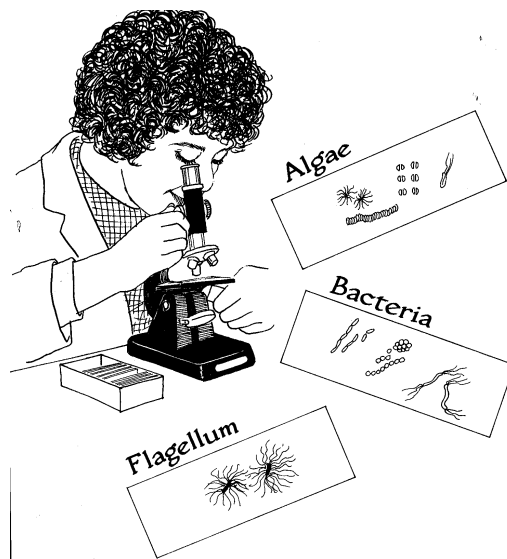
6. Write the summary of the passage in 4 to 6 lines.

READING LESSON 3

Microscopic Organisms

Preview

Discuss the title and illustration with your teacher and classmates. Read the first paragraph, and write down what you think the main idea will be.



MICROSCOPIC ORGANISMS

In the seventeenth century, Antonie van Leeuwenhoek was the first person to see tiny organisms with a microscope. He called them *animalcules*. Later, scientists in the eighteenth and nineteenth centuries named these animalcules bacteria and protozoa. This was the beginning of the sciences of bacteriology and protozoology, the studies of microscopic organisms. Bacteriologists and protozoologists have studied these organisms for many years, but it is difficult to classify them.

1. What is the main idea of this paragraph?
2. What do you think the writer will tell us next?

Scientists cannot classify some of these microscopic organisms in the plant or animal kingdom, so they put them into another kingdom, protist. Some protists are like animals. They do not have chlorophyll, and they cannot make their own food. These protists get their food from other organisms.

Other protists are like plants. They have chlorophyll, and they can make their own food. They usually live in water. Both animal and plant-like protists provide food for other plants and animals that live in the water. Many protists are single-celled organisms. They have only one cell. Others, however, are multi-celled. They have many cells. Because these organisms are neither plants nor animals, scientists put them in another kingdom.

Bacteria are also difficult to classify in the plant or animals kingdoms. They have only one cell, but the cell does not have a nucleus. It contains only a cell membrane and a cell wall. Bacteria cannot make their own food. They must get the food from other organisms. Some bacteriologists classify bacteria separately in the monera kingdom.

Another microscopic organism is the virus. It is much smaller than protists or bacteria. Scientists can see it only with the electron micro-cytoplasm or a nucleus. It has a cover of protein, and inside the protein, there is reproductive material. This reproductive material helps the virus reproduce. It makes more viruses.

- 3. Can you tell us the classifications of micro-organisms?**
- 4. Which of these are you familiar with?**

The virus reproduces only when it is inside another cell. When it enters another cell, it begins to reproduce. It makes more and more other cells. For this reason, scientists have difficulty classifying it as living or nonliving. Outside another cell, the virus is inactive. It does not become active and reproduce until it enters another cell.

- 5. Discuss with your friend/s how the writer has concluded his writing.**
- 6. Discuss also how each of the paragraphs in the passage is related.**

Although we cannot see them, microscopic organisms are everywhere. They are an important part of life on the earth. It is difficult to classify these organisms, because they are different from other plants and animals. Some of them have chlorophyll like plants, and others do not. Some of them are not complete cells. Bacteria do not have a nucleus, and viruses do not have cytoplasm. To help classify microscopic organisms, some bacteriologists have added two more kingdoms: the protists and the monera.

- Exercise 3.1.* Choose the main idea of this article.
- a. It is difficult to classify microscopic organisms.
 - b. Microscopic organisms are very small.
 - c. Viruses cause many dangerous diseases which doctors cannot cure.
 - a) Some protists are like animals and some are like plants.

Exercise 3.2. Write the line number of the sentence that states the main idea of his article.

- Exercise 3.3.* Circle three reasons why microscopic organisms are difficult to classify.
- a. Some are not like either plants or animals.
 - b. Some are plants because they have chlorophyll.
 - c. Some are not complete cells.
 - d. Some are animals and cannot make their own food by photosynthesis.
 - e. Some have different shapes.
 - f. Scientists are not sure if some are living or nonliving.

Exercise 3.4. Write *T* before true statements. Write *F* before false statements. Do not look at the article.

- _____1. All microscopic organisms have only one cell.
- _____2. Microscopic organisms belong to the animal kingdom.

- _____ 3. It is easy to classify microscopic organisms.
- _____ 4. Animal-like protists can make their own food from chlorophyll.
- _____ 5. Plant-like protists have chlorophyll.
- _____ 6. A virus is a cell.
- _____ 7. The protist and monera kingdoms include microscopic organisms.
- _____ 8. All microscopic organisms are part of the plant kingdom.

Exercise 3.5. *Now, go back to the article to find out the reason for your answer to each of the statements 1-8 above. Try to understand new words from the context. Then discuss your answers with your partners.*

Exercise 3.6. *Answer the following questions based on the passage.*

a) Work individually

1. Why is it not easy to classify microscopic organisms? -----

2. Scientists somehow have classified microscopic organisms.
 - a. What are the classifications? -----

 - b. How are they classified? -----

3. HIV is a virus. How do you express it in terms of the characteristics of the virus stated in the passage? -----

4. Why, do you think, the writer has said that microscopic organisms are important part of life on earth? -----

b) Now discuss your answers for questions 1-4 above with your partners.

Exercise 3.7. a) *Write notes about how bigger animals are/can be/ classified based on the information you got from your biology studies or from materials in the library.*

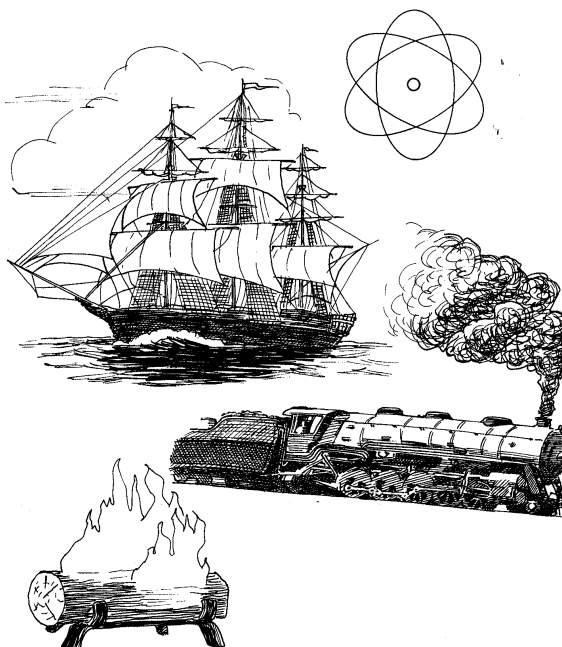
b) Think of any other classifications you know and discuss how they are classified with your partner.

Exercise 3.8. *Write the summary of the passage within 5 to 6 lines.*

READING LESSON 4

Energy

Preview. Look at the illustrations and pictures in this article about energy . What is energy? Read the article to find out what forms it takes.



ENERGY

Before you read the passage, prepare questions of your own you want them to be answered in the passage. Check if any of your questions are answered.

The word *energy* has different uses. In the sentence "Young people have more energy than old people," it means strength, power, and activity. In physics, energy is a very important idea. It is the ability to do work, and it has two forms.

In physics there are two forms of energy: kinetic and potential. *Kinetic* energy is movement or motion. A moving car has kinetic energy. If it hits another car, it will damage the other car. The amount of kinetic energy depends on the size and speed of the car. A truck can do more damage than a bicycle, and a car going 50 mph can do more damage than a car going 5 mph.

- 1. What are the main ideas in the two paragraphs above?**
- 2. A man parked his car on the roadside near Ghion Hotel. A certain car came moving fast and collided with the car parked. Which do you think will be damaged more? Why?**

The formula $KE = 1/2 mv^2$ represents kinetic energy. In other words, kinetic energy is one-half of the object's mass (size) multiplied by its velocity (speed) squared. *Potential* energy is the energy inside something. Wood has potential energy. Oxygen (O) has potential energy. Burning the wood releases, or lets out, the energy. Processes

that release energy are *exothermic* processes. Processes that absorb energy are *endothermic* processes. The total energy of an object is the sum of its potential and kinetic energy.

The amount of total energy in the universe is constant. The amount of energy does not change. There is no new energy. No energy is lost. This is the *law of conservation of energy*. There is never more energy, and there is never less energy.

3. What do you understand from the above paragraph?

4. How much do you agree? Discuss.

Energy does change, however. It can change from one form to another. This process is *transformation of energy*. Energy may change from water to electricity. Light, sound, electricity, and heat are ways to transmit energy.

Most of the world's energy comes from the sun. Plants produce food for energy during photosynthesis. The sun's energy is in wood, oil, and other things that people use for energy.

People use many sources of energy. Ancient people used only their arms, hands, and simple tools until they discovered fire. Later, people learned to use animals to do work. In the eighteenth and nineteenth centuries, people began to use machines. The first machines used steam. They burned coal to heat water. The hot water turned into steam, and the steam engine did the work. Later, people began to use the gasoline engine, and today people are using nuclear energy. There are many sources of energy.

5. Please see below how the writer has concluded the essay. What has he done?

6. Can you write your own conclusion?

Energy is one of the basic concepts, or ideas, of physics. It is the ability to do work. There are two forms of energy and two important laws that explain energy. Without energy we could not live. We need energy to work, and scientists are always looking for new sources of energy.

NOW DO THE FOLLOWING ACTIVITIES BASED ON THE PASSAGE.

Exercise 4.1. Choose the main idea of this article.

- a. There are two kinds of energy.
- b. There are many sources of energy.
- c. Energy is the ability to do work, and it is a basic concept in physics.
The law of conservation of energy means that the amount of energy does not change.

Exercise 4.2. *Mark the statements T if they are true or F if they are false. Do not look back at the article.*

- _____1. Energy is the ability to do work.
- _____2. A moving car has potential energy.
- _____3. The amount of kinetic energy depends on the size and speed of the object.
- _____4. At the same speed, a small car has more kinetic energy than a large truck.
- _____5. Potential energy is either exothermic or endothermic.
- _____6. None of the world's energy comes from the sun.
- _____7. Wind, steam, and gasoline are sources of energy.

Exercise 4.3. Write the line number of the sentence that states the main idea of this article. -----

Exercise 4.4. After you have answered exercise 4.1., go back to the article and find out

the reason for the correct answer. Try to understand the words from the context.

Exercise 4.5. This article about energy has four parts. Answer the questions and complete the outline.

- I. What are the two definitions of energy?
 - A. -----
 - B. . -----

- II. What are the two kinds of energy?
 - A. -----
 - B. -----
- III. What are the two laws of energy?
 - A. -----
 - B. -----

- IV. What are the sources of energy?
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____
 - 7. _____

Exercise 4.6. Answer the following questions based on the passage.

Work individually

- 1. What are the concepts of law of conservation of energy and transformation of energy?-----

- 2. There are many sources of energy.
 - a. What different sources has man used at different times? -----

 - b. Did man create new forms of energy? If he didn't create them, where did he get them? -----

- 3. How is energy important to life? -----

- 4. State any object around you. Then write about the kinetic and potential energy it possesses.

- 5. Do you find the concepts in this passage similar or different from what you knew about energy before?-----

How?-----

Now discuss your answers for questions 1-4 above.

Exercise 4.7. *Write the summary of the passage in 4 to 6 lines.*

READING LESSON 5

Banking Services

Preview . Read this article to find out the different services offered by most banks in the United States.



BANKING SERVICES

- 1. Before you read the passage, Write as many questions as possible which you expect to get answers from the passage.*
- 2. While reading the passage, write the main idea of each of the paragraphs on the right side of the paper.*
- 3. Find out the main idea of the passage, and see how it is supported by the writer.*

Everyone needs money to buy food, clothes, and housing. Very few people can produce everything that they need. Today, most people use money to buy these things. Buying and selling are necessary for living. Money is an important part of life, and banks control the money in most places. In the United States, there are many different banks, and they offer many different services.

4. *What is the main idea of the above paragraph?*
5. *What kind of information do you expect in the next paragraphs?*

The most common banking service is the *checking account*. People **deposit**, or put, their money in the bank, and then they can write *checks* to buy things. A check is a piece of paper. It tells the bank to pay the seller. The bank must pay the seller from the customer's account. The customer usually pays the bank a *service charge* for a checking account. The service **charge** is sometimes five or eight dollars a month. There is not always a monthly **fee**, but then customers pay 10 or 20 cents for each check that they write.

Another banking service is the *savings account*. People can deposit some of their money in a savings account. They do not usually need this money right now. They will leave the money in the bank and **withdraw** it when they need it - next month or next year. Because the money will stay in the bank, the bank can use the money. It will pay interest on the savings account. Interest is the money that the bank gives to the customer. For example, imagine that a customer put \$3,000 in a savings account on January 1. If the bank pays 5 1/2 percent interest, the customer will have about \$3,045 in March. The bank paid \$45 in interest for three months.

Loans are another important banking service. A bank can give money to businesses and to individual people. The bank may loan money to a business to buy more machines or tools. For example, a bakery may borrow money from the bank to buy more **ovens**. The bank may also lend money to individuals. The bank may loan money to someone to buy a car or to buy a house. Some people borrow money from the bank to build swimming pools or to repair their houses. The bank always charges interest on loans. The borrower must repay the loan plus the interest. The interest on loans is always higher than the interest on savings accounts.

Banks in the United States usually have *safe deposit boxes*. These boxes are in the **vault** at the bank. The vault is a room that has a very heavy door with a very safe lock on it. Because it is very difficult to get into the vault of a bank, a safe deposit box is a good place to keep important things. Customers can rent the boxes from the bank for a small **fee** each year. Many people keep their important papers, such as their birth certificate, marriage certificate, or passport, in their safe deposit boxes. Some people keep gold, silver, and other valuable **gems** such as diamonds or emeralds in their safe deposit boxes.

Another important banking service is the *automatic teller machine*. Many banks have bank machines outside the bank so that customers can get their money any time they want it, day or night. Customers can **deposit** (put money into the bank) or **withdraw** (take money out of the bank). They can get cash any time - if they have money in their accounts!

6. *What the different services banks can offer?*
7. *Are your expectations similar to what you find here?*
8. *What about your questions set before you read the passage? Are they answered? How many of them are answered?*

Now see below how the writer concludes his essay.

Banks control the money. They keep money for people, and they give loans. Banks control the interest rate. In this way, they can control the amount of money for business and individual loans. Banks also offer their customers many useful services, such as savings and checking accounts and loans. In addition, banks try to make using money easier with electronic machines.

Exercise 5.1. Choose the main idea of this article.

- a. The most important service is a checking account.
- b. Banks offer many services to their customers.
- c. A safe deposit box is very safe.
- d. Everyone needs money.

Exercise 5.2. Write the line number of the sentence that states the main idea of this article. _____

Exercise 5.3. Which of the following bank services available to bank customers are discussed in the reading? Circle the correct answers. This time you don't have to read the passage.

- | | | |
|-----------------------|------------------------------|-----------------------|
| a. buying and selling | d. savings accounts | g. service charges |
| b. loans | e. building a swimming pools | h. safe deposit boxes |
| c. valuable jewelery | f. automatic teller machines | i. Checking accounts |

Exercise 5.4. Write *T* before true statements and *F* before false statements. Do not look back at the reading.

- _____ 1. Most people need money to buy the things that they need.
- _____ 2. Buying and selling is not important for most people.
- _____ 3. Some people write checks to buy food and clothes.
- _____ 4. Checking accounts are free. People do not need to pay money to the bank for this service.
- _____ 5. Banks pay interest on savings accounts.
- _____ 6. Banks only loan money to businesses.
- _____ 7. Some people borrow money from the bank to buy houses or cars.
- _____ 8. Loan customers must pay interest on their loans.
- _____ 9. Safe deposit boxes are not a safe place to keep gold and important papers.
- _____ 10. Most banks do not offer many services.

Exercise 5.5. Answer the following questions based on the passage.

a) *Work individually*

- 1. What are the different banking services? -----

- 2. Describe each of the banking services. -----

- 3. Why is interest paid for the customer? -----

- 4. What are the conditions for interest payment? -----

- 5. If you were an investor, what kind of bank services do you want to get? Why?

b) *Discuss questions 1-5 above in groups.*

Exercise 5.6. *What kind of bank services are given in the private and government banks in Bahir Dar?*

- 1.-----
- 2.-----
- 3.-----
- 4.-----

Exercise 5.7. Try to get the meanings of the following words from the context in the passage. Can you tell how you could understand the words?

1. deposit
2. charge
3. fee
4. withdraw
5. ovens
6. vault
7. gems

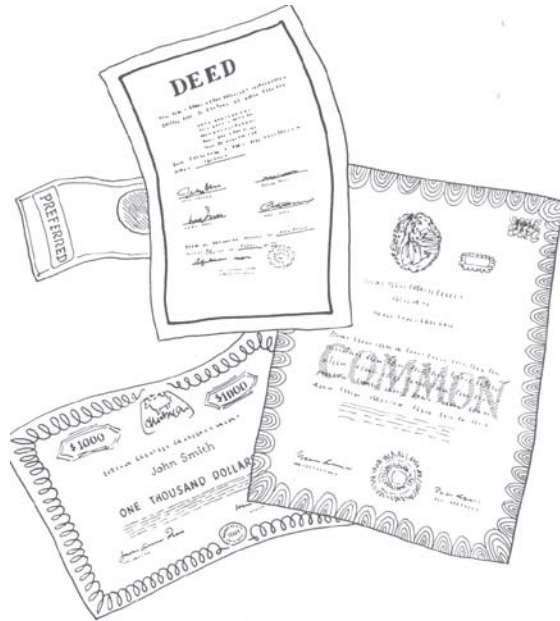
Exercise 5.8. Now summarize the passage within three to four sentences. Answer the following questions as a guide for the summary.

1. What is the main idea of the passage?
2. What are the different services a bank can offer?

READING LESSON 6

Investments

Preview. Do you ever have extra money? What do you do with it? Read this article to see what some people do with their extra money.



INVESTMENTS

Before you read the passage

- . Ask three questions whose answers you expect to get in the passage.

While reading the passage

- . Write the main idea of each of the paragraphs.
- . See how the main idea is supported by the details.

Some people have more money than they need. In the United States, these people want to make more money from their extra money. How can they get *more* money? They invest it. There are many ways to invest money.

1. What do you think the next part of the passage will discuss?

The safest place to invest money is at the bank. Banks have savings accounts and other savings plans. The bank pays interest, but it is often a low rate. However, money is safe in most banks.

A bank does not keep the money that customers put in savings accounts. The bank invests the money to make more money for the bank. It might use the money for loans, or it might invest the money in other ways.

2. What are the advantages of saving money in the bank?

To the customer:-----

To the bank: -----

Bonds are another investment. Investors can buy government bonds or bonds from a company such as Exxon or General Motors. A bond is a loan from the investor to the borrower. The borrower must repay the loan plus interest. The interest on bonds is usually higher than in savings accounts. For example, the city government wants to build a new highway around the town. The city needs money, so it sells bonds. People buy the bonds, and the city promises to repay the bonds in a certain number of years. The city will also pay interest. Bondholders will receive their money plus the interest.

Another investment is in stocks. A *stock* is a share or part of a company. If a company needs money, it may take a loan from the bank. It may sell bonds, or it may sell some stock. In other words, the company sells a part of itself. The stockholder owns part of the company. People can buy the stocks. Stocks are not as safe as money in the bank or bonds. Buying stocks is risky because the investor does not know if the company will succeed or fail. If a company succeeds, it earns more money. The money that the company earns for itself is called a profit, and the stockholder also earns some profit. If the company fails and loses money, the stockholder loses money, too. Because the investors own part of the company, they might earn more money or lose money. It depends on the success or failure of the company.

Another investment is buying property. Some people buy *real estate*: buildings, houses, or land, because they hope that the value will increase. People sometimes buy art (paintings or sculpture), gold, antiques (very old things), or precious gems (diamonds, emeralds, sapphires, or rubies). The value of all of these things usually increases with time, and investors can then sell them for a lot of money.

3. Can you give your own conclusion to the passage? Now see how the writer concludes it?

Investment is a way to make more money. Some investments are quite safe, but they do not earn a lot of money. Other investments are risky, but they earn much more money. How will you invest your extra money? Are you a conservative investor (one who plays safe) or a gambler (one who takes risks)?

Exercise 6.1. Choose the main idea for this article.

- a. Some investments are risky.
- b. Money is usually safe in a bank.
- c. Many people invest money in stocks.
- d. There are many ways to invest money.

Exercise 6.2. Write the line number of the sentence that states the main idea of this article. _____

Exercise 6.3. Write T before true statements and write F before false statements. Do not look back at the article.

- _____ 1. All people invest their extra money.
- _____ 2. Money in savings accounts is not very safe.
- _____ 3. Money in savings accounts gets very high interest.
- _____ 4. Stocks are a part of a company.

- _____ 5. Stocks are sometimes risky investments.
- _____ 6. The value of gold (Au) usually increases over time.
- _____ 7. All investments are safe.
- _____ 8. Buying property is the best form of investment.

Can you tell the evidences from the passage?

Exercise 6.4. Select the most appropriate answer according to the information in the passage.

According to the passage, more money is obtained:

- a. through investment
- c. by working in the bank
- b. by hard work
- d. from savings

If you want more money, which of the investments do you choose?

- a. saving money in savings accounts
- c. stocks
- b. bonds
- d. buying property

Can you give reasons?

If you do not want to take risks, which investment do you prefer?

- a. that enables you to get more money
- c. that can be owned in groups
- b. the one that pays less extra money
- d. stocks

Can you give reasons?

Exercise 6.5. Answer the following questions based on the passage.

1. What are the different ways of investing money?

- a.----- c.-----
- b.----- d.-----

2. How does the customers' investment differ from that of the bank's investment?

3. What are the differences between **bonds** and **savings accounts**? -----

4. Which of the investment types is/are the safest? Why? -----

Exercise 6.6. Match the investment type in Column A with its characteristics in Column B.

Column A

- 1. opening savings account*
- 2. buying property*
- 3. stock*
- 4. bonds*

Column B

- a. a company sells a part of itself*
- b. loans from the investor to the borrower*
- c. to get interest from the bank*
- d. buying a building for the value increases later*

Exercise 6.7. Read these sentences from the text. Choose the meaning for the italicised word..

- 1. Some people have more money than they need. They sometimes want to earn more from this *extra* money.

- not enough money
- b. more money than necessary
- c. the right amount of money.

Which part has given you a clue to select your answer?

People sometimes buy a real estate, gold, or diamonds because their value usually **increases** in time.

- a. stays the same
- b. becomes less smaller
- c. becomes more

Which part has given you a clue to select your answer?

To get money, the city sells bonds and promises to **repay** them in a certain number of years.

- a. sell more bonds
- b. pay the interest
- c. pay back the money

Which part has given you a clue to select your answer?

Some investments are quite safe; the investor will not lose money. Other investments are **risky**; the investor may lose money.

- a. not a risk
- b. safe
- c. not make profit

Which part has given you a clue to select your answer?

If the company **succeeds**, there is more profit and more money.

- a. do well
- b. lose money
- c. not make profit

Which part has given you a clue to select your answer?

Exercise 6.8. Summarize the story in three to four lines.

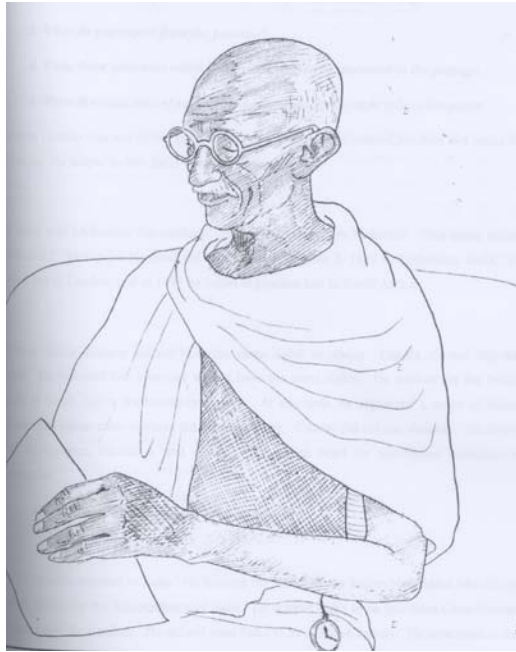
Include: The main idea of the passage; the different kinds of investment; their advantages

Evaluate: Which one do you prefer?

READING LESSON 7

Gandhi

Preview. To Preview this article, look at the illustrations. Also, discuss with your classmates what you already know about Mahatma Gandhi. Read the article to learn more about his life



MAHATAMA GHANDI

Before you read the passage answer the following questions

- 1. Can you name any famous Ethiopian? What did he do do?*
- 2. Did you read a story about someone? Did you like the story? Why?*
- 3. What do you expect from the passage?*
- 4. Write three sentences which you believe should be answered in the passage.*
- 5. Write the main idea of each of the paragraphs on the right side of the paper.*

Mahatma Gandhi was one of the great leaders of the world. He wanted freedom and peace for all people. He helped to free India from British control.

His name was Mohandas Karamchand, but people called him Mahatma. This name means "great soul." Mohandas Karamchand was born on October 2, 1869 in Porbandar, India. He studied law in London, and in 1893 he began to practice law in South Africa.

In South Africa, Indians did not have the same rights as others. Gandhi did not like this racism. He believed that everyone should have the same rights. He worked for the Indian people in South Africa for twenty-one years. At one time, he organized a strike of Indian miners. The Indian mine workers did not go to work. Gandhi did not use violence. He fought with non-violence, resistance, and strikes. The Indian word for non-violent resistance is "satyagraha."

6. Can you see how the paragraphs are related?

In 1915 Gandhi returned to India. He became the leader of the Indian Nationalist Movement, and he worked for the Independence of India. He wanted India to be free from Great Britain. Gandhi fought for freedom. He did not want India to be a British colony. He continued to use satyagraha, non-violent means such as strikes and fasting. Fasting is when people do not eat.

During the fight for independence, Gandhi did many things. For example, he began a national program for spinning and weaving. The Indian people used to wear a long white cloth. The cloth was made of cotton. The Indian people grew the cotton, but then they sent it to England. Factories in England made cloth from the Indian cotton and sent it back to India. The people had to buy the British cloth in India. Gandhi wanted to make the cloth in India. Then it would not be as expensive as the British cloth, and more Indians would have jobs. It would help India have economic, social, and political freedom.

Gandhi's non-violent fight for independence ended when Britain gave India her independence in 1947. However, after independence, different religious groups fought for power. The two major religions in India were the Muslims and the Hindus. Each group wanted to control the power in the new government. The two groups fought for that power. Gandhi tried to stop the fighting by fasting. He did not eat until the two groups agreed to stop fighting. He was successful in two large cities, Calcutta and Delhi, in 1947 and 1948. On January, 30, 1948, Gandhi was assassinated in New Delhi. He was shot when he was on the way to a prayer meeting.

Gandhi died for peace, and the whole world respects him for his peaceful ways of getting independence for his country.

Exercise 7.1. Choose the main idea for this article. All of the statements may be true, but one is the most important idea.

- a. Gandhi fought without violence for peace, freedom, and equality.
- b. Gandhi began his law practice in South Africa.
- c. Gandhi helped India get her independence in 1947.
- d. Gandhi died for peace.

Exercise 7.2. Write the line number of the sentence that states the main idea of this article.

Exercise 7.3. Write T before true statements. Write F before false statements. Do not look at the article.

- _____ 1. Mahatma was Gandhi's real name.
- _____ 2. Gandhi was a young lawyer when he went to South Africa.
- _____ 3. Indians did not have the same freedoms as others in South Africa.
- _____ 4. Gandhi began to use non-violent protest in South Africa.
- _____ 5. To refuse to eat is to fast.
- _____ 6. Gandhi wanted India to buy cloth from Great Britain.
- _____ 7. India did not grow cotton.
- _____ 8. Fasting was never successful for Gandhi.
- _____ 9. Gandhi wanted the Muslims and Hindus to live together in peace.
- _____ -10. Before independence, Britain controlled India's economy.

Exercise 7.4. Match names of places and time in column A with the incidences in column B.

Column A

1. Porbandar
2. South Africa
3. 1915
4. 1948

Column B

- a. Ghandi returned to India
- b. Ghandi organized a strike
- c. Ghandi was born
- d. Ghandi died

Exercise 7.5. Answer the following questions based on the passage.

1. How does the non-violent resistance differ from the violent resistance?
2. Which one do you think is better: non-violent resistance or violent resistance? Give reasons.
3. Read paragraph 4 again and write what you have understood.
4. Discuss your answer for number 3 above with your friends.

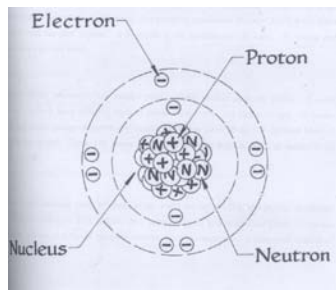
Exercise 7.6. Write about what Ghandi has done to his people, and compare his duties with anyone's duties whom you know.

Exercise 7.7. Write the summary of the passage within three to four lines.

READING LESSON 8

Atoms

Preview. Atomic and nuclear energy are becoming important sources of energy. Nuclear energy comes from dividing the atom. Read this article to learn about the basic parts of the atom. Before you begin to read, look at the illustrations.



ATOMS

Energy and matter are the two basic ideas in physics. Anything that takes up space and has weight is *matter*. It can be solid, liquid, or gas. Matter must have both volume and weight. Light and heat do not have weight, so they are

not matter; they are energy. Matter is everywhere around us. Scientists study matter and divide it into smaller and smaller parts.

The smaller parts that scientists divide matter into are called molecules. A molecule is the smallest part of something that is itself. For example, a molecule of water (H₂O) is two parts hydrogen and one part oxygen. A molecule is the smallest part of water. Hydrogen and oxygen alone are not water.

Scientists divide molecules into smaller parts. These smaller parts are atoms. A sugar molecule contains three different kinds of atoms. One atoms, and eleven oxygen (O) atoms. Atoms are small pieces of matter. At present, scientists know about 100 different kinds of atoms in the world. These 100 atoms combine in different ways to make all matter in the world.

The ten most common kinds of atoms in the world are oxygen (O), silicon (Si), aluminium (Al), iron (Fe) calcium (Ca), sodium (Ba), potassium (K), and magnesium (Mg). These are elements. Atoms of different elements combine to make compounds. A *compound* consists of different elements.

Atoms are very tiny. Scientists can see them with an electron microscope, and they study atoms in other ways too. An atom has two main parts: the nucleus and electrons. The *nucleus* is the center of the atom. Electrons are tiny parts that go around the nucleus. The nucleus also has two parts: *protons* and *neutrons*. There are the same number of protons in the nucleus as there are electrons in the atom. Electrons, protons, and neutrons, then, are the three parts of an atom.

Parts of the atom have electrical charges. Protons have a positive (+) electrical charge; neutrons have no electrical charge; and electrons have a negative (-) charge. In an atom, there are the same number of protons and electrons. Therefore, the positive protons balance the negative electrons, and an atom is electrically neutral.

All atoms contain protons, neutrons, and electrons. Different atoms have different numbers of these particles. For example, aluminium has thirteen electrons, thirteen protons, and fourteen neutrons. Iron has twenty-six protons, twenty-six electrons and thirty neutrons.

Scientists divide matter into its smallest parts. Atoms are small parts of matter. They are made up of electrons, protons, and neutrons Scientists study atoms to learn more about matter.

Exercise 8.1. Choose the main idea.

- a. An atom is electrically neutral.
- b. Scientists divide matter into elements and atoms.
- c. Atoms of elements combine to make molecules of compounds.
- d. The number of protons in an atom is the atomic number.

Exercise 8.2. Write the line number of the sentence that states the main idea of this article.

Exercise 8.3. Write T before true statements and F before false statements. Do not look back at the reading.

- _____ 1. Atoms are small parts of matter.
- _____ 2. Protons, neutrons, and electrons are parts of atoms.
- _____ 3. Scientists divide matter into smaller and smaller parts.
- _____ 4. Oxygen is an element.
- _____ 5. Protons and electrons are part of the nucleus of an atom.
- _____ 6. Protons have negative electrical charges.
- _____ 7. Light and heat are forms of energy.
- _____ 8. Scientists cannot study atoms, because they are too small.

Exercise 8.4. After correcting your answers, go back to the article and find out the reason for the correct answers. Try to understand the new words from the context.

Exercise 8.5. *Answer the following questions based on the passage.*

A. Work individually

1. How are matter and energy different? -----

2. What are the similarities and the differences among atoms? -----

3. Draw illustrations for aluminium and iron, and explain the different components.

Discuss your answers for questions 1-3 above in groups.

READING LESSON 9

THE HISTORY OF THE ENGLISH LANGUAGE

Answer the following questions before you read the passage.

1. *How do languages grow?*
2. *Languages can grow and die. Do you know any dead language in Ethiopia?*
3. *Now write two questions you think should be answered in the passage.*

THE HISTORY OF THE ENGLISH LANGUAGE

The history of the English language is well known to scholars. Linguists who study it are fortunate because there are many written records to help them. The history of English began 5,000 or 6,000 years ago and continues to the present time.

4. *What is the main idea of the above paragraph? Can it be the main idea of the passage? Why?*
5. *See how each of the paragraphs is used to develop the idea in the first paragraph.*

English is a part of a group of languages called Indo-European. There are many Indo-European languages today. There is, for example, the Italic group. This group includes Latin and all Latin languages (French, Spanish, Italian, and others). There is also the Slavic group. This group includes Russian, Polish, and Czech. Urdu is a member of the Indic group, and Latvian is a member of the Baltic group. English is a member of the Germanic group. German, Dutch, and Swedish are also members of the Germanic group. There are other groups, too.

Germanic people brought English to England in the fifth century A.D. Before this time, the Romans, who spoke Latin, were living in England and in Western Europe. When the Roman Empire lost power, four Germanic groups from Western Europe (the Saxons, the Angles, the Frisians, and the Jutes) were able to conquer England. The Celts, who were already living in England, moved to the north of England.

This period of time, the fifth century A.D., is the beginning of the time when Old English was used. Old English is similar to modern German. This means that Old English has many endings for words. These endings are for nouns, verbs, and adjectives. Because of the endings, the order of words was not very important in Old English. Also,

spelling, pronunciation, and vocabulary were very different in Old English. There were few Latin or French words in English at that time. Today, there are many Latin and French words in English.

The Middle English period is from the eleventh century to the fifteenth century. An event during this time caused great changes in English vocabulary. In A.D. 1066, England was conquered by the Normans from France. Their leader was William the Conqueror, and they spoke French. During this period, from 1066 to approximately 1200, the upper classes in England spoke French. Most other people still spoke English, but many people were bilingual, speaking both French and English. Beginning at this time, many Germanic words were lost. French words took their place. French words appeared in many areas such as in government, law, warfare, art, and medicine. Some examples of words that came from French during this time are *parliament*, *empire*, *justice*, *crime*, *combat*, *sculpture*, *beauty*, and *surgeon*. There are many more examples.

There are many vocabulary changes during the Middle English period, but there were more changes in grammar. Many of the word endings of Old English were lost, and word order became more important. There were many more grammatical changes than vocabulary changes during the Middle English period.

The Modern English period began around the fifteenth century. Today we are still in the Modern English period. In this period, vocabulary is changing rapidly; grammar is changing slowly. At the beginning of this period, the printing press, education, and better communication helped English vocabulary to change. Today, it is interesting to look at words in a science lesson, for example. Many science words did not exist several years ago. Words from the computer industry are also examples: microprocessor, chip, bit, and byte.

6. How does the writer conclude?

English has had a very long and varied history. It began in the fifth century and continues to the present. It has passed through three periods: Old, Middle, and Modern English. Today's English has different vocabulary, grammar, pronunciation, and spelling from Old English. English is related to German, but much of its vocabulary comes from French and Latin.

Exercise 9.1. Choose the main idea for this article.

- a. The English language is 5,000 or 6,000 years old and has gone through three separate periods.
- b. The English language is an Indo-European language.
- c. Many European languages belong to the Indo-European family.
- d. The Norman invasion of 1066 caused a great change in the vocabulary of English.

Exercise 9.2. Write the line number of the sentence that states the main idea of this article.

Exercise 9.3. Write True or False for the true and false statements according to the information in the passage.

- _____ 1. **The history of English is 10,000 years old.**
- _____ 2. Russian, German, French, Latvian, and English may all have come from the same language - Indo-European.
- _____ 3. The fall of Rome permitted Germanic people to conquer England.
- _____ 4. Modern English is like modern German.
- _____ 5. Word order is not very important in modern English.
- _____ 6. There were many grammatical changes during the middle English period.
- _____ 7. After the Norman Conquest, people in England stopped speaking English.
- _____ 8. The English language is not changing today.
- _____ 9. Modern English vocabulary and grammar are different from Old English.

Exercise 9.4. SEQUENCE

Putting idea in order is a very important reading skill. Arrange the list of events in English history in order. Write the numbers 1, 2, 3, and so on. If necessary, go back to the article and check which events happened before others.

- _____ Many French words came into English.
- _____ Germanic people came to England.
- _____ The Normans conquered England.
- _____ The Celts moved to northern England.
- _____ The Modern English period began.
- _____ English had many word endings.
- _____ The Roman Empire fell.

Exercise 9.5. Select the most appropriate answer according to the information in the passage.

1. Which of the following is true?
 - English and German languages were the same.
 - The English languages originated from Germany.
 - The German language substituted English in England when the Germans invaded England.
 - Latin was used as the language of communication before English was introduced in England.
2. A person who speaks old English
 - a. can be understood by German speakers.
 - b. uses similar endings for each of the parts of speech.
 - c. can also understand modern English without problem.
 - d. cannot speak modern English.
3. German and old English are similar because:
 - a. they have the same word endings for nouns, verbs, etc.
 - b. they are brought by the Germans.
 - c. they are from the same family.
 - d. they share a number of vocabularies.

Exercise 9.6. Insert the missing information in the following table that indicates the periods for the old, middle and modern English.

Period	Type of English
-----	Old English
11-15 th century	-----
-----	-----

Exercise 9.7. Answer the following questions based on the passage.

1. What was the cause for the spread of the French language in England? Do you think a language can also spread now in the same way as before? Why? (Discuss)
2. During the middle English period, the changes in the English language were:

- a.-----
- b.-----

- 3. What is the main change in the modern English period?

- 4. What do you think the reason is?-----

- 5. Why, do you think, new vocabularies are being created in many languages from time to time?

- 6. Do you appreciate all the ways the English language has developed and spread?
- 7. How do you think we can develop the many Ethiopian languages? (Discuss)

Exercise 9.8. Write the summary of the passage within three or four lines.

READING LESSON 10

RAW MATERIALS FOR INDUSTRY

Exercise 10.1: Before you read the passage answer the following questions.

- What are raw materials?
- What raw materials do you know?
- Think of which raw materials can be used in which industries. Can you tell us?
- Which questions do you expect the writer will answer in this essay?
- Write three questions.

Most modern industries need raw materials. **Raw materials** are those things which are grown or mined and then used in the making of something else. For instance, iron ore is changed into steel, wood is made into furniture, cocoa beans are made into chocolate, and so on. Sometimes, a raw material which has been used for a long time in industry is replaced by another. Animal hides used to be the only raw material for shoes, but now shoes are often made of plastic. Cotton and wool used to be the main raw materials for clothes, but nowadays many clothes are woven from artificial fibers like nylon.

- 1. *What is the main idea of the paragraph?*

2. *What do you think the next paragraphs will tell you about?*

The word **artificial** is important when raw materials are being discussed. Forty years ago there were no nylon clothes, because had not been invented. Nylon is a raw material which has been invented and made by man. It is therefore a different kind of raw material than things like metal ores, cotton, coal and so on. These are natural raw materials; that is they are found in the earth or they are taken from growing plants and trees. Different industries use different raw materials; some use artificial ones, and some use both artificial and natural.

If new factories are going to be built in a country, and if useful goods are going to be produced in those factories, one question that always has to be asked is this: *where are the factories going to get their raw materials from?*

3. *How does the writer conclude?*

The necessary raw materials may be found inside the country, or they may have to be imported. What industrial raw materials have already been found in our country? Which ones already being grown on our farms, or are already being extracted from the mines or oil-wells? Most countries want to develop their industries, and you can be sure that many of the possible raw materials in our country have already been investigated. Perhaps, when you are grown up, you will find that a lot of goods which are now imported will then be made at home. And you may also find that a lot of people who now work on farms, or have no jobs at all, will then be employed in factories.

Exercise 10.2: *Select the most appropriate answer based on the passage.*

Which of the following things are natural raw materials?

- a. ink b. palm kernels c. paint d. steel

Which of the following things are artificial raw materials?

- a. cotton b. plastic c. copper ore d. rubber

Which of these statements is **not** true?

- a) Imported raw materials are local ones.
b) Imported raw materials are often brought in ships.
c) Some industries need imported raw materials.
d) Imported raw materials come from other countries.

What is the main purpose of the second paragraph in this passage?

- a) To give examples of natural raw materials.
b) To tell us when nylon was invented.
c) To explain the differences between natural and artificial raw materials.
d) To tell us that different industries need different kinds of raw materials.

Which **two** of the following are suggested by the last two sentences of the Passage?

- a) That factories will be able to make things which we now buy from other countries.
b) That we can make things in our homes instead of importing them.
c) That when more factories are built we shall not have as much to eat.
d) That when more factories are built, more people will have jobs.

Exercise 10.3: *Do the following as to the instruction given to each question.*

In the first paragraph there are two statements about raw materials followed by **examples** which illustrate them. Here are the statements:

- a. **Raw materials** are those things which are grown or mined and then used to the making of something else.
b. Sometimes, a raw material which has been used for a long time in industry is replaced by another.

Give examples which illustrate each statement.

In the last paragraph, is the writer thinking mainly about different kinds of raw materials, or about where raw materials come from?

Write down two sentences which help you to answer the question.

- a.-----
- b.-----

Exercise 10.4: *Answer the following extended questions. Use your library or ask your Geography teacher. Then discuss them with your partner.*

1. What raw materials are found in our country?

2. What industries are they used in?

3. Are these industries in our own country or abroad?

4. What products are made by these industries?

5. What industries are there in our country for which raw materials have to be imported?

Exercise 10.5: *Summarize the reading passage by filling in the missing parts.*

a. Things which are-----into other things in factories are called -----

b. Both natural and ----- raw materials are -----.

c. Nylon is an -----raw material which -----been-----
-----by man.

d. The ----- may be local or -----

e. More factories will reduce -----and provide more -----

READING LESSON 11

A SCIENCE EXPERIMENT

Before you read the passage answer the following questions.

- 1. What is a science experiment?*
- 2. Have you ever had an experiment in your science class? What as an example?*
- 3. Which questions do you expect the writer will answer in this essay? Write three questions.*

This is a conversation between two students. One of them, Tinsae, has a book of science experiments. His friend, Zelalem, has just come into the room.

Tinsae What are you doing, Zelalem?

Zelalem I'm looking at this book from the library. It's a science book. I can see lots of experiments I'd like to do.

Tinsae Let me look too.

Zelalem Of course. Perhaps you can help me. Look at this one. I can see what the boy is doing, but I can't understand what is happening. How do you think the coin got into the bottle.

Tinsae I don't know. I think it's a trick. Let me look more closely at the picture. I can only see a corner of the page.

Zelalem Oh, I'm sorry. I forgot you're looking from that side.

Tinsae Well, isn't that funny. What is the match stick doing on top of the bottle?

Zelalem I don't know. I think the match stick is broken, that is why it isn't straight.

Tinsae Of course I know it's broken, but I still don't know how the coin got into the bottle. Perhaps I'll understand better if I read the book. Shall I read it aloud? Are you listening?

Zelalem Yes, I am. I can hear you quite well, you don't have to shout.

Tinsae Well, then, I hope I can read all the words. I want to know what happens.

Zelalem I'm listening, so hurry up.

Tinsae All right, it says... Break a match so it is still in one piece like V. Lay it on top of a bottle. Lay a small coin on top of the broken match... Wouldn't it be easier if we did this instead of talking about it.

Zelalem Yes, it would, but where are we going to find a match and a bottle now?

 And I haven't any money. Go on, I think I can imagine what's happening.

Tinsae Yes, but I wish we could do it properly. We'll try to do the experiment tomorrow. I'll go on. It says... Now dip your finger into some water and let drops of water fall on the place where the match is cracked. The wood takes in the water which makes it swell. This is called capillary action.

Zelalem I don't understand that, do you?

Tinsae No, but I think we could find out what it means from our science teacher. Don't interrupt. Let me go on... The two halves of the match widen out . They open so wide...

Zelalem Let me see. Where are you looking now? Oh yes, I can see. I'll read now...They open so wide that they can no longer hold the coin and it drops into the bottle.

Tinsae It's magic!

Zelalem I don't believe it's true.
Zelalem's elder sister Rahel comes into the room.

Rahel What are you talking about?

Tinsae Look at this experiment in Zelalem's book. I don't believe it's true. How could it happen?

Rahel Let me see. Oh yes, it is true. I'll show you tomorrow. I'm not sure I understand it myself, but our teacher did it for us. I think the fibers of the match would take in the water like a root does. I'm sure our teacher said it was very useful to know.

Zelalem It's fun to know about, but how is it useful?

Rahel Oh, I remember now. Our teacher said that dampened wood fibers swell so much that they can split blocks of stone. The ancient Egyptians used to make holes in rocks, hammer wooden wedges into the holes and pour water on them.

Zelalem I think I understand.

Tinsae I don't think I do. I don't think I know why it happens.

Rahel Tomorrow I will ask my teacher to show us again. I don't think I remember all the things he told us.

Tinsae Good, and we'll get a bottle and some matches and some water and try it ourselves.

Zelalem And don't forget the coin. I haven't any money. Have you got any?

Exercise 11.1: Select the most appropriate answer based on the passage.

1. Zelalem and Tinsae were reading about

a. a trick	c. a book
b. an experiment	d. science

2. Tinsae was

a. Rahel's brother	c. Zelalem's friend
b. Zelalem's brother	d. a teacher

3. The match on top of the bottle was

a. broken in two	c. burnt
b. bent	d. bending

4. Rahel understood the experiment because
 - a. she was older.
 - b. she had seen it before.
 - c. she had read the book.
 - d. she had done it herself.

5. If you did this experiment the coin would fall into the bottle because
 - a. this is called a capillary action.
 - b. Drops of water fall on the place where the match is cracked.
 - c. The wood swells and the two halves widen out.
 - d. Wood fibers swell so much.

6. To do this experiment you need
 - a. a science book, a coin and a bottle.
 - b. A coin, a match, a bottle and some water.
 - c. Two matches, a bottle and a coin.
 - d. A science book, a coin and a broken match.

7. Why do you think Tinsae said it would be easier to do the experiment instead of reading about it?
 - a. They would be able to see what happened.
 - b. They could do it properly.
 - c. The coin would go into the bottle.
 - d. They would have known it was magic.

8. What do you think would happen if the neck of the bottle was too small?
 - a. The match would not swell.
 - b. The water would not go into the bottle.
 - c. The match would break.
 - d. The coin would not fall into the bottle.

9. Who understood the experiment properly/
 - a. Rahel
 - b. Tinsae
 - c. None of them
 - d. Zelalem

10. This experiment is very useful to know about because
 - a. the ancient Egyptians knew about it.
 - b. The ancient Egyptians used this method to split rocks.
 - c. You can split blocks of stone in this way.
 - d. The wood swelled and split the rock.

Exercise 11.2: *Try the experiment yourself at home and report to class.*

READING LESSON 12

THE PUZZLE

Before you read the passage answer the following questions.

- 1. What is a puzzle?*
- 2. Can you tell us any puzzle?*
- 3. Which questions do you expect the writer will answer in this essay?
Write three questions.*

Now read the dialogue

Emebet Hello, Abyot. It looks as if you're something very hard. Let me see.

Abyot It's this puzzle. Look... here in this magazine. This is what it says: Adamu, Bekele, Chane and Dilnesa all work in the same town. One of them is a teacher, one is an engineer, one is a clerk, and the other is a mechanic. Can you find out from the following information which man does which job?

How do you solve this problem? (Discuss)

The clerk thinks it a waste of time to watch football matches, but Chane does not.
Dilnesa is not the teacher, and Adamu is not the mechanic.
The clerk's wife used to go to the market with Adamu's wife.
It often happens that Chane goes to work with the mechanic and Bekele.
The teacher used to have Adamu's son in his class, but he does not know Adamu

Emebet Oh, I've seen this kind of puzzle before. They're often put in magazines.
It's not very difficult to do them.

Abyot Oh, isn't it! It may be easy for you to do them, but it isn't easy for me. I don't even know how to start.

Emebet Well, let's try. It seems to me the best thing to do is to make out a table with the names and the jobs. But it is not really necessary to write down the names.

Abyot Why not?

Emebet Look at them. The initials are A, B, C and D. It's obvious that the names were chosen for that reason. It's only necessary to write down the initials.
Like this:

1. What do you think you can do? (Discuss)

	A	B	C	D
Engineer				
Clerk				
Teacher				
Mechanic				

Now it says in the second sentence that D isn't the teacher, and A isn't the

mechanic. So we can put two crosses in two of the squares, like this:

	A	B	C	D
Engineer				
Clerk				x
Teacher				
Mechanic	x			

Abyot
Emebet
Abyot

Now look at the first sentence. It's obvious that, what?

Uh?

Is Chane the clerk?

No, he can't be. I see! It isn't possible for Chane to be the clerk, so put a cross in another square, like this.

	A	B	C	D
Engineer				
Clerk			x	
Teacher				x
Mechanic	x			

Emebet

Now go on with the other sentences. No.4, for instance.

Abyot

Ah! No.4 makes it clear that neither C nor B is the mechanic. Two more crosses.

	A	B	C	D
Engineer				
Clerk			x	
Teacher				x
Mechanic	x	x	x	

Emebet

And that also makes it obvious that D must be....

Abyot

... the mechanic!

Emebet

So?

Abyot

Uh? Ah! So it can't be D who is the clerk or the engineer. Two more crosses and a trick.

	A	B	C	D
Engineer				X
Clerk				X
Teacher				X
Mechanic				✓

Emebet

Now can you finish it yourself?

Abyot

Yes, I think so. It's so difficult to get the answers when you've been shown how to do it. Thanks!

Exercise 12.1: Finish off the puzzle.

Exercise 12.2: Read the following and solve the problem.

Four children were reading in the school library. Their names were Teferi, Yonas, Kassahun and Nati. One was reading a book on biology, one was reading a geography book, one was reading a novel, and the other was reading a history book. Which child was reading which book?

Guide:

The child who was reading the history book was sitting at the same table as Kassahun.
Nati is not interested in Geography.
Nati and Yonas are not in the same class as the child who was reading the book on biology.
Nati always sits next to the novel reader in class.
Yonas and Kassahun sleep in the same dormitory as the reader of the biology book.
Kassahun does not enjoy reading novels.

READING LESSON 13

Circle Graphs

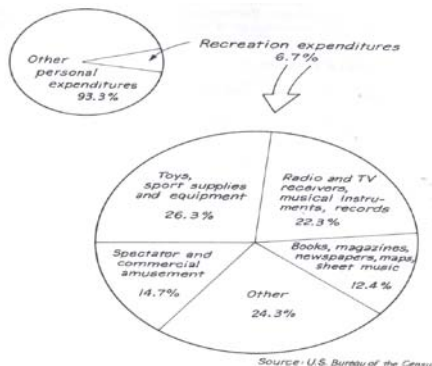


FIGURE 3 PERSONAL EXPENDITURES FOR RECREATION, 1984

CIRCLE GRAPHS

Circle graphs show percentages or proportions of a whole. They show exactly what percentage each item takes of 100 percent. Another name for a circle graph is "pie graph" because the graph looks like a pie, something that you eat for desert, cut into pieces.

To read a pie graph, look at the title first. It tells the subject of the graph or what is represented by the 100 percent. Second, look at the parts, or slices, of the pie. Each triangular shape represents a percentage of the whole. The percentage is represented by the size of the piece.

PRACTICE WITH CIRCLE GRAPHS

Exercise 13.1. Look at the Figure above and answer the questions.

1. Restate the title in a complete sentence that shows its meaning.
2. What is the source of these data?
3. In the smaller pie, what does the number 6.7 percent represent?
4. How does this 6.7 percent relate to the larger pie?
5. What percentage of recreational expenditures is made on toys?
6. What percentage of recreational expenditure is made on books, magazines, newspapers, spectator, and commercial amusement?
7. In the pie that shows recreational expenditures, what do you think the category "other" includes? (24.3%)
8. In the small pie, what do you think "other" means?

Exercise 13.2. *List as many generalizations as you can make from this graph.*

Exercise 13.3. *Look at figure 1 on page ---- and answer the questions.*

1. Look at the title. What does this graph show?
2. Restate the title in a complete sentence.
3. What do the two pies represent? How are they different?
4. How many times did the use of nuclear energy increase between 1970 and 1984?
5. Did the use of coal for electricity increase or decrease between 1970 and 1984?
6. Which sources of electricity were used less in 1984 than in 1970?
7. What was the most important source of energy in 1970? In 1984?
8. What happened to the use of gas and oil?

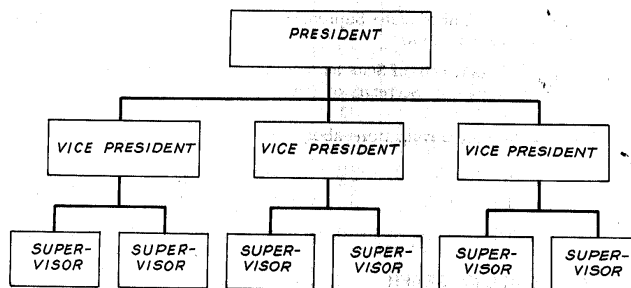
Exercise 13.4 *List as many generalizations as you can make from this graph.*

Exercise 13.5. *Construct your own graph*

Draw a circle graph of your monthly personal expenditures. The circle will represent your total monthly income. You may divide the circle into the following: rent, utilities (including gas, electric, water, garbage, and telephone), food, clothes, school expenses (including tuition or books), and entertainment. You may use amounts of money or percentage of money in your circle.

READING LESSON 14

ORGANIZATIONAL CHARTS



An organizational chart shows levels of an organization. The top of the chart shows the leadership (the president, director, and so on). The organizational chart of a company might look like this. (See the chart)

Blocks on the same level are generally equal. In other words, the three vice presidents are equal to each other, and the supervisors are equal to other supervisors. The bottom of the chart shows the lowest levels of the organization.

PRACTICE WITH ORGANIZATIONAL CHARTS

Exercise 14.1. Figure 2 shows the structure or organization of the United States government. Look at a chart carefully and answer the questions.

(Figur2)

1. The government of the United States has three branches. What governs, or controls, all three branches?
2. According to the chart, are the three branches (legislative, executive, and judicial) equal in power?
3. which branch of government is the Department of Agriculture part of?
4. which branch of government is the Library of Congress part of?
5. Does the United States Supreme Court report directly to the President? How do you know?
6. The Department of State has a leader called the Secretary of State. To whom does the Secretary of State report?

Exercise 14.2. Make as many generalizations about this data as you can.

CONSTRUCT YOUR OWN GRAPH

Exercise 11.3. Draw a chart that shows the organization of your school, institute, company or business.