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Instructional Technology Based versus Conventional Approach of Teaching Reading Skill: Comparative Study

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Abstract:

It is claimed by Center for Education and Information Communication Technology (CEICT) that the instructional TV program in Ethiopia is to be an amalgam of instruction and entertainment. It is assumed that students are highly benefited from the instructional television program to develop their English language skills than they are taught using the traditional teacher talk approach. Therefore the objective of the present research was to comparatively identify the effectiveness of teaching reading via instructional television or conventional teaching approach. Quasi-experimental control group pretest post test design had been used throughout the investigation. Reading test was used as an instrument to check out the effectiveness of the program. Statistical package for social science version 20 was used in order to analyze data from the instrument. On this basis, it was concluded that the significant difference between the post-test scores for the experimental group (those who taught via instructional television) and the control group (those who taught according to conventional approach) in favour of the experimental group permits to confirm that, the instructional television did have a strong positive effect on the students' reading skill.

Keywords: Instructional television, Conventional approach, Experimental group, Control group, Pretest, Posttest.

1. INTRODUCTION

1.1. Background of the Study

It is claimed by Center for Education and Information Communication Technology (CEICT) that the instructional TV program in Ethiopia is to be an amalgam of instruction and entertainment. Using the satellite technology is also believed to ensure the quality of education. English language is among the subjects which have been selected to be aired via satellite (plasma display panel). Specifically, In teaching English language skills it is believed that the instruction technology plays an inevitable role (Berhanu, 2012).

However, Thomas (1998) on his part says the teacher plays the major role in deciding what happens in the classroom, and as long as teachers experience difficulty in previewing videos, obtaining equipment, incorporating programs into the curriculum, and linking television programming to assessment activities, television viewing will continue to be relatively rare in

classrooms. It also seems likely that the wide spread public belief that television has detrimental effects on development, learning, and behavior will continue to limit television integration with in most classrooms beyond that of a relatively modest supplementary role.

Moreover, lack of technical and theoretical knowledge is another obstruction to the use of televised instruction (Lee, 2000). That is many teachers do not understand how to use the new technology. Also practitioners may not know about integrating these new means of learning (ITV) in to an overall plan. The improper use of technology can affect both the teacher and the learner negatively in their teaching-learning process.

On the other hand it is assumed that students are highly benefited from the plasma program to develop their English language skills (ability to understand what is said in English language and communicate with it, and mastering the linguistic aspect of the language) than they are taught using the traditional teacher talk approach (Berhanu, 2012).

Thus, it is necessary to study on the effectiveness of instructional technology in achieving its objective. Therefore, this study attempted to investigate the effectiveness of teaching reading employed by the instructional television as compared to conventional teaching method on the students' achievement of reading skill: case of Ginchi preparatory school.

1.2. Statement of the Problem

Identifying the quality and relevance of the existing curriculum and the teaching methods employed by teachers as factors contributing to the problems of education of Ethiopia, the Ministry of Education has recently introduced instructional television for high school and preparatory school. It is believed that unlike the conventional classroom instruction, teaching foreign language via plasma television would enhance students' active involvement in learning, and hence help them develop their general language competence (MOE, 2004).

However, different studies by Bitew (2008) and Lemma (2006) shows that instructional television has got several limitations that relate to the PTV's speed and language of broadcast, its interactivity, power supply, technical quality and flexibility. There is finding of Kozma (1991), that support the idea that lack of the aforementioned aspects (skills, interests, attention, pace, language proficiency, technical quality) adversely affects students' learning and their success.

Similarly, the study of Aberash (2005), on students' participation in plasma channeled speaking activities indicated that students participation was very limited since they were not familiar with the program and were provided with less time and tasks to practice. The recommendations of these studies emphasized the need for further research in the area.

Additionally, by the virtue of the researcher as language teacher and student in the past he has specifically heard different complain regarding the instructional television. Students are frequently arguing that rather than holding English language classroom specifically reading skill which is integrated by instructional television, they believe that conventional classroom teaching of reading skill is better for them. Moreover, it is believed that conventional teaching approach of reading skill is advantageous over that of technology-integrated teaching of reading skill in terms of giving clear ideas and its interactivity on tasks related with reading activities.

All of the above mentioned studies were regarding only on instructional television effectiveness on English language skills teaching except reading. However, As far as the researcher knowledge is concerned about research in this area, no comparative study has been made on the effectiveness of teaching reading via instructional television versus that of conventional classroom teacher. Hence, the present Comparative study has made an attempt to see the relative effectiveness of instructional television in reading classroom versus that of conventional classroom.

Therefore, in this study an attempt has made to comparatively assess the relative effectiveness of instructional television integrated English language teaching versus conventional English language teaching approach, with reading skills in focus: case of Ginchi preparatory school grade 11 with different research objectives, contexts, and informants.

1.3. Research Objective

1.3.1. General Objective

The general objective of this study was to identify whether the integration of instructional television in English language reading classroom has positive effect on the reading skill of grade eleven students over that of conventional approach. The result of the study would determine whether the integration of instructional television in reading classroom would be effective or not over that of conventional approach.

1.3.2. Specific Objectives

1. To identify the means for the experimental group (EG) in the pre-test be the same as that of the means of control group on the pre-test.
2. To identify whether the means for the experimental group (EG) in the post-test be different from the means of the control group (CG) in the post-test.

1.4. Research Hypotheses

1. The means for the Experimental group (EG) in the pretest be the same as the means of the control group (CG) in the pretest for reading skill.
2. The means for the experimental group (EG) in the post-test will be the same as the means for the control group (CG) in the post-test for reading skill.

2. METHODOLOGY

2.1. Non randomized control group design with pretest and posttest

The non randomized control group design with pretest and posttest has been described as “one of the most commonly used quasi-experimental design in educational research” (Cohen, Manion, & Morrison, 2007). This is often the case since students are naturally organized in groups as classes within schools are considered to share similar characteristics (Best & Khan, 1995). On the basis of this, the study was designed specifically as follows.

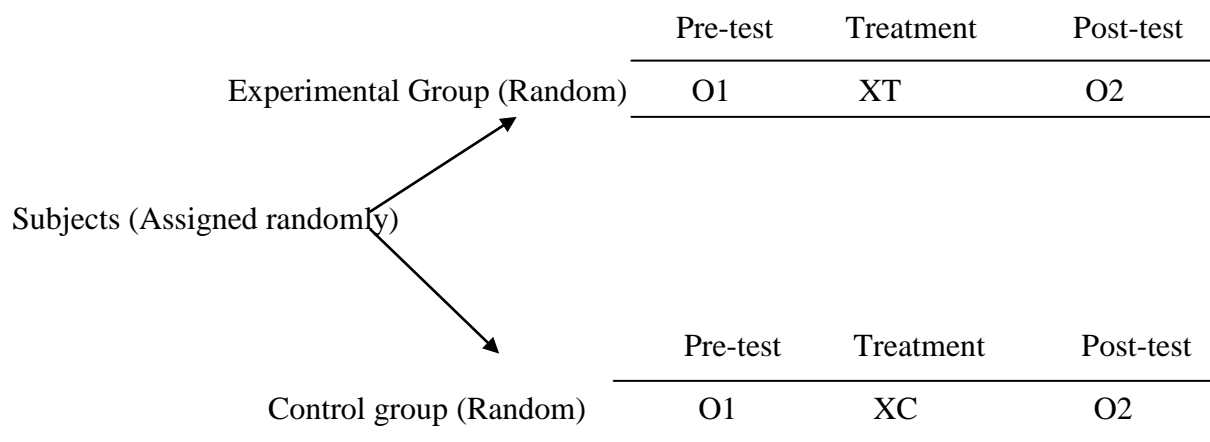


Fig. 1. *Pretest-Posttest control-group design*

(Adapted from Johnson & Christensen, 2004)

Where:

O1 and O2 represent the pre-test and post-test assessment of the dependent variable.

XT represents the treatment condition.

XC represents the control or standard treatment condition.

As shown above, two groups were used for this study: an experimental and a control group.

Hereinafter, the experimental group (EG) is those who are taught by the integration of instructional television with the classroom teacher in reading class. Whereas, control group (CG) is for those who are taught by conventional teaching approach in reading class exclusively.

Random assignment was used to assign the two groups. This is because, in non-randomized Pretest-Posttest control-group design, although subjects cannot be randomly assigned, one can flip a coin to determine of which the two intact groups will be the experimental group and which will be the control group (Ary, Jacobs and Sorrensen, 2010, and Steven, Gary and Deborah: 2010).

In this study, the dependent variable is the major variable that will be measured. The dependent variable is the variable of focus- the central variable- on which other variables will act (Griffe, 2012). So, in this study the reading skill is the dependent variable.

The independent variable in an experimental design is the treatment; it is the variable that the researcher suspects may relate to or influence the dependent variable. In a sense, the dependent variable “depends” on the independent variable (Griffe, 2012). The independent variable in this study is therefore, integration of plasma TV in the classroom. So, the study will try to measure the effect of the independent variable on the dependent one by using a pre-test and post-test to measure reading scores.

2.2. Research Population and Sample

The population selected for this experimental study was eleventh grade students at Ginchi Preparatory School. The school was chosen because it is equipped with many facilities, such as plasma display panels and the researcher familiarity with the school teachers and principals. It was expected that such facilities and familiarity would enable to follow the procedures expediently for doing the experiment.

In Ethiopian secondary schools, preparatory students are divided into two streams: natural science and social science. Two sections of grade 11 social science classes were selected to be experimental group and control group. The reason for this choice is that grade 11th students were more experienced and familiar with the technology. Moreover, the samples were convenient.

Eleventh grade, social science stream had a total of 86 students. The students were divided (by school) into section A and section B with unequal number of enrollment. Since the total number of students was manageable, all students were included in the study, which were later randomly categorized as control and experimental group by flipping the coin. Henceforth, section A was assigned to experimental group whereas section B was assigned to control group.

Additionally, they all had the same exposure to English through formal classes in intermediate and secondary school. Similarly, since they came from the same area, it is reasonable to assume that they shared a homogeneous EFL background. They also matched each other in grade (eleventh), stream (social science), and school (Ginchi Preparatory School).

The Experimental group, as shown in Table 1, represents 45.34 % of the sample of the study; whereas the control group represents 54.65 %. Hence, the whole sample represents 43% of the population of the study.

Table 1: *Sample distribution*

	Frequency	Percentage
Experimental Group	39	45.34
Control Group	47	54.65
Total	86	43

2.3. Treatment

The topics of instruction were selected from the curriculum of Grade 11 English text book. Accordingly; unit five, unit six, unit seven, unit eight, and nine were selected due to coincidence of the program with the time of data collection. Specifically, the reading episodes of the respective units were thoroughly presented according to the time table set by MOE for both the plasma-based and non-plasma based modes of instruction. The experimental group was exposed to 20-25 minutes of PTV instruction followed by 15-20 minutes of conventional method of teaching by the classroom teacher whereas the control group was taught by the conventional method of teaching for the whole 40 minutes by the classroom teacher.

Table 2: *description of reading episodes of the plasma television*

Unit	Unit title	Episode number	Reading section title
5	Tourism	74	The impact of tourism
6	Fiction	90	Different types of text
6	Fiction	94	Phrasal verbs in and out
7	Weather and climate change	111A	Why weather forecasts are important
8	Water	130	How the world is dealing with water shortage
9	Disability and awareness	134	Disability no awareness to success

Both groups had the same number of hours of instruction, with the total contact hours of 4 for each group. The same teacher who was assigned by the school held the class for both experimental and control group. This is based on the recommendation by Ary, Jacobs and Sorrensen (2010), having the same person teach both English classes would be recommended.

At the end of the experiment, which lasted for nine weeks of 2006 E.C (2014) academic year, a post-test was administered to both groups.

Actually, from the total sample of the control group, which reached 47, only 41 completed the pre-test and the post-test. Comparisons of performance across pre-test and post-test were therefore restricted to the data of 80 subjects for both experimental and control group.

2.4. Instrument (Test)

2.4.1. Description

The study involved a pre-test and a post-test, which covered the reading skill. The researcher developed an achievement test based on the lesson presented. It was used as both a pretest and posttest to assess the effectiveness of intervention on the dependent variable. The test comprises (20) multiple choice items of four parts and four alternatives. At the beginning of the test paper, the instructions of the test were introduced and the subjects were asked to choose the correct answer. The time allocated for the test was (40) minutes. Concerning the marking scheme, there is one mark for each item, so the total score is out of (20). For the detail of the instrument please refer to Appendix-A.

2.4.2. Test Validity

A test is valid when "it measures what it is supposed to measure" (Oller, 1979, p. 70). Therefore, to ensure that the test employed in the present investigation is valid, the face, construct, and content validity were evaluated. The test items were evaluated by some experts in the field to validate the suitability of the test items to the students' abilities, the clarity of the instructions, the feasibility of test items, the suitability of the allotted time, and the test organization. Necessary changes to the test items were made based on the feedback from the teachers. For example, modification on the format of test and time allocation was made.

2.4.3. Test Reliability

For external reliability, the test-retest method was used, where a pilot study was conducted on 20 students. The test was piloted to make sure that the written format and the length of time allowed were appropriate. The test was administered for approximately 40 minutes.

The same test was retested on the same students, after an interval of three weeks. Pearson Product Moment Coefficient was used to measure the correlation between the test-retest results. The results of the test showed a high correlation, which reached .863. The consistency of the correlations between test-retest scores suggested that the reading test was correlated and thus had a high reliability.

For further examination of the test's internal consistency, Cronbach's Alpha formula was applied to the data from the pilot study mentioned above. The value of Alpha reached .88, which is statistically considered high. So, the test was found statistically reliable.

2.5. Statistical Methods

The software package most commonly used in applied linguistic and educational research is 'SPSS' (statistical package for social science) (Zolatan, 2007). The significance of the difference in the average pretest- posttest change for two groups could be determined by a t-test (Ary, Jacobs and Sorrensen (2010).

So, in order to analyze the pre-test and post-test, the data was computed by means of the statistical package SPSS version 20. The kinds of analyses that were used included Pearson Product Moment Coefficient, which indicates the degree of relationship between two sets of numbers as well as the frequencies, percentage and means. The pair and the independent sample's t-test were also used to determine whether the difference in means between the two groups – if it existed – was significant at the .05 level. The above statistical types were additionally used to compare the following: the pre-test means for both groups, the pre-test and post-test means for both groups, and the post-test means for both groups.

In order to control the influence of the pre-test on the post-test, an analysis of covariance (ANCOVA), which is a "method of statistically controlling for extraneous variables" (Lauer, 2006), was used. That is to say, it was employed to adjust "the post-test scores for the influence of the pre-test so that the adjusted post-test scores are not biased due to the pre-test" (ibid, p. 58).

3. DATA PRESENTATION, ANALYSIS AND RESULT

The general objective of this study was to identify whether the integration of plasma television in English language reading classroom have positive effect on the reading skill of grade eleven students. In this chapter, the related research objectives and hypotheses will be discussed.

The mean scores of both the experimental and control group was used to verify or reject the research hypotheses. In addition, a t-test and a two-way analysis of covariance (ANCOVA) were applied to see whether the differences were significant or not. The computer program called SPSS (Statistical Package for the Social Sciences) was used since it has been suggested by many scholars in the field as being the best program used for the analysis of results.

3.1. Statistical Analysis of the EG's and CG's Pre-tests

To ensure that the experimental and the control group have the same level of language proficiency and that the superiority of the experimental group was not due to different language backgrounds, an analysis of the experimental and the control group's pre-tests was made. The result is presented in Table 3.

Table 3: *Overview of mean scores of the reading pre-tests for the experimental and control group*

Groups	N	Mean	Std. Deviation	Std Error Mean
Exp.	39	18.2432	6.12103	1.01779
Con.	41	17.4688	4.98374	.87991

The above table indicates clearly that the mean score of the experimental group reached 18.2432 whereas the mean score for the control group was 17.4688. However, to see whether this difference between the experimental group and the control group was statistically significant or not, a t-test was used (see Table 4 below).

Table 4: *Overview of t-test value of the reading pre-tests for the experimental and control group*

N	Mean Difference	Std. Error Difference	T. Test Value	Sig. (2-tailed)
80	.77449	1.35754	.571	.469

The t-test value, as table 4 shows, was .571, larger than the tabulated value. The significance of the t-test value was .571 ($r = .77449$, $p > .05$), which was not statistically significant.

Hence, it can be concluded that there was no difference between the experimental and the control group in terms of their English language level in the very beginning of research. This is mainly believed to be because of the fact that both had the same language background, which is further evidence that the improvement of the reading skills of the experimental group can be attributed to the treatment.

Thus, the null hypothesis, which stated that: "The means for the experimental group (EG) in the pre-test will be the same as the means for the control group (CG) in the pre-test for reading skill." was rejected because results showed no significant difference between the experimental group and the control one in the pre-test.

3.2. Statistical Analysis of the EG's and CG's Post-tests

The second objective, the most important issue in the study, was stated as follows: "To identify whether the means for the experimental group (EG) in the post-test be the same as the means of the control group (CG) in the post-test." The hypothesis related to this objective was: "The means for the experimental group (EG) in the post-test will be the same as the means for the control group (CG) in the post-test for reading skill."

The scores obtained by both groups were computed to verify whether the score means of both groups were the same or different. The data for the third objective is presented in Table 5 as follows.

Table 5: Overview of mean scores of the reading post-tests for experimental and control groups

Groups	N	Mean	Std. Deviation	Std Error Mean
Exp.	39	21.4054	3.67844	.71563
Con.	41	18.2500	4.44859	.98395

The above table shows the mean score for the experimental group as 21.4054 and that of the control group as only 18.2500.

Although the difference between the mean scores for the experimental group and the control group was fairly large, a t-test was applied in order to ensure that this large difference was statistically significant. Table 6 shows this clearly.

Table 6: Overview of t-test value of the reading post-tests for the experimental and control group

N	Mean	Std. Error	T. Test Value	Sig. (2-tailed)
	Difference	Difference		
80	3.15541	1.65472	2.59	.014

The t-test value in the above table reached 2.572.

Since it is larger than the tabulated t-test value, it can be concluded that the t-test value was significant at the level of .05 ($t = 3.15541$, $p < .05$), a result that was in favor of the experimental group. This is proof for the fact that the experimental group exceeds the control group with a statistically significant difference.

Hence, it can be concluded that the instructional television had a strong positive effect on the students' reading skill.

Thus, the null hypothesis, which stated that: "The means for the experimental group (EG) in the post-test will be the same as the means for the control group (CG) in the post-test for reading skill." was rejected because results showed a significant difference between the experimental group and the control one in the post-test in which the experimental group exceeds.

However, some researchers assumed that the superiority of the experimental group could be attributed to external factors other than the treatment, such as the effect of the pre-test on the post-test. Therefore, in order to adjust the post-test scores for the influence of the pre-test, an analysis of covariance (ANCOVA) was used. The results are reported in the following section.

3.3. ANCOVA Results for Both Groups

The previous results showed that there is no significant difference between the pre- test result between both the experimental and control group and there is statistically significant difference between post-test result between the experimental and control group. However, to ensure that the external validity of the adopted tool was not affected by an interaction of the pre-test with the experimental treatment, a two-way analysis of covariance (ANCOVA) was used.

In other words, the purpose was to make sure that the extraneous variables were effectively controlled. Such analysis was used because "ANCOVA adjusts the post-test scores for differences between the experimental and control group on the corresponding pre-test (Brog and Gall, 1989:677).

Table 7: Summary of two-way analysis of covariance (ANCOVA)

Dependent Variable: score

Source	Sums of Square	df	Mean	F	Sig.
Corrected Model	1352.958	2	676.479	91.715	.000
Intercept	255.222	1	255.222	34.602	.000
Pre-test	1182.108	1	1182.108	160.266	.000
Error	486.811	55	7.376		
Total	29280.000	58			

a. Computed using alpha = .05

b. R Squared= .735 (Adjusted R Squared= .727)

Using the level of significance .05, it is found that $F = 91.715$ exceeds 3.07, the value of F for 2 and 66 degrees of freedom, and that $F = 160.266$ exceeds 3.92, the value of F for 1 and 66 degrees of freedom. This indicates that the main effect of ANCOVA was not significant.

Therefore, it would be reasonable to conclude that the pre-test had no influence on the mean score of the EG's post-test and that the difference between the score means for the post-tests of both groups were significant. This proves that the superiority of the EG was not due to the effect of the pre-test on the post-test.

As a final comment on the contents of Table 7, it would seem to be fairly confident that the high EG's reading scores were due to the effect of the plasma television.

4. CONCLUSIONS AND RECOMMENDATIONS

The main finding of the study indicated a positive answer to the major question of the study. It was found that the instructional television had a positive effect on the students' reading skill. This was proved through the higher mean scores that the experimental group obtained in the post-test. Specifically, the experimental group's performance was more distinguished than that of the control group in the post-test who were taught by conventional classroom teacher.

Furthermore, the pre-test results for both groups did not reveal any statistically significant difference between the two groups. This means that before the application of the experiment they both had nearly similar reading levels. That is to say, they had the same language background.

Based on the results of the present study, there was no statistically significant difference between the control groups' pre-test and post-test.

In addition, an analysis of covariance (ANCOVA), which "provides us with an elegant means of reducing systematic bias, as well as within-groups error, in the analysis" (Coakes & Steed, 2001, p. 135), was used "to determine whether the independent variable is indeed having an effect" (ibid, p. 135). Based on the results, the main effect of ANCOVA was not significant and thus the pre-test was statistically controlled.

The findings of the present study, as mentioned elsewhere, showed that the experimental group had higher gain scores on the post-test than the students in the control group did. Thus, there was a statistically significant difference between the experimental group and the control group.

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Appendix A**Ginchi Preparatory School****Social science stream Grade 11 (2014)****READING TEST**

Name of examinee----- Section-----

In this reading test, you will read a variety of texts and answer several different types of reading comprehension questions. The entire test will last for 75 minutes. There are four parts, and directions are given for each part. Mark your answers on your test sheet.

PART 1

Directions: A word or phrase is missing in each of the sentences below. From the choices given, select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your test sheet.

1. Register early if you would like to attend next Tuesday's ----- on project management.

- (A) seminar (B) reason (C) policy
(D) scene

2. Abera Kabeta resigned last Monday from his position as ----- executive of the company.

- (A) fine (B) chief (C) front
(D) large

3. The financial audit of Soft Peach Software ----- completed on Wednesday by a certified accounting firm.

- (A) to be (B) having been (C) was
(D) were

4. The organizers of the trip reminded participants to ----- at the steps of the city hall at 2:00 P.M.

- (A) see (B) combine (C) meet
(D) go

5. ----- is no better season than winter to begin training at gymnasium.

- (A) When (B) It (C) There
(D) As it

6. The recent worldwide increase in oil prices has led to a ----- demand for electric vehicles.

- (A) greater (B) greatest (C) greatly (D)
greatness

7. Abera has a wide range of experience, ----- worked in technical, production, and marketing positions.

- (A) having (B) has (C) having had (D)
had

8. Tickets will not be redeemable for cash or credit at any time, ----- will they be replaced if lost or stolen.

- (A) but (B) though (C) only (D)
nor

PART TWO

Directions: Read the texts that follows. A word or phrase is missing in some of the sentences. Select the best answer from the choices given to complete the text. Then circle the letter (A), (B), (C), or (D) on the sheet.

Ms. Chaltu Kebede

Addis Ababa

Ethiopia

Dear Ms.Abeba:

I am ----- to confirm our offer of part-time employment at Western Enterprises. In your role as

9. (A) Pleased (B) pleasing (C) pleasant (D) pleasure

research assistant, you will report to Dr. Mohamed , who will keep you informed of your

Specific duties and projects. As we discussed on the telephone, you ----- twice a month.
Hourly

employees working fewer than

10. (A) will pay (B) were paid (C) have paid (D) will be paid

twenty hours per week are not ----- to receive paid holidays, paid time off for illness, or other

11. (A) tolerable (B) liberal (C) eligible
(D) expressed

employee benefits. Your employment status will be reviewed in six months. If you have any questions, please feel free to contact me.

Sincerely,

Tesfaye Bekele

Human Resources

PART THREE

Questions 12-15 refer to the following article.

The new economy has created great business opportunities as well as great turmoil. Not since the Industrial Revolution have the stakes of dealing with change been so high. Most traditional organizations have accepted, in theory at least, that they must make major changes. Even large new companies recognize that they need to manage the changes associated with rapid entrepreneurial growth. Despite some individual successes, however, this remains difficult, and few companies manage the process as well as they would like. Most companies have begun by installing new technology, downsizing, restructuring, or trying to change corporate culture, and most have had low success rates. About 70 percent of all change initiatives fail.

The reason for most of these failures is that in their rush to change their organizations, managers become mesmerized by all the different, and sometimes conflicting, advice they receive about why companies should change, what they should try to accomplish, and how they should do it. The result is that they lose focus and fail to consider what would work best for their own company. To improve the odds of success, it is imperative that executives understand the nature and process of corporate change much better. Most companies use a mix of both hard and soft change strategies. Hard change results in drastic layoffs, downsizing, and restructuring. Soft change is based on internal organizational changes and the gradual development of a new corporate culture through individual and organization learning. Both strategies may be successful, but it is difficult to combine them effectively. Companies that are able to do this can reap significant payoffs in productivity and profitability.

12. What is the article mainly about?

- (A) Corporate marketing plans
(B) New developments in technology
(C) Ways for companies to increase profits
(D) How companies try to adapt to new conditions

13. The word “manage” in paragraph 1, line 6, is closest in meaning to

- (A) correct
(B) attract
(C) handle
(D) regulate

14. According to the article, why do so many attempts to change fail?

- (A) Soft change and hard change are different. (B) Executives are interested only in profits.
 (C) The best methods are often not clear. (D) Employees usually resist change.

15. The word “payoffs” in paragraph 2, line 13, is closest in meaning to

- (A) bribe (B) legal (C) profit (D) cost

PART FOUR

Questions from 16-20 are based on the following agenda and email message.

Flower Power Systems meeting with Sunrise Software Company, November 2	
Flower Power Systems attendees: Chala Tola and Girma Gudisa	Sunrise Software attendees: Seid Ahmed, Abebe Tesfa, Peter Bodell
Attendees	Agenda
Seid Ahmed	Introductions and review objectives
Girma Gudisa	Flower Power Systems: project overview and development schedule
Abebe Tesfa, Guta Chala	Sunrise Software product overview
Abebe Tesfa, Seid Ahmed	Sunrise Software training and Consulting
Abebe Tesfa, Seid Ahmed	Technology question and answer
Seid Ahmed	Next steps

To: Girma Gudisa

From: Seid Ahmed, Sunrise Software Company

Subject: Yesterday's meeting

Dear Girma,

Thank you for taking the time to get together with us yesterday. Everyone on our team felt that it was productive meeting. We have a better understanding of your project's needs now, and we've started looking at ways to adapt our software to meet your requirements.

While the basic function of the software is well suited to the project overall, as discussed, we will explore ways to adapt it to the needs of the different departments at Flower that will be using it. This will incur some additional cost, as we indicated—we'll provide details about that at our next meeting, once our engineers have assessed the changes that will need to be made.

I've asked Guta Chala to prepare a document for you that indicates when the Training and Consulting Department could start providing services to you. He'll send this information to you directly—since you've worked with him in the past, it seems the most efficient way to go.

As agreed, let's set up a meeting for the week of November 26 by which time our engineers will be able to outline their approaches to your departmental needs, and we'll have the information we need to put together a contract. In the meantime, please feel free to contact me if you have any questions.

Regards,

Seid

16. Why was the meeting held?

(A) To talk about hiring costs
users

(B) To train software

(C) To discuss work on a project
contract

(D) To review a

17. Who would probably be the best person at Sunrise to answer technology questions?

(A) Seid Ahmed

(B) Guta Chala

(C) Abebe Tesfa

(D) Girma Gudisa

