

The interaction of the socio-cultural background of students with their attainment in reading, in the communicative language teaching setting, at Dejazmach Geresu Duki Comprehensive Secondary School.

A Thesis Presented to
The School of Graduate Studies
Addis Ababa University

In Partial Fulfillment
of
the Requirement for the Degree
Master of Arts in TEFL

by
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May, 1997

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE INTERACTION OF THE SOCIO-CULTURAL BACKGROUND OF STUDENTS WITH THEIR ATTAINMENT IN READING, IN THE COMMUNICATIVE LANGUAGE TEACHING SETTING, AT DEJAZMACH GERESU DUKI COMPREHENSIVE SECONDARY SCHOOL.

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ACKNOWLEDGMENTS

First and foremost I'd like to express my heartfelt gratitude to my advisor Dr. Taddele Adamu who has guided this thesis pinpointing flaws, giving suggestions and providing reference materials through its initial stage to the final dissertation.

I am indebted to Ato Taddese Habte, from the Department of Foreign Languages and Literature, who has kindly helped me in the preparation of teaching materials.

I would also like to pay tribute to the close assistance of the director, grade-11 English teachers, unit leaders and other teaching staff members of Dejazmach Geresu Duki Comprehensive Secondary School. I am also grateful to my friends for their help on statistical matters.

Finally, I would like to take this opportunity to send my sincere thanks to W/o Hiwot Mengistu, W/t Tsion Abraham and my sister W/t Fantaye Gutema for their unreserved and meticulous helps sacrificing their busiest and free time to me in typing the manuscript.

ABSTRACT

The purpose of this paper was to assess the interaction of certain selected sociocultural variables with reading achievement. In order to do so, therefore, teaching materials were prepared and an experimental class was arranged for one hundred eighty students who were randomly selected from Dejazmach Geresu Duki Comprehensive Secondary School. The students were taught reading on the basis of the principles and practices of CLT in teaching reading. Questionnaires and tests, the measuring instruments, were administered.

All intercorrelations between the criterion and predictor variables were evaluated at $P < 0.05$ level of confidence. It was found out that father's occupation and a more favourable attitude towards native people and culture significantly interacted with attainment in reading whereas a nonsignificant association was observed with father's educational level and a more favourable attitude towards foreign people and culture and the criterion.

A regression equation was also derived for the present sample. A multiple correlation of 0.32353 was found when the six predictor variables were combined. Coefficient of multiple determinations indicated that about 10.5 percent of the variation accounted for in the criterion was due to a weighted combination of these variables. The remaining three predictor variables had a contribution of about 5.5 percent.

It was established that only 16 percent of the criterion variations was attributable to the relation of criterion to predictors. It was concluded that in screening for main sources of influence, the present study revealed no

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substantial relationship on the variables used either individually or in combination in predicting level of reading attainment.

Finally, on the basis of the findings recommendations are given.

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CHAPTER ONE

1. INTRODUCTION

In this introductory chapter, an attempt will be made to point out the background of the study. The first section is meant for this purpose. The benefit and objectives of the study will be laid down in the second and third sections, followed by a brief presentation of its limitations and scope in the fourth and fifth, sections. Moreover, the whole essence of the research is to examine the possible interaction of the socio-cultural factors with subjects' attainment in reading.

1.1 Statement of the Problem

Whether it be from the general public who forward direct or indirect comments and complaints, or whether it be from professionals, views related to high school students' competence in English generally show that their ability to use and understand the language, largely in academic situations and rarely in situations where and when a need arises to communicate with someone, has been frustratingly deteriorating from time to time.

Reasons given for this problem are largely associated with the type of schools students attend-especially with government schools where problems attributed to large class size, absence of qualified teachers, absence of sufficient and suitable textbooks and other teaching aids, and, more importantly, problems associated with methodology are believed to commonly exist.

On the other hand, a lot of literature concerning the nature and role of socio-economic background in language learning generally appears in socio-linguistic studies, such as in a PH.D dissertation by Taddele Adamu (1990) in our own context and in investigations in educational psychology. It has been argued

that language learning could be highly influenced by the socio-economic contexts in which it is taking place.

Other researchers have analyzed different factors in society which may have an effect upon language learning and teaching (e.g. Spolsky et al, 1974). Another study, the British study Primary French in the Balance (Burstall et al, 1974, in Stern 1983), has discovered the relationship between socio-economic (and also environmental) factors and second language learning and teaching. Still another such investigation is the 'British Project Follow-up Research' (Skehan 1986 a.). As Stern citing Skehan remarks, "not only did measures of class of family background of parental literacy correlate with aptitude, but the vocabulary measure and the background measures also correlated at a fairly high level with one another."

These studies have emphasized the impact of students' social and socio-economic background on their attainment. They have also implied that the problem of teaching and learning could be seen in light of the students' backgrounds.

Nevertheless, no study has been made in our contexts, except for the PH.D dissertation by Taddele Adamu (1990), in which he has treated socio-cultural factors at a university level, restricted to the socio-cultural background of students as a factor creating individual differences in second language achievement. As has been pointed out, what has been done so far in this field concentrates on students' social and/or socio-economic background and its influence on their proficiency.

When we try to look at issues from a different perspective, we observe that we are in the age of implementing a different method of language teaching in our schools-the communicative language teaching (CLT). Obviously, when this method of teaching and learning is introduced, it is bound to produce different **reactions and expectations affecting presuppositions** about learning and teaching.

On the other hand, beside seeing the drawbacks of the customary methods of teaching, professionals know that the contexts in which English is taught and learned lead us to ponder on certain questions: What are the social and cultural contexts in the West like - the ESL contexts? What about in countries like Ethiopia - the EFL contexts with different social and cultural settings?

These and other related questions dictate the consideration of the socio-cultural factors which ultimately affect practice. We must have a deep understanding of the learners in these respects. We therefore should try to examine the situation through direct investigations before we try to change, for example, the customary methods of teaching because "It is better to make haste slowly". (Ashworth 1985: 124)

Therefore, in order to satisfactorily implement the method, which is said to facilitate second language acquisition, and to minimize students' problems in proficiency, the researcher feels that the socio-cultural factors under which it is taking place should be studied carefully together with students' attainment.

1.2 Importance of the Study

Learners of English as a foreign language, like other learners in other contexts, need to have, as much as possible, a learning environment that adequately suits their background, for these situations are the immediate backgrounds against which teaching and learning occur.

Therefore, the fact that students' background affects their attainment makes the relevance of studies geared towards understanding the interactions of these variables very important. Accordingly then, the results of this study would hopefully help determine what measures should be taken and points to be considered in light of the students' background before directly implementing a new method of teaching. This study would not only be beneficial to our own contexts, but it would also benefit and encourage similar studies in other contexts

so that we would be in a position to make comparisons between EFL and ESL contexts and arrive at a more valuable conclusion.

Thus the researcher believes that students, teachers, curriculum designers could benefit from the findings of this study, because adjustments and more flexible approaches to the structure of the class could be used if investigations reveal the extent of the relationship between students' attainment and their backgrounds. In short, if teaching and learning are influenced by socio-cultural variables, research aimed at the identification of the possible relationships may contribute considerably towards the teaching and learning of English in general and towards minimizing the burden of the learner and the teacher in particular.

1.3 Objectives of the Study

This study attempts to explore the socio-cultural background of subjects under study.

Not only does it attempt to investigate their background but it also examines the relationships between the subjects' attainment in reading and their background after a reading lesson is given for a month in a communicative language teaching (CLT) setting. In the process of expressing relationships, it will attempt to arrive at decisions as well as recommendations as to what should be done so that a better accomplishment of the desired objectives will be met.

In general terms, it aims to answer the question of how the reading achievement correlates

- a. with parent's (father's) occupation and educational level and
- b. with subjects' attitudes.

More specifically, the research aims to answer the following questions:

- i. Is there a significant relationship between father's occupation and educational level with subjects' attainment in reading?
- ii. Is there a significant relationship between a more favorable attitude towards the target language community and culture and subjects' attainment in reading?
- iii. Is there a significant relationship between a more favorable attitude towards native people and culture and subjects' attainment in reading?

1.4 Limitations of the Study

Teaching English as a second/foreign language generally encompasses the teaching of all four micro skills of the language, namely listening, speaking, reading and writing as well as the macro skills, namely, note-taking summarizing, describing, identifying main ideas, transferring information from a text etc. In this study, however, the main concern is the reading aspect and all other aspects of language development have been utilized to the extent that they could be of some help to the development of reading ability.

There are two reasons why this particular area of foreign language learning is selected for the study. First, to a very great extent, students' success or failure in school is dependent upon their reading ability. Students have to read and understand their textbooks, reference books and notes given by teachers. The tests and examinations also require the same. Furthermore, those who want to pursue higher education will be expected to do a great deal of reading in their fields of interest. Secondly, in a society where most knowledge is not largely transmitted by word of mouth, i.e. speaking a foreign language, reading occupies a very determining place as an important vehicle of learning. Moreover, even after students are employed in different organizations, they are mostly exposed to the written than to the spoken medium of the foreign language in question.

On the other hand, the comparison of the subjects' report on their mother's and father's occupation and educational level reflects a high degree of variability in the occupational and educational background of the latter (cf. table - 3). Thus the researcher felt that it would be reasonable to concentrate on father's occupation and educational level in studying the interaction of family background with subjects' attainment in reading.

1.5 Scope of the Study

The scope of the study is limited to a random sample study of 11th grade students of Dejazmach Geresu Duki Comprehensive Secondary school in Woliso, about 115 kms south west of the capital in Oromiya Region. Reasons for selecting the grade level and area of study are the following:

1. The researcher felt that grade 12 students might not respond to the questionnaire seriously enough because they were busy preparing themselves for the ESLCE. It was also felt that they might not be interested enough to attend the experimental class either.

Moreover, taking their maturity level into consideration, the researcher believed that grade 11 students would understand the content of the questionnaire better and give more appropriate responses than those of grade 9 and 10 students. They were also likely to see the benefit they get in participating in the experimental class since they were candidates for the ESLCE the following year.

2. Woliso is a place where linguistically, culturally and ethnically distinct subjects in a semi-urban and rural setting are found.

Thus the researcher felt that an attempt be made to study this area in light of the variables in question as such investigations would help us to make possible comparisons with studies that have so far been done in

other settings, for example, in large cosmopolitan cities or urban areas, like Addis Ababa, where some aspects of CLT and factors similar to the concern of this paper have been investigated.

1.6 Organization of the Dissertation

In this study, we attempt to investigate the interaction of the socio-cultural variables with subjects' achievement in reading.

In order to do so, therefore, Chapter One provides the background of the study that initiated the researcher to concentrate on factors in question. It also presents the description of the benefit of the study for the betterment of the process of teaching and learning with the description of the general and specific objectives of the study that endeavour to demonstrate which socio-cultural variables favour the attainments of subjects and the extent of the possible relationships. In addition, the rationale for selecting the subjects from the grade level and area of study indicated is clearly outlined.

Chapter Two reviews the literature associated with the socio-cultural contexts of language teaching and learning. It examines social, ethnic and cultural factors that contribute to the identity of an individual, followed by arguments in favour of or against social and cultural Integration and Disorientation as well as issues related to the affective domains i.e. attitudes. There is also an explanation of reading and its processes.

Chapter Three explicates the methods used to select the sample and analyze the data. It describes the preliminary conditions taken into account in preparing the teaching materials and following appropriate teaching methodology. There is also a description of the predictor variables, followed by procedures as well as test instruments used to identify subjects' achievement in reading.

Chapter Four provides a detailed analysis and interpretation of the data of both the predictor and the criterion variables. The results are presented in tables which provide a relevant summary including the results of the correlational and simple, multiple and step-wise regression analyse.

Finally, Chapter Five concludes the study by giving a summary of the results and the discussion and providing recommendations.

CHAPTER TWO

Review of Related Literature

2.1. The Sociocultural Context of Language Teaching and Learning

There are many sociocultural factors under which teaching and learning a foreign language take place. In this chapter, however, the main ideas that are attributed to the factors associated with the aim of the present study as well as ideas related to reading and its processes are outlined.

2.1.1. Types of Second Languages Learning Contexts

A lot of literature generally recognizes the presence of several different types of second language learning contexts:

1. One context is the learning of a second language, or learning another language
 - a. within the culture of that second language (* for example, an Ethiopian learning English in the United States) or
 - b. within one's own native culture where the second language is an accepted lingua-franca used for education, government, or business within the country (* for example, a Nigerian learning English in his/her own country).
2. Another context for learning another language is technically called 'foreign language learning'- that is learning a non-native language in one's own culture with few immediate and widespread opportunities to use the

language within the environment of one's own culture (* for example, learning English in Ethiopia).

* They are the researcher's own examples
(Brown, in Valdes 1986:34)

2.1.2. Effects of the Social Context of Language Teaching and Learning

According to Stern (1983:269), the social context of language learning can be regarded as a set of factors that are likely to exercise a powerful influence on language learning. He also remarks that language teaching and learning could not move in parallel ways with social context factors. It is therefore believed that taking note of such contextual factors in analysing a given language teaching situation is necessary.

In much the same manner, Spolsky (1989:131) gives more importance to social factors in second language learning due to the greater complexity of the second language learner's social context and the resulting increase in its ability to cause variability. He points out that the social context is assumed to influence second language learning in two indirect but essential ways.

First, it plays a major role in developing in the learner the set of attitudes towards the language being learned, its speakers, and the language learning situation that are hypothesized to influence motivation directly. Secondly, it determines the social provision of language learning situations and opportunities of various kinds.

2.1.3. Social Identity

Hamers and Blanc (1989:116) state that social identity exists within the same society and helps the individual to define himself in relation to the roles and the social groups in that society.

Tajfel (1974) points out that social identity results from the individual's knowledge of his membership of one or several social groups. It also includes all the values and affective meanings attached to this membership which are to be used as a defining criterion. Collectively, a group must perceive itself and be perceived by other groups as a distinctive entity. As Hamers and Blanc (1989:119) suggest, in complex multicultural societies, like Ethiopia, distinctiveness between social groups also includes linguistic, cultural and ethnic characteristics.

Commins and Lockwood (1979), in Hamers and Blanc, state that the function of a social group is to provide a positive social identity for its members, who compare themselves with other groups and distinguish themselves from them along a number of easily noticeable features.

For example, if in a given society certain groups can be identified in terms of ethnic, cultural or linguistic characteristics, such as Oromo-Oromifa, Amhara-Amharic, Guragie-Guragigna etc, these will become easily noticeable features perceived as such by the individual and used by him for ethnic, cultural or linguistic categorization. In the social comparison process, a member of a group will generally tend to favour his own salient group characteristics more than those of other groups on perceptual, attitudinal and behavioural dimensions (Turner 1981). What's more, he will tend to use his own group characteristics as a standard by which to judge other groups (ethnocentrism).

2.1.4. Culture and Cultural Identity

There is agreement in the literature that culture is a complex entity which includes a set of symbolic systems, including knowledge, norms, values, beliefs, language, art and customs, as well as habits and skills learned by individuals as members of a given society. Linton (1945) has elaborated that culture is a configuration of learned behaviour and the symbolic meanings attached to it. Over and above, the components of culture are transmitted by members of a society to other members and shared among them. Rohner (1984), however,

argues that the sharing of symbolic meanings and behaviour is only approximate in the sense that they are equivalent rather than identical for any two individuals and are unevenly distributed in the society.

For Hamers and Blanc (1989), language is a component of culture along with other entities like, for example, values, beliefs and norms; language is a product of culture, transmitted from one generation to the next in the socialization process. It also moulds culture; that is to say, our cultural representations are shaped by language. But, unlike other components of culture, language interacts with it in specific ways, for language is a transmitter of culture. Furthermore, it is the main tool for the internalization of culture by the individual. Nevertheless, "Although culture and language do not exist independently from each other, they are not homologous." (p.116).

When more than one culture and/or more than one language are in contact in the same society, culture and language are not "isomorphically distributed". Hamers and Blank argue that to the extent that language is a component of culture, members of a society who do not share the same language do not share all meanings and behaviour of that society. However, as they rightly observe, there can exist a large degree of overlap between the cultural behaviour of members who do not speak the same language, as is, for example, the case in Woliso - the area of interest for this study. In Woliso, there are three predominant ethnic groups- Oromo, Amhara, Guragie, speaking 'Oromifa', 'Amharic' and 'Guragigna' respectively although one can observe similar cultural features between or among them.

On the other hand, culture, being a species- specific quality, contributes to the determination of who an individual is. According to Hamers and Blanc (1989:116), the integration of the complex configuration that is culture into the individual's personality constitutes his cultural identity. They also believe that cultural identity is part of, but not the same as, social identity. Their argument is that we can only become aware of one's cultural identity to the extent that we

become fully aware of the existence of other cultures in or outside our own society.

Since language is such an important component of culture, it will be an easily noticeable feature of the individual's social and cultural identity, while at the same time being a sociocultural marker of group membership in settings where cultures come into contact.

Smolicz (1979) suggests that certain cultural values will be particularly noticeable in the description of cultural identity by members of one particular group, while these same values will be relatively irrelevant for the elaboration of cultural identity in another group. He has a model-what he calls 'core values' - to refer to culture that possesses a number of basic characteristics which are very important for the transmission and the maintenance of that culture. These 'core values' identify a given culture. It is also stated that if, in a multicultural society governed by agreements rather than enforcements, there exists a variety of power relations between the dominant group and subordinate groups, a set of values shared across cultures may evolve. When, Hamers and Blanc (1989:117) state, language is the core value of a cultural group, it may be an important factor in determining the members' cultural identity.

In this connection, what is called 'ethnic identity' of a group or 'ethnicity' should be raised. Appel and Muyskeen (1987:12) state that everything that differentiates a group from another group constitutes the group's identity. Although, they say, there are no fixed criteria, a group is considered to be an ethnic group with a specific ethnic identity when it is efficiently distinct from other groups. For example, the group of Oromifa, Amharic or Guragigna speaking people living in Woliso and around its surroundings definitely constitute an ethnic group. They have their own native language, and such a group is therefore often called an 'ethnolinguistic group'.

Devos (1975), (in Giles and Robinson 1990:310), argues that the "ethnic identity of a group of people consists of their subjective symbolic or emblematic

use of any aspect of culture, in order to differentiate themselves from other groups." Giles and Johnson, by contrast, suggest that an ethnic group includes "those individuals who identify themselves as belonging to the same ethnic category." Gudykunst and Ting-Toomgy, in Giles and Robinson, treat ethnicity as a function of self-categorization and/or other-categorization following Despres (1975), who incorporates both self-categorization and other-categorization when he claims that "ethnic groups are formed to the extent that actors use ethnic identities to categorize themselves and others for purposes of interaction".

2.1.5. Social and Cultural Orientation (Integration)

Schumann (1978) has developed a model so as to explain the differences in individuals who learn a second language. The difference is due either to readiness to learn, absence of interest or inability to learn a second language. This theory is called 'The Acculturation Model'. Brown (1980), in Valdes 1986, and others have also described the process of 'acculturation' Schumann describes acculturation as "the social and psychological integration of the learner with the target language (TL) group" (1978:29).

According to Schumann, it all depends on how the groups view each other and their languages. Thus, higher status groups will tend not to learn the languages of lower status groups. This implies that the pattern of social dominance is likely to influence the willingness to learn a second language.

Hamers and Blanc (1989:122), referring to the process of the child's communication with members of a new culture, describe acculturation as the child's effort to adjust his behaviour from the old culture to the new one. Moreover, they, citing Taft (1977), state that acculturation includes: "a combination of acquisition of competence in performing culturally relevant behaviour and the adoption of culturally-defined roles and attitudes with respect to that behaviour".

They maintain that if the acculturation process is harmonious, a person acquires the cultural rules and language skills of the new culture and integrates them appropriately with his primary culture. In other words, he develops a bicultural identity. They also state that in this process the child acquires the language of the new culture in addition to his mother tongue. On the other hand, the adult who has to adapt to a new culture must integrate new cultural elements, including language, in an already well-established identity. According to the requirements of his occupational status, he must acquire more or less developed second language skills, what they refer to as 'adulthood bilinguality'.

Hamers and Blanc's point-of-view is in harmony with Schumann's main hypothesis that second language learning is just one aspect of acculturation. Schumann also suggests that any learner can be placed on a continuum ranging from "social and psychological distance" to "social and psychological proximity" to speakers of the second language, and "the learner will acquire the second language only to the degree that he acculturates."

Therefore, Schumann's points of view reveal that there are two kinds of acculturation. The first type involves social integration and sufficient contacts with the second language group, and psychological openness "such that input to which he is exposed becomes intake" (Spolsky 1989:143). The second type has "all the characteristics of the first type except that the learner looks on the second language group as a reference group, one whose way of life he or she wants to adopt" (Ibid). Stern also explains Schumann's theory as "the learner's attempt at resolving the problem of moving from his first language as an existing reference system to the target language as a new reference system." (1983:402)

Schumann (1978) also shows that a target language and culture can be approached in different ways depending on how we view our own culture in relation to the other culture. He then identifies three integration strategies: assimilation, preservation, and adaptation. The main factors affecting acculturation are social contact and language acquisition. Another two factors affecting acculturation are congruence and congruence. As regards congruence, Spolsky (1989:143) comments that it is "different in an unexplained way from enclosure, and size." Congruence refers to similarity between the two cultures. Schumann suggests that this will increase social contact and facilitate second language learning. Positive attitudes existing between the two groups will provide favourable conditions for second language learning.

He also suggests that the main difference between social and affective variables is that affective variables deal with individuals who may learn in spite of social conditions. According to Spolsky (1989:144) nevertheless, Gardner states that social contact acts as a

Schumann's (1978) own work on pidginization suggests that acculturation is only important as initiating the chain. In contrast to his point of view, Stauble (1981, in Spolsky 1989:145), compared six Japanese and six Spanish speakers of English. The findings revealed that acculturation scores did not predict proficiency. Another dissertation by Maple (1982) explored the notion of social distance. According to Schumann (1976:135) social distance pertains to the individuals as a member of a social group which is in contact with another social group whose members speak a different language. In Maple's study, the social distance variables and also two other predictors- 'social class and marital status' - account for 15-25 percent of the variation in gains over the course. According to Spolsky (1989:145) Schumann is unhappy with these results, for they show the acculturation model seeming to work with a case for which it is not intended, where there is formal instruction for immigrants.

Schumann emphasises that there are two important points that must be made regarding the social factors described above. The first is that these factors are not independent. They often interact so that one will affect another. The second point is that the social factors within each grouping are treated as though they were discrete categories, but in reality each grouping is a continuum.

Schumann thus believes that using these social factors we can describe good and bad second language learning situations based on the extent to which social distance is promoted.

Nevertheless, a careful examination of each type of second language learning contexts described in 2.1 above denote that each context involves different degrees of acculturation. As Brown (in Valdes 1986:34) remarks, second language learning in a foreign culture (type 1a) clearly involves the deepest form of acculturation. The learner must survive within a strange culture as well as learn a language on which he is totally dependent for communication.

Second language learning in the native culture (1b) varies in the severity of acculturation experienced by the learner, depending upon the country, the cultural and socio-political status of the language, and the motivations or

aspirations of the learner. For example, learning English in Nigeria does not involve taking on a new culture since one is acquiring Nigerian English in Nigeria.

The foreign language context (type 2) results in the most variable degrees of acculturation since people attempt to learn foreign languages for a variety of reasons, such as for integrative and/or instrumental motives. Still others learn a foreign language simply out of an interest in a language. Brown, on the whole, points out that the foreign language situation is more culturally loaded than second language learning in the native culture (1b), since the language is almost always learned in a context of understanding the people of another culture.

Therefore, in light of the accounts given above, it is not difficult to see that Schumann's model deals only with second language acquisition "under conditions of immigration where learning takes place without instruction and so has nothing to say about 'language teaching'" (Spolsky 1989:144).

On the other hand, Schumann's acculturation model is "important for its forthright attempt to show the relevance of social factors to informal language learning" (p.145). Yet, as it has been attempted to point out, the acculturation model is "handicapped by its lack of generalization to all kinds of second language learning and by its tendency to assume direct effect of the social factors on the learning process" (Ibid). Spolsky argues for indirect effects rather; these, he says, provide opportunities for learning, and establish attitudes and motivation.

2.1.6. Social and Cultural Disorientation

This is related to a situation in which a learner may reject his own society for several reasons, such as for economic, political, social and /or cultural reasons. This has to do with an emotional disorder called 'anomie': "a complex psychological state implying feelings of alienation and isolation vis-a-vis the society one lives in, of disorientation and an absence of norms and values" (Mc Closky and Schaar, 1965, in Hamers and Blanc 1989:121). According to

Hamers and Blanc (1989), anomie is often associated with feelings of anxiety, a lack of cognitive and affective flexibility and a loss of identity. They also state that it can be caused as much by sociological factors as by psychological ones. This feeling could have a positive effect on second language learning if it were followed by a positive identification with the target culture. Spolsky (1989), however, argues that the learner would exist in an anomic situation which would not be conducive to second language learning without accepting and following a foreign culture. For example, Lambert, Just and Segalowitz 1970, cited in Hamers and Blanc 1989:122, studying a group of Franco-American high school students, found correlations between relative proficiency in the two languages and loyalty to their culture: those subjects who were more attached to American than to Franco-Louisianan values, and showed little interest in the French language, were more competent in English than in French and were relatively more motivated to improve their English. Conversely, children who identified with the francophones had a relatively higher competence in French than in English. Those who had a cultural-identity conflict achieved poorly in both languages. Those who identified strongly with both cultures also achieved above average in both languages.

Therefore, Hamers and Blanc maintain that "anomie is not a necessary outcome of bicultural experience but results from the pattern of sociocultural conditions in which socialization takes place." (1989:122).

In their view, if the child's two-fold cultural heritage is not 'valorized', he may either align his identity on one culture at the expense of the other or he may refuse to align himself on either culture, in which case he is likely to develop anomie. They, however, state that if the child's environment encourages the 'valorization' of both cultures, then the child will be in a position to integrate elements of the two cultures into a harmonious bicultural identity. By harmonious they do not mean that such complex processes are free from tensions, contradictions and conflicts, but that the individual finds personal solutions without having to deny one of his cultures.

2.1.7. Attitudes

The affective domain is one of the six general categories of Yorio's (1976:61) classification of learner variables which has sociocultural factors as its sub-categories. These include attitude toward.

- i. native culture
- ii. second language culture
- iii. native people
- iv. second language people

As a matter of fact, these factors are just reminiscent of the preceding discussions. Here we will focus on research findings and their implications for second language acquisition or learning.

In relation to these factors in research, the works of Lambert and Gardner have been taken as most consistent. Gardner and Lambert (1972) and later Gardner and his colleagues (for example, Gardner 1979; Gardner and Smythe 1981), cited in Spolsky (1989), have focussed on learner's social attitudes, values and their motivations in relation to other learner factors on the one hand and achievements on the other. In their view, social-psychological factors relate strongly to achievement in a second language (Gardner and Lambert, 1972). The learner's attitudes towards the target-language people are believed to affect his success in learning considerably because the motivation to learn the second language is determined by these attitudes. Integratively-oriented students will learn the second language better than those with an instrumental orientation.

This view have been supported by many other studies, such as Gardner et al (1976), in Spolsky (1989), who found positive correlations between motivational factors and achievement in the French of English Canadians.

However, more or less opposite findings have been produced by some other studies, such as Oller et al (1977), cited in Appel and Muyskeen, who

found that integrative motivation was not a good predictor of success in second-language acquisition for another group of learners.

Appel and Muyskeen, (1987) do not agree with Gardner and Lambert's view. They argue that there was only a weak relation established between social and psychological factors on the one hand and second language acquisition on the other. But this relation is often interpreted causally in the sense that the factors studied are expected to influence or even determine success in learning a second language. In Appel and Muyskeen's view, this can only be an assumption, however, since researchers have not yet been able to clarify the direction of the causal link. To them, it could be stated that this direction is the other way round than commonly assumed: "success in second language learning fosters a positive attitude towards the target - language community and a strong motivation to learn its language even better." (1987:93)

Hence these views reflect 'the egg or the chicken first?' sort of argument. Gardner (1979), in fact, recognizes the effect of second language achievement on motivational factors, and that high proficiency improves possibilities of contact with native speakers of the target language, which may again contribute to higher achievement. In Gardner and Lambert's view, much importance is given for the integrative motivation for it will necessarily lead to cultural assimilation. According to this view, a learner can only become proficient in a second language if he or she wants to adapt to the cultural values of the target-language community. For instance, according to Gardner (1979:193-4) while learning a second language students are acquiring symbolic elements of a different ethnolinguistic community. They take in elements of another culture and harmonize them with their own cultural communities. Appel and Muyskeen (1987:93) believe that statements like this one imply that cultural assimilation, or at least the adoption of the main cultural values of the target-language community, similar to Schumann's point of view, is an important condition for successful second language acquisition.

However, they argue that because of the rather low correlations between social and psychological variables (including cultural attitudes) and second language proficiency, this idea lacks strong supportive evidence. They also argue that second language learners do not have to identify with the culture of the target community to be able to acquire adequate competence in the language of that community. They even suggest that second language learners cannot be held responsible for their failure because of a supposed lack of motivation. Certain social and political conditions cause attitudes and subsequently motivation. They are the result of the interaction between the individual second language learner and his social environment especially the target language community. Therefore, in order to give due attention to the relation between socio-psychological variables and second language learning, Appel and Muysken (1987:94) suggest that it is better to follow the approach proposed by Schumann.

They recommend that Schumann's concept of social distance can be extended to include cultural distance, to account for the effect of cultural differences.

2.1.8. The Role of the Parent in Attitude Development

In his review research that relates directly to the role of the parent in second language acquisition, Gardner (1985) suggests that attitudes and motivations are implicated in second language acquisition, and to the extent that parents play an important role in attitude development, they will also be influential in their child's attempts to learn a second language.

2.1.8.1. Factors that Influence Attitude Development

As Gardner quoting Oskamp (1977) explains factors like personal experiences with the attitude object, parental influence, group determinants, and the mass media influence attitude development. He discusses the finding of a

certain research that focuses on ethnic and political attitudes and concludes that parents are the major determiners of children's attitudes, at least at the initial stage. However, when they grow older, factors such as direct experience and the mass media persist in their influences. Moreover, schools, peer group pressures, reference group values, and general expectations or beliefs in the cultural community also have an effect.

Still further, due to expectations imposed on students, the socio-cultural environment is believed to play a large role in influencing the actual level of second language proficiency attained by students in general.

According to Gardner (1985:109), parents act as the major intermediary between the cultural environment and the student. Citing his earlier work (1968 a), he then distinguished between two potential roles of the parent: active and passive.

I. The Active Role of Parents

When parents encourage their children to do well, when they follow up their language learning performance, and when they reinforce any successes identified by the school, they are said to play an active role.

Gardner goes further and explains that, although negative, parents play an active role when they agree with their children, for example, that learning a certain foreign language, such as English is a waste of time or when they oppose the inclusion of that language as an 'important' subject in the curriculum.

II. The Passive Role of Parents

The passive role of parents was considered to be more subtle than the active role. This is because the parent may not be aware of it, and the two roles could exist independently. By referring to his earlier work (1968a), Gardner argued that to the extent that parents had positive attitudes toward the target

language community, they would serve to support an integrative motive in the student. On the other hand, parents with negative attitudes would inhibit the development of such positive attitudes, even in situations where they might actively promote second language achievement. It could happen that such parents encourage their children to do well in their second language courses, follow up their progress and generally reinforce their successes. At the same time, Gardner says, they might in other contexts, express negative opinions about the target language community. This in turn develops similar attitudes in their children.

In this connection, a research finding that indicates children's attitudes are in part dependent upon those of their parents has been reported (Harding et al 1969; Oskamp 1979, cited in Gardner, 1985:110).

2.1.8.2. Research Relating to the Parents' Role in Second Language Acquisition

Desrochers and Gardner's, cited in Gardner 1985:116, study on the children's attitude, motivation, and French proficiency measures and the parent's attitude suggest that children's integrative motive for language study is facilitated by a home environment characterized by favourable attitudes toward aspects involving the other language.

Colletta (1982) found non-significant association between interest in foreign languages, attitudes toward French Canadians, integrativeness, ethnocentrism and parental encouragement to both parents and children in an investigation of the role of the parent in determining language achievement.

Other studies, such as Gardner (1960), suggest that children who do well in French have parents who, relatively speaking, prefer non-French speaking people over French speaking ones. But Gardner and Santos' (1970) investigation of senior high school students in Manila demonstrated that children who were instrumentally orientated and who had parents who expressed a similar orientation were more proficient in some oral language skills than

integratively orientated students. In addition, Feenstra's (1967) study showed that parental attitude measures correlated significantly with the students' grades in English, ethnocentrism and cultural allegiances. It has been reported that these correlations suggest children who do well in English have parents who are not ethnocentric and who prefer the American to the Filipino culture.

In general, Gardner (1985) concludes that parents do have an influence on children's attitudes and motivation, and to the extent that these are related to second language acquisition, the parents thus play a role in the development of proficiency in the second language, of which they may or may not be aware.

2.2. Reading

Reading is defined or described by scholars in different ways reflecting its different aspects. In this regard Smith (1978:100) states that "... reading has a multiplicity of meanings. And since the meanings of the word on any particular occasions will depend largely on the context in which it occurs, we should not expect that a single definition for reading will be found..."

Thus by taking this into account, in discussing reading at high school level, we are not considering reading merely as a process of recognizing graphic information or distinguishing the various words we come across in print as some definitions of reading state. As Nuttal (1982:2) remarks "... the process of identifying written words is mainly the concern of ...early reading... . At this level, the concern is... developing the skills of readers who have already passed this elementary stage."

At high school level, reading is a mental process where the reader, with the help of the language, interprets and recognizes the theme of what he reads from the clues he gets as he goes through a text. Goodman (1967:126) elaborates this point in the following manner: "Reading is a psycholinguistic process in which the reader guided by the knowledge of the language being read, reconstruct an encoded message

by selecting syntactic and semantic cues as he proceeds..."

This implies that "... it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs." As a result, this forms "an interaction between language and thought." (Carrell et al, 1988:12)

Reading is also a receptive skill but it involves active participation on the part of the reader- interaction with context. Thus a process of communication is taking place between the reader and the text. This means that the reader has some expectations as to what extent the text will tell him and he brings these to the text. That is why Widdowson (1978), Nuttal (1982) and Carrell, et al (1988) all describe reading as an "interactive process." Furthermore, Widdowson states that reading is the process of combining textual information with the information a reader supplies or brings to the text from his prior knowledge. Experience and background are believed to be more important and helpful than the information that the text provides. Thus it would appear that reading is not to be understood as a mere extraction of information from the text.

As Grellet (1981), Williams (1986), Harmer (1991) and others point out, a reader has a purpose for reading just like any other activity in real life. He reads because he wants to get something from the text, such as to get enjoyment, specific information, studying etc. The way the material is read differs on the basis of this purpose which also makes the reader selective. Thus this would reveal that one way of talking about the process of reading is according to the purpose for reading a particular text.

2.2.1. Teaching Reading in High School

Reading includes a variety of skills and this should be considered in preparing materials or more specifically, designing reading comprehension exercises and tasks.

It is important to develop a wide range of reading skills so that students can read and understand texts of a general nature at their level. Thus depending on their purpose for reading, they may aim at an overall understanding or at a more specific understanding of texts, and may employ a variety of reading skills and strategies. So it is necessary to include questions and activities or tasks that teach macro, and micro skills which range from an overall understanding to a detailed understanding of the text.

Different scholars in the field of reading identify and focus on different skills. Some focus on many skills but others on a few macro skills. There are, however, a number of reading skills and strategies that are emphasized by almost all writers among whom are Greenall and Swan (1986:2). They list thirteen skills of reading:

Extracting main ideas; reading for specific information; understanding text organization; predicting; checking comprehension, inferring; dealing with unfamiliar words; linking ideas; understanding writer's style; evaluating the text; reacting to the text and writing summaries.

The reading materials and the various types of questions and types of tasks or activities provided (Cf. Appendix C), in fact could not aim at helping students practise all the above list of skills and strategies within a limited time. It is aimed at developing only some of them.

The main reading skills and strategies that have been given due attention in this study are:

- i. predictions and expectations- using the title and prior knowledge.
- ii. understanding the overall message or theme of a text.
- iii. identifying the main ideas from a text (e.g. the main ideas of a paragraph or paragraphs).
- iv. understanding the details of a text.
- v. understanding references.

- vi. understanding implied meaning, that is, ideas not explicitly stated.
- vii. guessing the meaning of new or unfamiliar words through contextual clues.
- viii. understanding relations between parts of a text.

Finally, for detailed information on the procedures we have followed in teaching, you may refer to sections 3.2 and 3.2.1.

CHAPTER THREE

Methodology

In this chapter, the preliminary considerations made to prepare teaching materials, to teach reading, to select the subjects of the study and the measuring instruments used are discussed. In addition, the statistical procedures employed are reported.

3. The Experiment

3.1 Preparation of Teaching Materials

In preparing the teaching materials, the following points have been taken into account.

3.1.1 Interest

As Williams (1986:42) remarks "In the absence of interesting texts, very little is possible ... Interest is vital, for it increases motivation which, in turn, is a significant factor in the development of reading speed and fluency."

Thus, as much as possible, an attempt has been made to take 'interest' into consideration as an essential element in the selection and preparation of the materials. We have tried to provide reading texts that, we hoped, based on experience, would be interesting. Otherwise, there was no effort made to make a sort of a pilot study in order to identify which kinds of topics would interest the subjects.

An attempt has also been made to select topics from different areas thinking that variety itself contributes to interest which in turn contributes to motivation. As has been hoped, students were observe showing interest in the

topics chosen, attempting to respond to them with the little English they had, or even in Amharic in certain cases where they became highly emotionally involved with the point under discussion. In this case, Unit - 2 'Abeba The Great' shines more than the others. In short, the ideas treated in the topics triggered communication among the students.

3.1.2 Authenticity

According to Williams (1984:25), authentic text refers to "any text that was not written specifically for language learning purposes ... it is a text written to say something, to convey a message, and not simply to exemplify language." White (1982:9) also describes authentic texts as "pieces of language, either spoken or written which were originally messages produced for communication in a non-teaching situation." Williams (1984) suggests that there are an unlimited variety of authentic texts and lists the following ones as examples: "advertisements, forms, newspaper and magazine, articles, poems, short stories, novels, notes, post cards, letters, reference books or geography, history, biology, etc.."

The use of such authentic texts in the classroom is said to help the learners to use the language. What they learn in the classroom is what they actually find outside the class. Therefore, this makes the reading experience more genuinely communicative.

Although, for a number of reasons, it is difficult to use completely authentic texts in our classrooms regularly, it is possible to produce semi-authentic texts. Thus the teaching materials prepared, such as 'Abeba The Great' (Unit - 2), 'Hashish - The Killer Flower!' (Unit - 5) (see Appendix C) are all semi - authentic in the sense that they are originally authentic but have been slightly simplified or adapted to make them easy for the students to understand.

3.2 Classroom Teaching Methodology

It has been pointed out in 2.2 that teaching starts by providing a reason for reading so as to make it clear for the students. Widdowson (1978:84) calls this "the principle of rational appeal" in the communicative approach to language teaching. The student reads the passage himself or herself silently. The teacher ought not to read to the class because "the student should made sense of the text. In his reading lessons, he is supposed to learn how to do this; doing it for him will not teach him this." (Nuttal 1982:147)

The first thing students are asked to do with a text concerns the treatment of ideas to be reflected based on their prior knowledge, experience and feelings. They may read to get the general picture. They may read to perform a task, or they may be attempting to confirm expectations they have about the text. Harmer (1991) suggests that students are asked to perform when learning this receptive skill. He describes these skills as type -1 skill.

The other procedures are those that are subsequently used when studying reading materials and they involve detailed comprehension of the text, the study of vocabulary to develop guessing strategies, and an investigation into the writer's opinion and attitude. Harmer describes these skills as type -2 skills which are generally concerned with a more detailed analysis of text and for this reason are generally practised after type -1 skills has been worked on.

3.2.1 Integrating Reading with Other Skills

A lot of literature on teaching reading focuses on the importance and relevance of integrating this skill with the other skills: listening, speaking and writing. The centre of the argument raised, for example, by Grellet (1981) and Harmer (1991) is that the four language skills are interdependent and hence it is not proper to treat them in isolation in class. Thus it is not reasonable and wise to teach each skill separately since one skill facilitates or hinders the development of other skills.

Harmer (1991:52) finds the practice of presenting or treating each skill in isolation 'ridiculous' for two reasons.

Firstly, it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading even if they only read what they have just written. Secondly, people use different skills when dealing with the same subject for all sorts of reasons. Someone who listens to a lecture may take notes and then write a report of the lecture. The same person might also describe the lecture to his friends or colleagues, and follow it up by reading an article that the lecturer suggests.

Therefore, though one skill may be emphasized more than the others, it is essential to practise the four language skills in a fairly integrated way in order to facilitate students' understanding and use of the language.

The teaching materials prepared for this study thus took note of this point. The exercises and tasks were prepared or designed in such a way that they integrate reading with the other skills. For example, in the pre-reading activities, questions related to the reading texts are provided. They necessitate the student to speak. Questions, such as "Is our country strong in a certain sport? In which sport do you think our country is weak," (cf. Appendix C), and other post-reading questions, for example "Should men and women be allowed to do exactly the same kind of job? why?" (cf. Appendix C) were meant to enable learners to reflect their views and feelings orally based on their prior knowledge or experience and what they had read.

Not only speaking and reading but also reading and writing were integrated through writing exercises taken out from the reading texts-a completion exercise where a student was expected to complete with words or phrases from the text was one among others. (cf. Appendix C).

3.3 Data Collection

3.3.1 Subjects

Out of a total of 356 Grade -11 students enrolled in the Science, Arts and vocational fields, 180 were selected for the study in the following manner

First, students were provided with a form (see Appendix A₁) in which they were asked to fill their full names, sex, age, ethnic groups and their mother tongues.

Some students were reluctant to write to which ethnic group they belonged instead they either wrote a 'neutral' word like 'Ethiopian' or skipped the space for one reason or another. As a matter of fact, some of them were right in the sense that, as they claimed, they had 'mixed' background parents: parents from two or different ethnic groups.

After going through the forms, the researcher, therefore, had to call them individually and ask them politely to be frank and genuine, assuring them that the information would be treated with strict confidentiality. Later, however, some students were open enough to tell him their real ethnic groups. They said that they had initially suspected that some items might have other purposes related to 'politics' about which they didn't feel comfortable.

Secondly, based on the above information, students from the eight sections were grouped according to their ethnic backgrounds. After computing the percentages of each ethnic group and sex from the total number of students, subjects(180) were randomly selected in such a way that their ethnic and sex differentiation were reflected. (See table 1)

Table 1. Demographic Features of Subjects

Distribution of students by their ethnic groups and sex		s t u d e n t s selected for the study											
ETHNIC GROUP	M	%	F	%	TOTAL	%	M	%	F	%	TOTAL	%	
1 Oromo	220	62	60	16	280	78	112	62	30	16	142	78	
2 Amhara	27	8	15	4	42	12	14	8	7	4	21	12	
3 Guragie	18	5	11	3	29	8	9	5	5	3	14	8	
4 <u>Tigre</u>	<u>2</u>	<u>.8</u>	=	=	<u>2</u>	}	1	.4	-	-	1	}	
5 <u>Keficho</u>	<u>1</u>	<u>.4</u>	=	=	<u>1</u>		1	.4	-	-	1		
6 <u>Bench</u>	<u>1</u>	<u>.4</u>	=	=	<u>1</u>		-	-	-	-	-		
7 <u>Hadiya</u>	=	=	1	.4	1		-	-	1	-	1		
						2							
TOTAL	269	77	87	23	356	100	137	76	43	24	180	100	

3.3.1.1 Grouping and Programming

Subjects selected for the study were then randomly assigned to their respective sections (A, B and C) by lot paying attention to their sex compositions so as to make the representation fair. (see the table below)

Table 2 Distribution of Subjects in Each Section

Section	sex				Total	%
	M	%	F	%		
A	46	25.6	14	7.8	60	33.3
B	46	25.6	14	7.8	60	33.3
C	45	25	15	8.3	60	33.3
TOTAL	137	76%	43	24%	180	100%

The researcher himself was responsible for teaching the experimental class over a period of one month. In order to do so, therefore, a timetable (40 minutes for a period, the same as the regular class) was set so that an overlap would not be created with the regular classes.

During the pilot study, and more elaborately in the final project, subjects were briefed on the aim of the study and the benefit they would get by attending all the classes regularly.

The students showed a high degree of interest and were co-operative. They were taught during the opposite shift of the regular classes. The first two weeks of the experimental classes were in the first shift whereas the remaining two weeks were in the second.

The timetable was fairly set so that each section would have classes in the first, second and third periods throughout the four weeks. In the case of some students, especially those from distant rural areas, who had to travel on average

about one and a half hours from and to school, (the researcher had been nourished with first and second hand information), the researcher was flexible and considerate enough to negotiate a timetable that suited them and in this regard the subjects were helpful.

Nevertheless, one problem the researcher was not able to solve was the classes he had on Friday's, especially when these were in the second shift. About 12 subjects from two sections (A and C), who were to attend classes in the second and third periods, were forced to miss their classes to go home since they lived too far away from the school.

These students always stayed in Woliso, away from their parents, for five days (Monday to Friday) and had to go home immediately after the end of the first shift on Friday's to replenish their food supply and to come back to school either on Sunday evening or, if late, on Monday morning. To the researcher's pleasure and surprise, however, a few subjects were willing to join section 'B' and he was glad to tolerate the burden.

3.3.2 The Questionnaire

A two-part questionnaire was used to elicit and collect information about subjects' sociocultural background.

3.3.2.1 Survey of Variables in the Questionnaire

The questionnaire consisted of two variables: family background and attitude variables.

I. Background Data Variables

These variables were included in the first part of the questionnaire. To elicit 'biographical data' from the students, the researcher has benefited from the questionnaire design developed by Taddele Adamu (1990). In order to cross-

compare the background data with the attitude data, and to draw conclusions from the findings of the study, the following background items were included: sex, father's and mother's occupations, father's and mother's educational levels. The following table shows the occupational and educational background of students' parents.

3 Parents' Occupational and Educational Background

	code No.		Parents	
			*	
			Mother	Father
Occupation	1	House wife/Farming	78%	51%
	2	Professional, technical, and managerial (e.g. pharmacist, teacher, technician, expert in agriculture etc.)	6%	29%
	3	Minor business men and sales workers (e.g. retailers, and merchants)	7%	8%
	4	Semi-skilled and unskilled workers (e.g. day labourers, sewers etc)	9%	12%
Total			100%	100%
Educational Level	1	Illiterate	71%	41%
	2	Elementary (grades 1- 6)	18%	22%
	3	Junior high school and high school (grades 7- 8 and 9-12)	8%	15%
	4	12 + 6 months 12 + 1 year College or University	3%	22%
Total			100%	100%

* Not included in the coding.

As it could be observed from the table , there is a high degree of variability in the proportion of the occupational and educational background categories in favour of the male parent. Thus, the researcher focused on the male parent for the present study.

II. Attitude Variables

The second part of the questionnaire, on the other hand, comprised items on attitude variables. They were based on Yorio's (1976: 61) classification of learner variables categorized under affective domains, i.e. sociocultural factors, discussed in the literature review.

Moreover, in addition to Yorio's variable (3), i.e. attitudes towards native people, another strongly related variable (4), i.e. inter-ethnic attitudes-were included. The researcher felt that these were more specific and direct, and that they could help to extract the feelings or opinions of each student from a certain ethnic background towards another. This, the researcher senses, could have an implication for the communicative language teaching classroom.

Still further, despite admitted problems in obtaining the 'real' feelings of people on any subject, it is possible that the attitude data could assist in determining some of the underlying bases of classroom language problems related to background differences.

In order to get the appropriate information as regards these variables, therefore, the researcher had benefited from the ideas suggested and formats designed by the prominent researchers on 'attitudinal works': Gardner and Smythe's questionnaire formats with the necessary simplifications or adaptations.

The questionnaire was designed in a way to include positive and negative statements concerning the attitude variables. All items (58 in number) were grouped into categories and presented in the questionnaire in the following order:

1. Attitude towards British people, consisting of ten positively stated items;
2. Attitude towards the Americans, consisting of ten positively stated items;
3. Attitude towards our people, consisting of five positively and five negatively stated items;
4. Inter-ethnic attitude, consisting of five negatively and three positively stated items;
5. Attitude towards American and British culture, consisting of five positively and five negatively stated items;
6. Attitude towards your (student's) own culture, consisting of five positively and five negatively stated items.

The above approach to explore subjects' attitudes towards people and culture, i.e. domestic and foreign, involved the development and administration of the five-point Lickert scale.

This scaling instrument as such involves 'self- evaluation of opinions', in five gradations on a set of statements about people and culture which are largely stereotyped.

For statistical purposes, a scoring system was adopted for coding subjects' responses to the items. The Lickert scale designs numerical values to responses as follows;

- a. 1 point for strong disagreement with a positive statement;
- b. 2 points for mild disagreement with a positive statement;
- c. 5 points for strong agreement with a positive statement;
- d. 4 points for mild agreement with a positive statement;
- e. 1 point for strong agreement with a negative statement;
- f. 2 points for mild agreement with a negative statement;
- g. 5 points for strong disagreement with a negative statement;
- h. 4 points for mild disagreement with a negative statement; and
- l. 3 points for any 'undecided' * response.

* Taylor has used the phrase 'no opinion'

On the other hand, different from what had been done during the pilot study, the entire questionnaire was not administered all at the same time. It was instead divided into two parts: part I and part II (see Appendix A₁ and B₁), and part II was administered a day after part I. As the questionnaire was highly detailed, it was feared that the respondents might be exhausted or bored in the middle, and as a consequence might respond to it too quickly and carelessly.

Furthermore, the questionnaire was written in Amharic considering the subjects' English proficiency. The English version of the questionnaire had been shown to the subjects' respective subject teachers beforehand for any possible comments. They had suggested that an Amharic version would be more appropriate. Thus the researcher decided to use Amharic, trying to use simple constructions and expressions as much as possible, since his concern was to know subjects' opinions or feelings related to the ideas provided in each statement rather than to assess their ability to comprehend what was written in English and consequently putting the possibility of getting reliable responses at risk.

And, more importantly, the English and Amharic versions of part II were given to three different individuals, in addition to the researcher's advisor so that they could examine it critically and forward constructive criticisms and to provide alternative ways of translating the English words and expressions in Amharic. In short, the researcher had benefited a great deal from their comments to polish especially the Amharic translations. (cf. Appendix B₁ and B₂).

The rewards of this consideration had been observed in both the pilot study and the final project where respondents, even if it was their first time, had largely, been asking how to do it (part II) rather than asking on the content of the statements. Necessary explanations were given to them taking care not to colour

or prejudice their reactions and responses. Their subject teachers, who had been assisting the researcher, had also been informed about this issue and gave it due attention.

3.3.3 Administration of the Questionnaire

First of all, the questionnaire had been administered to 50 subjects for the pilot study for two puposes:

- i. to test its reliability and
- ii. to answer the question of whether there is a significant relationship between family background and attainment in reading. It also aimed to answer the question of whether there is a significant relationship between attitude and attainment in reading.

$$\text{Crombach Alpha i.e. } \alpha = \frac{n}{n-1} \frac{1 - \sum s_i^2}{s^2_x}$$

had been used as an instrument to measure the internal consistency or reliability of respondents' responses to all the 58 items cited in (3.3.2.1 - II). The computation had revealed that respondents' responses on the 58 items were reliable at $\alpha = 0.76$. Moreover, to find out the correlation between family background and attainment and the correlation between attitude and attainment, the following formula had been used:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2 (n \sum y)^2 - (\sum y)^2}}$$

$$n \sum x^2 - (\sum x)^2 (n \sum y)^2 - (\sum y)^2$$

In addition, to find out whether or not the relationship was significant, a t-test had been used: $t = r \sqrt{\frac{n-2}{1-r^2}}$

$$1-r^2$$

The results indicated that family background had no relation ($r=0$) with attainment. In the case of the second question, however, the computation showed that there was a relationship, but not significant, between attitude and attainment. In fact, these findings on the correlations between the independent and dependent variables were not taken as dependable since the sample size(12) was too small. But as has been pointed out, it was used just to answer the questions and to see some of the possible relationships.

N.B. Since at the time of the pilot study, the researcher was not in a position to start the experimental class and accordingly administer the test, subjects' previous year average score were taken for comparison.

3.3.4 Measurement

3.3.4.1 The Tests

As Luke Prodromous (1995:14) remarks, it goes without saying that tests and examinations, at the right time and in the right proportions, have a valuable contribution in assessing learners' proficiency, progress and achievement.

It was with these points in mind that the three tests (see Appendix D) were designed and administered to measure subjects' attainment in reading, at a certain stage in the process of teaching and learning.

I. Administration of the Tests

Before the administration of the tests, care was taken to the physical conditions under which the tests were to be administered. Unlike the classes used for regular teaching and learning, the classes selected, with a close assistance of the teaching staff, were reasonably quiet and well-furnished. Moreover, there was sufficient space to arrange seats and to provide adequate room between subjects to prevent cheating and consequently to maximize the overall usefulness or dependability of the test scores.

The time chosen for testing was influenced primarily by a consideration of the situation and the mood of subjects. The tests were administered during the opposite shift to avoid fatigue (likely to come if they were to be tested after they had been taught their lessons in their regular classes) and loss of concentration. However, by the time the third test was to be administered, their regular class had to continue in the first shift (according to the regulation of the school - there is always an interchange of the shifting system at the end of every month). Therefore, the researcher sought assistance from teachers and subjects in order for the test to go ahead as scheduled, and both were co-operative as usual.

Furthermore, each test was scheduled at an interval of two units of lessons and a day after the completion of the 5th unit for the third and final test. This was deliberately done to reduce the intervention of other extraneous factors, like fatigue, health and social problems if the three tests were administered at one time. Obviously, these factors could influence the subjects to lose interest and become careless which would adversely affect the reliability of the test.

II. Marking or Scoring

Except in the case of some questions that were thought to involve some elements of subjectivity in marking, each test was marked by the researcher.

For the few questions that were subjective in nature, in addition to the researcher, a colleague of the same educational level and qualification assisted in marking and the average of the two sets of scores were entered. Finally, the total scores on the three tests were calculated out of 100 for each subject.

3.3.5 Method of Data Analysis

All data were analyzed in respect to the independent variables

i	Sex	coded.	x_1
ii	father's occupation	"	x_2
iii	father's educational level	"	x_3
iv	attitude towards British people	"	x_4
v	attitude towards Americans	"	x_5
vi	attitude towards native people	"	x_6
vii	inter-ethnic attitude	"	x_7
viii	attitude towards native culture	"	x_8
ix	attitude towards American and British culture	"	x_9

and the dependent variable, that is, achievement in reading was coded Y.

All actual data processing, see Appendix E, was done by a computer at the Computer Center at Addis Ababa University.

Thus to describe the data, preliminary descriptive statistical values such as means and standard deviations were obtained. An inter-correlation matrix (multiple correlation) was determined to have knowledge about the extent of relationships among variables and appropriate levels of significance for a two-tailed test were made. In addition, simple regression analysis was carried out to see the extent of contribution made by a single independent variable to the dependent variable.

In order to determine whether or not there was statistically significant difference between the means of the independent variables, for example, x_4 and x_5 , t-tests for paired samples were employed.

Finally, a multiple regression analysis was made to explain the relationship between the dependent and independent variables. The individual and/or combined contribution of the independent variables to the dependent variable was examined using a stepwise regression analysis.

CHAPTER FOUR

Results and Discussion

This chapter presents the result of the study, followed by relevant statistical analyses and interpretations which are employed in order to answer the questions outlined under 1.3.

4.1 Results

4.1.1 The Inter-relationships Between the Predictor and Criterion variables

In order to examine the inter-relationships within the predictor variables and between the predictor and criterion variables, an intercorrelation matrix has been displayed. The results may be found in Table 4.

The level of significance for a two-tailed test for $N=180$ has been carried out. A significant correlation has been noticed between the independent variables "father's occupation" and "father's educational level," i.e. $r_{x_2 x_3} = 0.2724$, $P < .01$, "students' attitude towards the British people" and "students' attitude towards the Americans," i.e. $r_{x_4 x_5} = 0.2587$, $P < .01$, "students' attitude towards their own people" and "father's educational level," i.e. $r_{x_3 x_6} = 0.2287$, $P < .01$, "father's educational level" and "inter-ethnic attitude," i.e. $r_{x_3 x_7} = 0.2063$, $P < .01$, "students' attitude towards the Americans" and "inter-ethnic attitude," i.e. $r_{x_5 x_7} = 0.2063$, $P < .01$, "students' attitude towards their own people" and "inter-ethnic attitude," i.e. $r_{x_6 x_7} = 0.1977$, $P < .01$, "students' attitude towards the Americans" and "students' attitude towards American and British culture," i.e. $r_{x_5 x_8} = 0.2298$, $P < .01$, "students' attitude towards their own people" and "students' attitude towards their own culture," i.e. $r_{x_6 x_9} = 0.2928$, $P < .01$, and "inter-ethnic attitude" and "students' attitude towards their own culture," i.e. $r_{x_7 x_9} = 0.2341$, $P < .01$. However, the only variables, which have highly significant negative correlations are x_8 and x_9 . i.e. $r_{x_8 x_9} = 0.3380$, $P < .01$.

Table 4 INTERCORRELATIONS OF PREDICTOR AND CRITERION VARIABLES

Variable	Notatio n	x ₁ N=180	x ₂ N=180	x ₃ N=180	x ₄ N=180	x ₅ N=180	x ₆ N=180	x ₇ N=180	x ₈ N=180	x ₉ N=180	Y n=180
Sex	x ₁	1.0000									
Occupation	x ₂	.1328	1.0000								
Educational level	x ₃	.0477	.2724*	1.0000							
Attitude towards British people	x ₄	.0430	-.1114	-.0494	1.0000						
Attitude towards the Americans	x ₅	-.0256	.0994	.1100	.2587*	1.0000					
Attitude towards your own people	x ₆	-.0169	-.0269	.2287*	0.0180	.0282	1.0000				
Inter-ethnic attitude	x ₇	-.0630	.1012	.2063*	.0163	.2063*	.1977*	1.0000			
Attitude towards your own culture	x ₈	-.0165	.0164	-.0345	.1414	.2298*	-.9552	-.1023	1.0000		
Attitude towards American/British culture	x ₉	-.0658	.1492	.1846	-.0634	-.0795	.2928*	.2341*	-.3380*	1.0000	
Reading achievement	Y	-.0585	-.0250 ⁺	.1153	-.0520	.1254	.2138*	.2439*	-.0616+	.1405	1.0000

(* p < 0.01)

(+ p < 0.05)

The remaining independent variables have a nonsignificant positive or negative correlation between themselves. On the other hand, Table -1 also shows that sex (x_1) has no significant positive or negative correlation with any of the other independent variables or even with the dependent variable. Moreover, this study also reveals that x_6 and x_7 , at $P < .01$, and x_2 and x_8 , at $P < .05$, have a significant correlation with the dependent variable. Contrary to common sense expectations, the results denote nonsignificant correlations between, father's educational level and achievement in reading, i.e $r_{x_3y} = 0.1153$. Still further, the findings reveal a significant positive relationship between "students' attitude towards their own people" and "reading achievement," i.e $r_{x_6y} = 0.2138$, $P < .01$, "inter-ethnic attitude" and "achievement in reading," i.e $r_{x_7y} = 0.2439$, $P < .01$, and "father's occupation" and achievement in reading" i.e $r_{x_2y} = -0.0250$, $P < .05$, and "attitude towards their own culture" and "achievement in reading," i.e $r_{x_8y} = -0.0616$, $P < .05$.

4.1.2 Differences in Reaction to the Attitude Variables

An attempt has been made to find out whether or not there are significant differences in reactions to the attitude variables taken in pairs. Therefore, the difference in the mean and standard deviation of each variable was computed and compared so as to uncover the superiority of subjects' reaction on a certain variable. Moreover, in order to determine the level of significance in the difference, t-tests for paired samples were employed. The results of intercorrelations, means and standard deviations for each predictor variable are found in Table -5.

Table 5: Results of t-tests for Paired Samples.

Number of pairs = 180

Variable	Mean	SD	Paired Differences		r
			Mean	Sd	
^x 4 with ^x 5	37.29 39.38	5.34 5.75	-2.0889	6.758	* .259
^x 4 with ^x 6	37.29 34.82	5.34 8.03	2.4667	9.562	* .018
^x 4 with ^x 7	37.29 30.83	5.34 4.73	6.4556	7.079	* .016
^x 4 with ^x 8	37.29 34.03	5.34 6.67	3.2556	7.932	* .141
^x 4 with ^x 9	37.29 32.34	5.34 5.87	4.9500	8.182	* -.063
^x 5 with ^x 6	39.38 34.82	5.75 8.03	4.5556	9.740	* .028
^x 5 with ^x 7	39.38 30.83	5.75 4.73	8.5444	6.649	* .206
^x 5 with ^x 8	39.38 34.03	5.75 6.67	5.3444	7.738	* .230
^x 5 with ^x 9	39.38 32.34	5.75 5.87	7.0389	8.475	* -.080
^x 6 with ^x 7	34.82 30.83	8.03 4.73	3.9889	8.475	* .198
^x 6 with ^x 8	34.82 34.03	8.03 6.67	.7889	10.715	* -.055
^x 6 with ^x 9	34.82 32.34	8.03 5.87	2.4833	8.444	* .293
^x 7 with ^x 8	30.83 34.03	4.73 6.67	-3.2000	8.563	* -.102
^x 7 with ^x 9	30.83 32.34	4.73 5.87	-1.5056	6.622	* .234
^x 8 with ^x 9	34.03 32.34	6.67 5.87	1.6944	10.265	+ -.338

* P < 0.01)

(+ P < 0.05)

4.1.2.1 Attitude Towards the British People

It has been pointed out in 4.1.1 that a significant correlation exists between attitude variables, that is, "students' attitudes towards the British people" and "students' attitudes towards the Americans". A further comparison of the students reactions to these variables from Table-5 shows that the students seem to like the Americans more than the British people.

A comparison of attitude variable x_4 with "students' attitudes towards their own people" clearly indicates that the students are more in favour of the British people than their own people. Not only that; they have also more favourable attitudes towards the British people than towards their own culture. Moreover, the comparison of this variable with another variable- inter-ethnic attitude(x_7) - indicates that the subjects seem to be by far more comfortable with the British people than with any of the local people, specifically referred to on the basis of their ethnic identity. If we compare this finding with the preceding ones- x_4 and x_6 , we will find that it is in harmony with having a more favourable attitude towards the British.

A significant difference in response is observed between x_4 and "students towards American and British Culture." Table -2 shows that the students have more favourable attitudes towards the British people than towards American and British Culture.

4.1.2.2 Attitude Towards Americans.

On the other hand, the results of the comparison of attitude variables, that is, "students' attitudes towards Americans" and "students' attitudes towards their own people" clearly indicate the presence of a highly significant difference. This is to say that the students have far more favourable attitudes towards Americans than towards their own people. Furthermore, the comparison of this variable with another variable, that is, "inter-ethnic attitude," also indicates that there is a highly significant difference. Similar to the feeling they have towards British people, the respondents seem to be by far more

Similar to the feeling they have towards British people, the respondents seem to be by far more comfortable with Americans than with any of the local people or individuals, specifically referred to based on ethnic criterion. If we compare this result with the preceding one i.e. x_5 and x_6 , we will find that it is in harmony with having more favourable attitudes towards Americans. In addition, the respondents positive attitudes towards Americans are by far stronger than their attitude towards their own culture.

Similar to what is seen in x_4 and x_9 , a highly significant difference in response is observed between x_5 and "students' attitudes towards American and British Culture."

It clearly indicates that the respondents have more favourable attitudes towards Americans taken as a separate entity than towards American and British Cultures as a whole.

4.1.2.3 Attitude Towards Native People

In addition to what has already been mentioned, a comparison of attitude variables, that is, "students' attitudes towards native people" and "inter-ethnic attitude," shows that there is a strongly significant difference. It is important to notice here that a reflection of the subjects, feelings reveals that, though these variables are part and parcel of their identity, they have more favourable attitudes towards their people taken in more general terms than towards any people or individuals being referred to with a specific reference to their ethnic identity. However, the results of the comparison of this variable i.e. x_6 with "students' attitudes towards native culture" indicate that the difference between them is not that significant at any level of confidence. More favourable attitudes towards native people, with a highly significant difference, have also been noticed with a comparison of this variable with "students' attitudes towards American and British culture." That is, the subjects like their own people better than British and American culture. In addition, the attitudes they have towards native culture have also been seen in comparison to the attitudes they have towards American and British Culture.

Still further, the comparison of the other related variable to be attributed to the respondents' ethnic and cultural identity, that is, "inter-ethnic attitude" with attitudes towards native culture" indicates that there is a significant difference. Even if both contribute to their identity, they have more favourable attitudes towards their own culture referred to in more general terms than a more specific reference is made to an individual from a certain ethnic group. Instead of feelings that focus on ethnicity, the subjects would rather reflect their views that concentrate, relatively speaking, on neutral issues, like foreign culture. This emerged from the comparison of the variable with "attitudes towards American and British Culture." That is, the subjects have favourable attitudes towards American and British cultures than feelings associated with ethnicity.

4.1.3. Simple Regression analysis

The purpose of the study was not only to identify the correlation or intercorrelation of the predictor and criterion variables. It also aims to investigate the relative contribution of each and every predictor variable on the criterion variable.

us a simple regression analysis was made so that we would be able to observe the extent of interaction between predictor and criterion variables when the predictor variable is used alone. The investigation, as each individual variable is related to subjects' attainment in reading, revealed the following results:

Table 6 : RESULTS OF SIMPLE REGRESSION ANALYSIS

Independent Variables	N	Mean	Standard Deviation	β	Standard error of bi	r	t	Dependent variable	
								mean	Standard Deviation
X ₁	180	.24	.43	-2.051095	2.624706	-.0585	-.781	50.56	15.00
X ₂	"	1.83	1.02	-.365582	1.097641	-.0250 ⁺	-.333 ⁺	"	"
X ₃	"	2.18	1.19	1.451153	.936899	.1153	1.549	"	"
X ₄	"	37.29	5.34	-.145914	.210191	-.0520	-.694	"	"
X ₅	"	39.38	5.75	.327368	.194104	.1254	1.687	"	"
X ₆	"	34.82	8.03	.399517	.136800	.2138*	2.920*	"	"
X ₇	"	30.83	4.73	.772833	.230323	.2439*	3.355*	"	"
X ₈	"	34.03	6.67	-.138652	.168290	-.0616 ⁺	-.824 ⁺	"	"
X ₉	"	32.34	5.87	.359010	.189645	.1405	1.893	"	"

(* P < 0.01)

(⁺P < 0.05)

The results suggest that, when independent variable x_2 , x_6 , x_7 and x_8 are taken individually to correlate with the dependent variable, they are found to have a significant contribution to the relationship between dependent and independent variables. The rest, when used alone, do not correlate significantly with the reading achievement of subject.

As can be seen in the table, the highest variation in the criterion 5.9% is attributed to x_7 . The next highest percentage 4.5% of variation in the criterion is due to the effect of x_6 . 0.6 percent of the variation in the criterion is due to the effect of x_2 and 0.38 percent is due to that of x_8 . On the whole, the results of the simple regression analysis signify that the predictor variables x_1 , x_3 , x_5 and x_9 do not significantly correlate with are dependent variable. However, this does not mean that they do not have any contribution at all. Rather 0.34, 1.3, 0.27, 1.5, and 1.9 percent of the criterion variation are attributable to the relation of criterion to x_1 , x_3 , x_4 , x_5 and x_9 , respectively.

4.1.4 Multiple and stepwise Regression Analysis

This study has an objective of not only determining the relation of each predictor variable to the criterion but to discern the effect of a weighted combination of two or more predictor variables on the criterion. Therefore, a multiple regression analysis was needed in order to determine the extent of association and estimate the contribution of each independent variable in explaining the criterion after the effects of other independent variables have been accounted for.

Moreover, there was also a need for using stepwise regression analysis so as to identify the relative contribution of predictor variables when they are used in combination with other predictor variables.

4.1.4.1 Results of Multiple Regression Analysis

Table 7 shows the results of the analysis

Table 7: SUMMARY OF MULTIPLE REGRESSION

ON Y (x_4, x_5, x_6, x_7, x_8 and x_9) N=180

Variables	Regression Weight (b_i)	Standard error of b_i	β Coefficients β	F
x_4	- 0.225314	0.210086	-0.080237	0.48191
x_5	0.305781	0.204573	0.117145	2.84447
x_6	0.303582	0.142201	0.162486	8.52902 *
x_7	0.554364	0.244078	0.174956	11.25888 *
x_8	- 0.079616	0.177373	0.035392	0.67879
x_9	0.112989	0.207499	0.044214	3.58369

(* P <0.05)

RY. $x_4x_5x_6x_7x_8x_9 = 0.32353$

R2y. $x_4x_5x_6x_7x_8x_9 = 0.10467$

Multiple correlation $R_y \cdot x_4, x_5, x_6, x_7, x_8, x_9 = 0.32353$ shows a significant ($F(6/173, < .05) = 3.37085$) relationship between the criterion and a linear combination of the predictor variables (x_4, x_5, x_6, x_7, x_8 and x_9). Coefficient of multiple determination indicates that about 10.5% of the variation accounted for in the criterion is due to the combined effect of the already mentioned predictor variables. This indicates that the correlation between achievement in reading and weighted combination of the six predictor variables are related. It appears that, in combination, these predictors are more powerful in predicting level of reading achievement than if any one of them was used alone.

Regression equation

$$Y = 18.313202 - 0.225314x_4 + 0.305781x_5 + 0.303582x_6 \\ + 0.554364x_7 - 0.079616x_8 + 0.112989x_9$$

4.1.4.2 Results of Stepwise Regression Analysis

As we notice from Table 7, however, the majority of the variance in the criterion is due to x_6 and x_7 . By using this measure of relative importance, thus, x_6 and x_7 were identified as the only significant contributors for the total variation in the criterion. The remaining variables made a nonsignificant contribution.

Table 8 shows the results of the stepwise regression analysis made to determine the relative contributions of each predictor considered in this analysis and also to identify the variable that best correlates to the criterion. The independent variables considered here are x_4, x_5, x_6, x_7, x_8 and x_9 .

Table: 8 Summary of the Stepwise Regression on Y ($X_4X_5X_6X_7X_8X_9$) N= 180

Step No.	No. of variables entered	Multiple Correlation and Related Values			Standard error of estimate	Variables entered	Coefficients		F-delete	Constant
		Multiple R	Multiple R ²	Changes in multiple R ²			Raw Coeff. B	Standard Coeff		
1	1	0.24390	0.05949	0.05949	0.232019	x ₇	0.664878	0.209834	11.25888	18.847282
2	2	0.29671	0.08803	0.02854	0.136810	x ₆	0.322019	0.172355	8.54316	
All variables being included in the model		0.32353	0.10467	0.01664	14.040267					

Regression Equation

$$Y = 18.847282 + 0.664878x_7 + 0.322019x_6$$

Note that x_1 , x_2 and x_3 did not prove to be strong enough to enter into the model

In the first step of the analysis, x_7 entered in the regression model. The proportion of variance accounted for in y by x_7 is 5.9%. Then x_6 entered in the regression model. The increase in the proportion of variance accounted for in y attributable to x_6 is 2.8%. The total variance explained by the regression of y on x_7 and x_6 is 8.8%. Had the remaining variables (x_4 , x_5 , x_8 and x_9) been included in the regression model, the total variance accounted for in y would have been 10.46%. That is, the increase of the variation in y attributable to x_4 , x_5 , x_8 and x_9 is 1.66%.

Similar to the multiple regression analysis, the stepwise regression analysis identified x_7 , x_6 , as the predictor variables that best relate to the criterion. However, as compared to the two variable predictors (x_7 , x_6), the combination of the four variable predictors (x_4 , x_5 , x_8 and x_9) contributed less i.e 1.66%. In other words, a loss was noted when x_7 and x_6 were eliminated from the regression equation.

4.2 Discussion

The findings of the present study will be discussed in line with the questions raised early in 1.3.

4.2.1 Father's Occupation and Educational level and Achievement in Reading

The study discovers that achievement in reading is related to father's occupation. This finding agrees with the findings reported by Bridge et al (1979), Glasman and Biniaminov (1981), Skehan (1986 a, in Stern) and Taddele (1990).

But it does not agree with Abera's (1993) finding. As regards the educational level, no relation is observed with attainment in reading. This result does not agree with any one of the findings reported by the researchers cited in the preceding lines.

Therefore, the question of whether there is a significant relationship between family background and achievement in reading has been answered partially. That is, one of the family background variables, i.e father's occupation(x_2), correlated with achievement in reading with 0.06 percent of the criterion variation attributable to it ($r = -0.0250$, $P < .05$).

In general the present study failed to identify a significant relationship between one of the family background variables and the criterion.

The failure of one of the family background variables, that is, 'father's educational level' to have a significant relationship with the dependent variable might be explained in relation to the limitation of this study to examine each predictor variable categorized into its subdivisions and to observe their interaction with the criterion.

4.2.2 Attitudes

The results of this study regarding the difference in significance between the affective variables revealed that the subjects favour Americans more than the British people. That is, the mean of subjects' attitudes towards Americans

surpasses the mean of subjects' attitudes towards the British people ($r = .259$, $P < .01$). This finding is consistent with Medhane (1986) and Taddele's (1990) findings.

The findings also revealed a significant difference between "students' attitudes towards British people" and "attitudes towards native culture" ($r = 0.141$, $P < .01$). It is interesting to note here the similarity of reaction in native people" versus "attitudes towards British people" and "attitudes towards native culture." That is, the respondents' reaction to British people in relation to their own people and culture are not contradictory, are rather harmonious. They seemed to see culture and people as a similar entity. The same was observed in their reaction to "native people and culture" in comparison to Americans. In either of the cases, "native people and culture" were viewed less favourably. Here we observe that for the subjects their own people and culture are hardly different and that they give a more positive value to foreign people than to their own.

Furthermore, the subjects seemed to weigh native people and culture and see them less favourably than British people or Americans. When it comes to foreign (American and British) culture, however, they didn't see its superiority over their own culture.

On the other hand, an examination of the subjects' reactions to British people and native people versus British people and native culture i.e x_4 , and x_6 versus x_6 and x_8 , should have shown that subjects' attitudes towards British and American culture to be more favourable than their attitudes towards British people. In other words, had it been in line with their reactions to x_4 and x_6 versus x_4 and x_8 , the mean score of their attitudes towards British and American culture should have surpassed the mean scores of their attitudes towards British people. However, the study revealed the opposite. The same phenomenon had been observed in their attitudes towards Americans and their attitudes towards British and American culture. Examining their reactions to x_5 and x_6 versus x_5 and x_8 ,

we would expect to reach the same conclusion as indicated in the preceding lines. Thus both findings appear to go against our expectations.

A possible explanation for the seemingly inconsistent findings might be associated with the knowledge of subjects. That is, even if their knowledge of the foreign people and culture in question is probably not as such sufficient enough or is probably little, they could be dictated by the statements provided which might lead them to perceive American and British culture less favourably than the statements provided to refer to American and British people.

On the other hand, the findings of this study revealed that in cases where subjects were required to reflect on their attitudes towards any individual, based on ethnic criterion, such as Oromo, Amhara, Guragie etc.. they didn't seem to feel comfortable with. They seemed to follow a similar pattern i.e looking for another variable no matter how they are not in favour of it (e.g x_9) in comparison to another variable (e.g x_6). In other words, even if they have favourable inter-ethnic attitudes, the subjects seemed to feel more comfortable with feelings reflected in more general terms like 'our people', 'British people', 'Americans', 'our culture' and 'British and American culture'. These are neutral variables that would appear to make them feel free and at ease even though ethnicity is part and parcel of their identity. Had it not been for this reason, they probably wouldn't have had favourable attitudes towards American and British cultures. (cf. x_6x_7 , x_6x_8 and x_8x_9).

The above discussions on the interactions between and among the attitude variables help us to know the strong attitude/feeling that prevails among the subjects. Armed with this information then we will endeavour to determine the degree or relationship between these attitudes/feelings and attainment in reading. These are"

- i. the interaction between subjects' attitudes towards foreign people and culture and achievement in reading and

- ii. the interaction between subjects' attitudes towards native people and culture and achievement in reading.

4.2.2.1 Attitude Towards Foreign People and culture and Achievement in Reading.

The correlational analysis revealed a nonsignificant relationship between subjects' attitudes towards British people and achievement in reading. It accounted for 0.27% of the variance in the criterion ($r = -0.0520$, $P < .05$). These results agree with the findings reported by Taddele(1990).

Similarly, attitudes towards American and British culture, as compared to those indicated above, showed a relatively better but still nonsignificant association with the criterion variable. It accounted for 1.9% of the variance in the criterion ($r = 0.1405$, $P < .05$).

Therefore, the question of whether there is a significant relationship between attitudes towards foreign people and culture and achievement in reading appears to be answered. That is, there is no significant relationship between attitudes towards foreign people and culture and achievement in reading.

More interestingly, though the subjects' attitudes towards foreign people were more favourable than their attitudes towards native people, there was no significant association with the criterion variable. In other words, there was a reciprocal relationship between subjects' attitudes towards foreign people and achievement in reading. What is more, even though the subjects gave a more favourable value, at $P < .01$ level of confidence, to their own than to the foreign culture, the less favored one, i.e. attitudes towards foreign culture, had an association, though non significant, with the criterion, but it outshines in its contribution to the variation in the criterion.

4.2.2.2 Attitude Towards Native People and Culture and Achievement in Reading

In contrast to the findings reported above, the level of significance in the two-tailed test revealed a statistically significant relationship between attitudes towards native people and achievement in reading. It accounted for about 5% of the variance in the criterion ($r=0.2138$, $p<.01$). Another related variable, inter-ethnic attitude, showed the same. It accounted for about 6% of the variance in the criterion. ($r=0.2439$, $p<.01$)

Likewise, attitudes towards native culture had significant association with achievement in reading. It accounted for 0.38% of the variance in the criterion ($r=-0.0616$, $p<.05$).

Therefore, the findings were able to provide an answer to the question of whether there was a significant relationship between attitudes towards native people and culture and achievement in reading. That is, there was a significant relationship between attitudes towards native people and culture and achievement in reading.

It is also interesting to observe here the reciprocity of the relationships. That is, though the subjects' attitudes towards native people were less positive than their attitudes towards foreign people, this did have a significant relationship with the criterion variable.

The significant relationship of these variables, that is x_6 , x_7 and x_8 with achievement in reading, might be explained in terms of the social relationship among the subjects. These predictors, though the first two were less favoured in comparison to Americans or British people, could signify the presence of a smooth relationship that would facilitate integration and sympathy among the subjects so much so that it might help them to discuss issues together, or in

general help one another which might in turn contribute to their achievement in reading.

Finally, taking what has been explored so far into account, one thing that expectedly emerged was that so much of the unexplained variation was accounted for by predictors not treated in this study.

It was found out from the regression equation that about 84 percent of variation in reading achievement was independent of the variation in the predictors and so must be ascribed to other sources of variation while only 16 percent of the criterion variation was attributable to the relation of criterion to predictors.

Therefore, if we think realistically about reading achievement of student, we can think of many other sources of variation unrelated to the predictors treated in this study. They might be related to differences in motivation, interest, intelligence, aptitude, age, personality, etc.

CHAPTER FIVE

5. Summary, conclusion and Recommendations

In Order to better understand factors that are believed to have an effect upon achievement, in this case achievement in reading, nine different sociocultural factors were evaluated: sex, father's occupation, father's educational level, attitudes towards British people, attitudes towards Americans, attitudes towards native people, inter-ethnic attitude, attitudes towards American and British culture. One hundred eighty high school students were selected for experimentation. Questionnaire's were filled in and tests in reading administered.

The study endeavoured to answer the question of whether there was a significant relationship between:-

- i. father's occupation and achievement in reading and father's educational level and achievement in reading,
- ii. attitudes towards foreign (American and British) people and culture and achievement in reading, and
- iii. attitudes towards native people and culture and achievement in reading.

5.1 Summary

The present study on the relationship between the sociocultural background of students and achievement in reading produced the following results:-

1. A significant relationship had been noticed between one of the family background variables i.e father's occupation with achievement in reading where as the other variable i.e father's educational level did not have relation with attainment in the skill. Thus, question number -I got a partial answer.

2. Attitudes towards foreign people and culture as a whole failed to have a significant relationship with achievement in reading. Thus, question number -ii got an answer. There is no significant relationship between attitudes towards foreign people and culture and attainment in reading.
3. Attitudes towards native people and culture, by contrast, showed a significant relationship with achievement in reading. Thus, question number -iii got an answer. There is a significant relationship between attitudes towards foreign people and culture and attainment in reading.

Analyses of regression and correlation were made. Results of the multiple regression analysis showed that about 10.5 percent of the variation in achievement in reading was attributable to the six predictor variables. On the other hand, the stepwise regression analysis indicated that among these predictors, the best contribution to the dependent variable was made only by inter-ethnic attitudes and attitudes towards native people.

Concerning the relationship between father's occupation and attainment, attitudes towards foreign people and culture and attainment, the study revealed results consistent with the finding's in other studies.

Furthermore, multiple and stepwise regression analyses revealed that the combination of the six factors (x_4 , x_5 , x_6 , x_7 , x_8 and x_9) was more powerful as predictors ($R=0.32353$), though x_4 , x_5 , x_9 independently had a nonsignificant contribution to the dependent variable.

Still further, it was found that only 16 percent of reading achievement was attributable to the relation of criterion to predictors.

5.2 Conclusion

From the findings of this study thus the following conclusions may be drawn:-

1. Even though the subjects have more favourable attitudes towards foreign people, a nonsignificant association is observed between their attitudes and their attainment in reading.
2. Even though the subjects have less favourable attitudes towards foreign (American and British) culture in comparison to their own, a nonsignificant relationship is noticed between their attitudes and their achievements in reading.

Therefore these results (1 and 2) help us to establish the view that students attitudes towards foreign people and culture do not necessarily have to interact significantly with their attainment.

3. Though the subjects have less favourable attitudes towards native people, the study reveals a significant relationship between their attitudes and their achievement in reading.
4. Though not to foreign people, the subjects have a more favourable attitude towards native culture than towards foreign culture. The study reveals a significant relationship between the favoured culture and attainment.

The findings (3 and 4) signify that, in order to have a significant interaction with attainment, the students do not necessarily have to attach themselves to foreign people and culture.

5. The sociocultural factors that have been the subject of the present study do not provide a more effective and efficient prediction of attainment in reading. They are not the main sources of influence. This is because

there is no substantial relationship on the variables used in this study either individually or in combination in predicting level of reading achievement.

5.3 Recommendations

On the basis of the findings, the following recommendations are given:-

1. The study suggests that factors like intelligence, aptitude, motivation, interest and so on may interact with students' attainment. Thus the researcher recommends an extension of the present investigation that endeavours to include these factors in order to account for variation in reading achievement.
2. The study has revealed that a smooth, integrative and sympathetic relationship seems to exist among the students. Therefore, since a communicative language teaching classroom requires or is characterized by all these features, an effort should be made to exploit and cultivate these feelings in the classroom. Because it is more fruitful to do this than to consider mere positive orientations towards something foreign, such as foreign people, to whom students do not have easier access.
3. The present study has failed to capture and include the complex network of family background variables which might have contributed to the provision of a partial answer to the research question. Hence there is a need for further investigation.
4. Moreover, there ought to be a further investigation with an approach or procedure that goes a step further so that the effect, reported in this study, the sociocultural factors have on attainment could be seen against the question - which attitude is reflected by a student from a certain family background ? And to what extent does this explain the level of achievement ?

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APPENDIX A₁

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE STUDIES PROGRAMME

A questionnaire to be filled by grade 11 students at the Dejazmach Geresu Duki Comprehensive Secondary School.

QUESTIONNAIRE - 1

GENERAL DIRECTION: This questionnaire aims to extract information about you and your family. The researcher would like you to be genuine and as accurate as possible since the success of this investigation depends upon your real reply. He would like to tell you frankly that there should be no room for doubts. There is no reason why you should be secretive as your answers will be treated with the strictest confidence.

Please do not omit any of the questions. And if you are not certain about any question, while filling the questionnaire, please ask.

Finally, the researcher would like to thank you for your co-operation and genuine information.

DIRECTION - 1 The following questions are concerned with getting information about you. Please answer them as frankly and as accurately as you can.

1. Full Name _____ Age _____

2. Sex _____

3. Ethnic group _____ (If mixed please state both)
_____ and _____

4. Your place of birth :- Region _____
Awraja / Zone _____
Town / City _____
Village _____

5. Where do you live now ?

Village / Kebele Awraja / Zone Town / City
_____ _____ _____

6. Language

6.1 Your mother tongue or first language _____

6.2 How many local languages, including yours, Could you speak ?

List it / them down :- 1. _____
2. _____
3. _____

DIRECTION - 2 The following questions are concerned with getting information about your parents. Please answer them as frankly and as accurately as you can.

1. Your father or Step-father

1.1 Occupation (e.g. farmer, teacher, daily worker etc..)

1.2 Educational level (mark with a tick (✓))

A. Illiterate

B. Literate through National Literacy Programme

C. Church or mosque education

D. Elementary (grades 1-6)

E. Junieur (grades 7-8)

F. Secondary (grades 9-12)

G. Secondary plus 6 months or a year training

H. College or University

2. Your mother or step-mother

2.1 Occupation (e.g. House-wife, teacher, retailer etc.)

2.2 Educational level (Mark with a tick (✓))

- A. Illiterate
- B. Literate through National Literacy Programme
- C. Church or Mosque education
- D. Elementary (grades 1-6)
- E. Junieur (grades 7-8)
- F. Secondary (grades 9-12)
- G. Secondary plus 6 months or a year training
- H. College or university

APPENDIX A₂

አዲስ አበባ ዩኒቨርሲቲ

የቋንቋዎች ጥናት ተቋም

የውጪ ቋንቋዎችና ሥነ-ፅሁፍ ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ነርግሬም

በደጃዝማች ገረሱ ዱኪ አጠቃላይ 2ኛ ደረጃ ትምህርት ቤት

በአሥራ አንደኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ

መጠይቅ 1

ጠቅላላ መመሪያ

የዚህ መጠይቅ ዓላማ ስለአንንተ እና ስለቤተሰባችሁ መረጃዎችን መሰብሰብ ነው። የመጠይቅ አቅራቢ በተቻለ መጠን ሁሉ በታማኝነት የተሰራ እና ትክክለኛ የሆነ ምላሽ ያገኝ ዘንድ አጥብቆ ይጠይቃል። ምክንያቱም የዚህ ጥናት ውጤት ስኬታማነት በአንንተ እውነተኛ መልስ የሚወሰን በመሆኑ ነው። የጥናቱ አቅራቢ ምንም ዓይነት የጥርጣሬ ስሜት እንዳያደርግባችሁ በግልፅ ያሳስባል። የሁላችሁም መልሶች ከዚህ ጥናት ዓላማ ውጭ እንደማይውሉና ከአቅራቢውም ውጪ እንደማይወጡ ሲደረጋግጥ ይወዳል።

ያለምንም ግድየለሽነት ምላሽ ስመስጠት የተቻላችሁን ያህል ጥረት እንድታደርጉና ማንኛውንም ጥያቄ እንዳትተው ይሁን። በተጨማሪም መጠይቁን በምትሞሱበት ጊዜ እርግጠኛ ያልሆናችሁበት ማንኛውም ዓይነት ጥያቄ ካለ ጠይቁ!!

በመጨረሻም ስለትብብራችሁ እና እውነተኛ መልሳችሁ አመሰግናለሁ።

መመሪያ 1 ከዚህ የሚከተሉት ጥያቄዎች እናንተን የተመለከቱ ናቸው። በተቻላችሁ መጠን ሁሉ ትክክለኛና እውነተኛ መልስ ሰጡ።

1. መሰሪያ ስም _____ ዕድሜ _____
2. ጾታ _____
3. ብሔር _____ (ወላጆችህ/ሽ የአንድ ብሔር ብቻ አገልግሎት ካልሆኑ የሁለቱንም ብሔር ጥቀስ/ሽ) _____ እና _____
4. የትውልድ ቦታ፡- አድራሻ (ክ/ሃገር) _____
 አውራጃ/ዞን _____
 ከተማ _____
 ቀበሌ _____
5. እሁን የምትኖርበት/የምትኖረበት ቦታ
 አውራጃ/ዞን _____
 ከተማ _____
 ቀበሌ _____
6. ቋንቋ
 - 6.1 የመጀመሪያ ወይም የሌላ መፍቻ ቋንቋ _____
 - 6.2 የራስህን/ሽን ጨምሮ ምን ያህል በአካባቢው የሚነገሩ ቋንቋዎችን መናገር ትችላለህ/ትችደለሽ ? _____

በዝርዝር ጥቀስ/ጥቀሽ፡-

 1. _____
 2. _____
 3. _____

መመሪያ 2 :- ከዚህ የሚከተሉት ጥያቄዎች ወሳኝነታቸውን/አሳዳጊዎቻቸውን የተመለከቱ ናቸው።
በተቻላቸው መጠን ሁሉ ትክክለኛና እውነተኛ መልስ ሰጡ።

1. የአባት/ሽ ወይም አሳዳጊ/ሽ

1.1 ሥራ (ለምሳሌ ግብርና፣ መምህር፣ የቀን ሠራተኛ ወዘተ.) _____

1.2 የትምህርት ደረጃ (ከተሰጡት ክፍት ቦታዎች በአንዱ ይህን ምልክት (✓) አኑር/አኑረ)

ሀ. አስተማሪም

ለ. የመሠረተ ትምህርት ምስክር ወረቀት

ሐ. የቤተ ክርስቲያን ወይም የመስጊድ ትምህርት

መ. አንደኛ ደረጃ (ከ1ኛ - 6ኛ ክፍል)

ሠ. መስከተኛ ሁለተኛ ደረጃ (ከ7ኛ - 8ኛ ክፍል)

ረ. ከፍተኛ 2ኛ ደረጃ (ከ9ኛ - 12ኛ ክፍል)

ሰ. ከከፍተኛ 2ኛ ደረጃ ትምህርት በተጨማሪ የ6 ወር ወይም የአንድ ዓመት ስልጠና

ሸ. ከሴጅ ወይም የኒቨርሲቲ

2. የአናት/ሽ ወይም አሳዳጊ/ሽ

2.1 ሥራ (ለምሳሌ የቤት አመቤት፣ መምህርት ወዘተ.) _____

2.1 የትምህርት ደረጃ (ከተሰጡት ክፍት ቦታዎች በአንዱ ይህን ምልክት(✓) አኑር/አኒረ::)

ሀ. አስተማሪቸው

ሰ. የመሠረተ ትምህርት ምስክር ወረቀት

ሐ. የቤተ ክርስቲያን ወይም የመስጊድ ትምህርት

መ. አንደኛ ደረጃ (ከ1ኛ - 6ኛ ክፍል)

ሠ. መስሰተኛ ሁለተኛ ደረጃ (ከ7ኛ - 8ኛ ክፍል)

ረ. ክፍተኛ 2ኛ ደረጃ (ከ9ኛ - 12ኛ ክፍል)

ሰ. ክፍተኛ 2ኛ ደረጃ ትምህርት በተጨማሪ የ6 ወር ወይም የአንድ

ዓመት ስልጠና

ሸ. ኮሌጅ ወይም ዩኒቨርሲቲ

4. If you do not agree to the statement, Mark with a tick (✓) the fourth space -DISAGREE.
5. If you do not agree to it but strongly, mark with a tick (✓) the fifth space - STRONGLY DISAGREE.

	Strongly	Agree	Undecided	Disagree	Strongly disagree
1. Kenyan athletes are better than Ethiopian athletes					

Whichever you 'tick' would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your true feeling.

Please give your immediate reactions to each of the following items. On the other hand, do not be careless, as it is important to obtain your true feelings.

AND NOW YOU START!

Whichever you 'tick' would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your true feeling.

Please give your immediate reactions to each of the following items. On the other hand, do not be careless, as it is important to obtain your true feelings.

AND NOW YOU START!

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. ATTITUDE TOWARDS BRITISH PEOPLE						
1.1	British people are more intelligent and hard working.					
1.2	If Ethiopia stops her relation with the British, it may be a loss.					
1.3	British people are kind and religious.					
1.4	The more I learn about British people, the more I like them.					
1.5	British people are trustworthy and helpful.					
1.6	British people have contributed a lot to our country.					
1.7	The British are better looking, joyful, and friendly.					
1.8	Ethiopians should make a great effort to learn the English language.					
1.9	I have a favorable attitude towards British people.					
1.10	I'd be happy if I know British people or if I know about them.					
2. ATTITUDE TOWARDS AMERICANS						
2.1	Americans are more intelligent and hard working.					
2.2	If Ethiopia stops her relation with the Americans, it may be a loss.					
2.3	Americans are kind and religious.					
2.4	The more I learn about Americans, the more I like them.					
2.5	Americans are trustworthy and helpful.					
2.6	Americans have contributed a lot to our country.					
2.7	The Americans are better looking, joyful, and friendly.					
2.8	Ethiopians should make a great effort to learn the English language so that they would know the Americans and their works.					
2.9	I have a favourable attitude towards Americans.					
2.10	I'd be happy if I know Americans or if I know about them.					

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3. ATTITUDE TOWARDS OUR PEOPLE						
3.1	Our people are people who cannot be civilized and get free from poverty.					
3.2	Our people are hard working and intelligent.					
3.3	Our people are envious and ignorant.					
3.4	Our people are much better looking, helpful and hospitable.					
3.5	Our people are polite and very concerned about others.					
3.6	Our people are weak and lazy.					
3.7	I have always admired our people.					
3.8	When I think of our people, I feel so sorry.					
3.9	I am proud of being one of my people.					
3.10	I won't be satisfied with this society.					
4. INTER-ETHNIC ATTITUDES						
4.1	I'd really be happy if I could speak another local people's language beside my own.					
4.2	I'd like to use only my mother tongue to interact with others.					
4.3	No matter how different his/her ethnic group may be he/she could be a friend of mine.					
4.4	My ethnic group is more beautiful, trustworthy and kinder than others.					
4.5	I don't trust people outside of my ethnic group.					
4.6	I'd like, if it were possible, to interact with anyone of the ethnic groups in English rather than in their languages•					
4.7	Other ethnic groups should learn my language not me theirs.					
4.8	Just like my own, I have a favourable attitude towards other ethnic groups.					

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
	5. ATTITUDE TOWARDS AMERICANS					
5.1	If I come across or meet Ethiopians or shops, streets, pastries, hotels etc. christened with English or American names, I'd be impressed.					
5.2	If we avoid the intrusion of American and British culture, our culture would remain pure and fascinating.					
5.3	I enjoy American and British works of art, such as music, films, plays and novels.					
5.4	I don't want to know American and British culture and language for I fear of losing my identity.					
5.5	If I know American and British culture and language alongside my own, I'd be a modern man.					
5.6	American and British culture is threatening the preservation of our unique and rich culture.					
5.7	I think that American and British foods and drinks, such as sweets and beers aren't as enjoyable as ours.					
5.8	Americans and the British are said to be free and open in expressing their feeling. If, for example, a certain girl loves somebody, she just directly tells him that she's fallen in love with him rather than hiding her feelings. I really admire it.					
5.9	I like American and British fashions.					
5.10	For the most part, the way the Americans and British behave, I think, reflects that their culture is too loose.					

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
	6. ATTITUDE TOWARDS NATIVE CULTURE					
6.1	I really like the music and dance of our people.					
6.2	I'm bored with the extremely conservative and backward culture of ours.					
6.3	I'm very fond of the traditional hair and dressing styles as well as holiday ceremonies.					
6.4	I think our traditional foods and drinks are not as enjoyable as the Americans and the British ones.					
6.5	Our culture would add a distinctive flavour if we take in American and British cultures.					
6.6	I hate the hidden traditional ways of expressing our feelings and views.					
6.7	There is nothing that can satisfy me like hearing or coming across names of people, places, hotels etc. reflecting our culture and language.					
6.8	I feel that our culture is outdated and needs modernization.					
6.9	I'd be glad if our cultural views perpetuate without the interference of American and British views.					
6.10	If I got the chance to go abroad, I think, there'd be nothing that makes me feel sorry of losing my culture.					

APPENDIX B₂

መጠይቅ - 2

1. ሙሉ ስም _____

2. ዕድሜ _____ ደታ _____

መመሪያ:- ከዚህ በታች የተሰደዩ አመለካከቶችን የሚገልጹ በዛ ደሱ ዓረፍተ ነገሮች ተሰጥተዋል። በእነዚህ አመለካከቶች ላይ አንዳንድ ሰዎች ሲስማሙ ሌሎች ደግሞ አይስማሙም። ብዙ ሰዎች የተሰደዩ አስተያየቶች ስለአሏቸው ትክክለኛም ሆኑ የተሳሳቱ መልሶች የሱም። በአደንዳንዱ ዓረፍተ ነገር ላይ ያሳችሁን የግል አመለካከት ስመጠቅም ይህን ምልክት (✓) ከተሰጡት አምስት ክፍት በታዎች በአንዱ ውስጥ ብቻ በማኖር ምን ያህል እንደምትስማሙ አሳዩ።

ከዚህ ቀጥሎ እንደ ምሳሌ የሚያግለግል ዓረፍተ ነገር ተሰጥቷል። የአናንተን ስሜት በትክክል ከሚገልጸው ዓረፍተ ነገር ጎን ከተሰጡት ክፍት በታዎች በአንዱ ውስጥ ይህን ምልክት (✓) አኑሩ።

1. ከዓረፍተ ነገሩ ጋር በጣም የምትስማሙ ከሆነ ይህን ምልክት (✓) የመጀመሪያው ክፍት በታ ውስጥ አኑሩ- ---- በጣም አስማማለሁ።

2. ከዓረፍተ ነገሩ ጋር የምትስማሙ ከሆነ ነገር ግን «በጣም» ካልሆነ ይህን ምልክት (✓) ሁለተኛው ክፍት በታ ውስጥ አኑሩ- ---- አስማማለሁ።

3. ምንም መወሰን ካልቻላችሁ ይህን ምልክት (✓) በሶስተኛው ክፍት በታ ውስጥ አኑሩ ---- መወሰን አልችልም።

4. ከዓረፍተ ነገሩ ጋር የማትስማሙ ከሆነ ይህን ምልክት (✓) በአራተኛው ክፍት በታ ውስጥ አኑሩ- ---- አስስማማም።

5. ከዓረፍተ ነገሩ ጋር የማትሰማው ከሆነ ነገር ግን «በጣም» ከሆነ ደህን ምልክት (✓) በአምስተኛው ክፍት ቦታ ውስጥ አኑሩ ---- በጣም አስማማም::

	በጣም አስማማለሁ	አስማማለሁ	መውሰን አልችልም	አስማማም	በጣም አስማማም
1. ኪንደዬዎን አትሴቶች ክሊትዮድዎዎን አትሴቶች ይሻሳሱ::					

ከተሰጡት አማራጮች ውስጥ የፈሰጋችሁትን መምረጣችሁ በምታውቁትና በሰማችሁት ሳይ የተመሰረተውን የግሳችሁን ስሜት ያመለክታሉ:: አዚህ ሳይ አሁንም ልብ ማለት የሚገባችሁ ትክክለኛም ሆነ የተሳሳተ መልስ አስመኖሩን ነው:: በጣም አስፈላጊው ነገር አውነተኛ ስሜታችሁን መግለጻችሁ ነው::

ለአዎንዳንዱ ዓረፍተ ነገር ፈጣን ምላሻችሁን አንድትሰጡ ይሁን:: በሌላ በኩል ደግሞ ግድ የለሽ አትሁኑ፣ አውነተኛ ስሜታችሁን ማወቁ ጠቃሚ ነውና::

አሁን ጅምራዎ

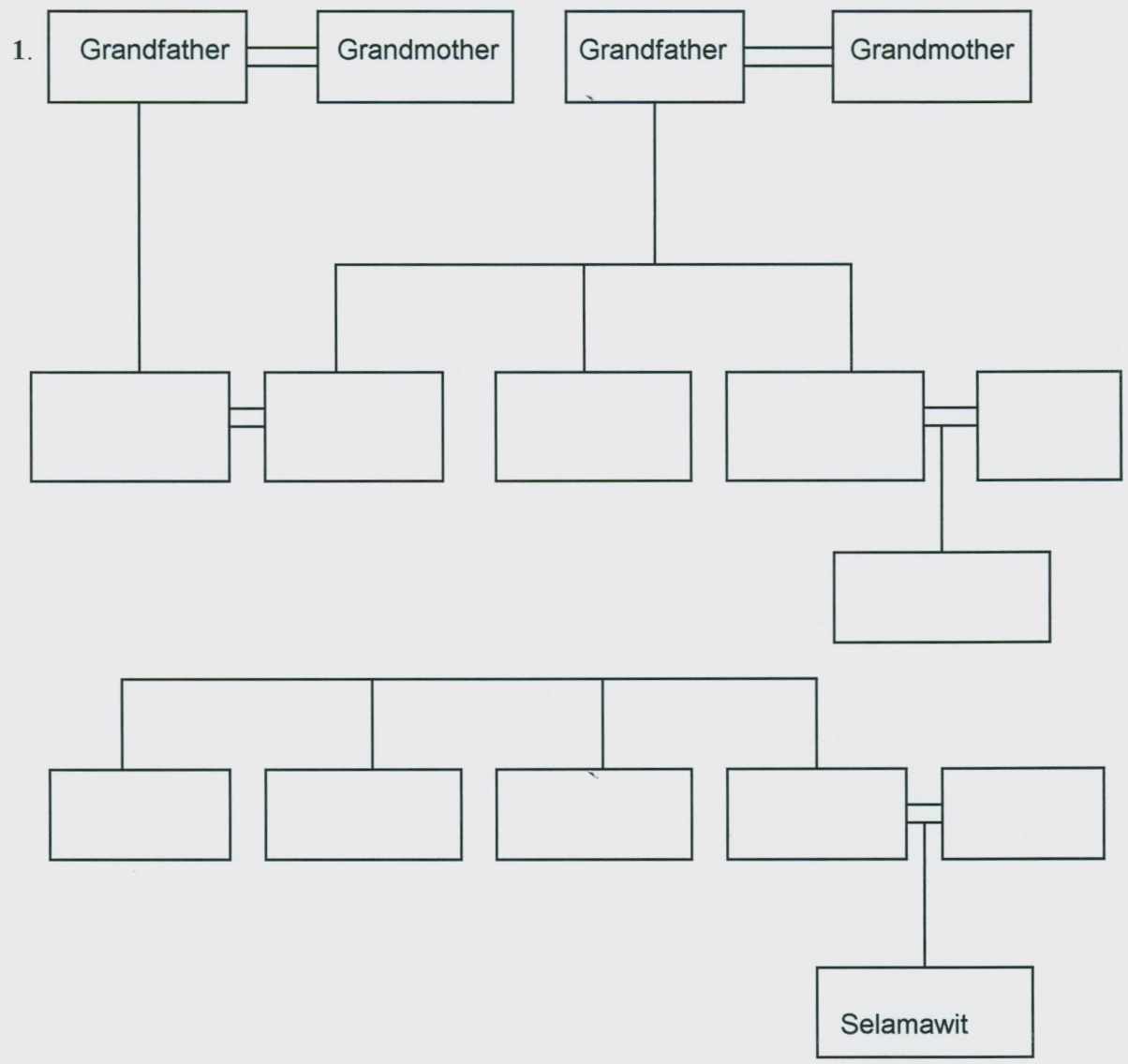
	1. ስለ እንግሊዞች ያለህ/ሽ አመለካከት	በጣም እስማማለሁ	እስማማለሁ	መካከለኛ	አይስማማም	በጣም አይስማማም
1.1	እንግሊዞች የበለጠ ብሩህ አእምሮ ያላቸውና ጠንካራ ሠራተኞች ናቸው።					
1.2	ኢትዮጵያ ከእንግሊዝ ጋር ያላትን ግንኙነት ብታቆም ልትገዳ ትችላለች።					
1.3	እንግሊዞች ደግና ሃይማኖተኞች ናቸው።					
1.4	ስለ እንግሊዞች ብዙ ባወቅሁ መጠን በጣም እየወደድኳቸው እሄዳለሁ።					
1.5	እንግሊዞች የሚታመኑና የተቸገረን የሚረዱ ናቸው።					
1.6	እንግሊዞች ለሀገራችን ብዙ አስተዋጽኦ አበርክተዋል።					
1.7	እንግሊዞች የሚያምሩ፣ ደስተኛ እና ተግባቢ ናቸው።					
1.8	ኢትዮጵያውያን እንግሊዝኛ ቋንቋን ለመማር ከፍተኛ ጥረት ማድረግ አለባቸው።					
1.9	ስለእንግሊዞች በግ አመለካከት አለኝ።					
1.10	እንግሊዞችንም ሆነ ስለእንግሊዞች ባወቅ ደስ ይሰኛል።					
	2. ስለአሜሪካውያን ያለህ/ሽ አመለካከት					
2.1	አሜሪካውያን የበለጠ ብሩህ አእምሮ ያላቸውና ጠንካራ ሠራተኛ ናቸው።					
2.2	ኢትዮጵያ ከአሜሪካ ጋር ያላትን ግንኙነት ብታቆም ልትገዳ ትችላለች።					
2.3	አሜሪካውያን ደግና ሃይማኖተኞች ናቸው።					
2.4	ስለአሜሪካውያን ብዙ ባወቅሁ መጠን በጣም እየወደድኳቸው እሄዳለሁ።					
2.5	አሜሪካውያን የሚታመኑና የተቸገረን የሚረዱ ናቸው።					
2.6	አሜሪካውያን ለሀገራችን ብዙ አስተዋጽኦ አበርክተዋል።					
2.7	አሜሪካውያን የሚያምሩ፣ ደስተኛ እና ተግባቢ ናቸው።					
2.8	ኢትዮጵያውያን አሜሪካውያንን እና ስራቸውን ያውቀዎት ዘንድ እንግሊዝኛ ቋንቋን ለመማር ከፍተኛ ጥረት ማድረግ አለባቸው።					
2.9	ስለአሜሪካውያን በግ አመለካከት አለኝ።					
2.10	አሜሪካውያንንም ሆነ ስለአሜሪካውያን ባወቅ ደስ ይሰኛል።					

		ጠጣም እስማማላሁ	እስማማላሁ	መወሰን እጅግ ልም	እጅግ ልም	ጠጣም እስማማላሁ
3. ስለሕዝባችን ያለህ/ሽ አመለካከት						
3.1	ሕዝባችን የማይሰጥንና ከድህነት የማይላቀቅ (የማያልፍሰት) ነው።					
3.2	ሕዝባችን ጠንካራ ሠራተኛ እና ብሩህ አእምሮ ያለው ነው።					
3.3	ሕዝባችን ቀናተኛ እና አሳዋቂ ነው።					
3.4	ሕዝባችን በጣም የሚያምር፣ የተቸገረን የሚረዳ እና እንግዳ ተቀባይ ነው።					
3.5	ሕዝባችን ትሁትና ሰሌዳቸው የሚያስብ (የሚጨነቅ) ነው።					
3.6	ሕዝባችን ደካማ እና ሰነፍ ነው።					
3.7	ሁልጊዜም የኛን ሕዝብ እንዳይነቅሁ ነው።					
3.8	ስለዚህ ሕዝብ ሳስብ በጣም አዝናሰሁ።					
3.9	የዚህ ሕዝብ አባል በመሆኔ አከራሰሁ።					
3.10	በዚህ ሕብረተሰብ አልረካም።					
4. አንዱ ብሔር ስለሌላው ብሔር ያለው አመለካከት						
4.1	ከአፍ መፍቻ ቋንቋዬ በተጨማሪ በአካባቢዬ በሚነገሩት ቋንቋዎች ውስጥ መናገር ብችል ከልብ ደስ ይሰኛል።					
4.2	ከሰዎች ጋር በምነጋገርበት ጊዜ የአፍ መፍቻ ቋንቋዬን ብቻ መጠቀም እወዳለሁ።					
4.3	ምንም እንኳን ብሔሩ/ብሔሯ የተለየ ቢሆንም ዓደኛዬ ሲሆን/ልትሆን ይቻላል/ትችላለች።					
4.4	የእኔ ብሔር አባላት ከሌሎች ብሔሮች የበለጡ ቆንጆዎችና ደገኞች ናቸው።					
4.5	ከእኔ ብሔር ውጭ የሆኑትን አሳምንም።					
4.6	የሚቻል ቢሆን ከማንኛቸውም ብሔሮች ጋር ከእነሱ ቋንቋ ይልቅ በእንግሊዘኛ ብግባባ እወዳለሁ።					
4.7	ሌሎች ብሔሮች የእኔን ቋንቋ ይወቁ እንጂ እኔ የእነሱን ማወቅ የሰብኝም።					
4.8	እንደራሴ ብሔር ሁሉ ሰሌዳቸው ብሔሮች በግ አመለካከት አሰኝ።					

APPENDIX C**TEACHING MATERIALS****1**

Read the following text and, together with your deskmate, complete the family tree that follows (1) and fill in the spaces provided with suitable names in table (2). Please as much as possible, you mustn't speak in your mother tongue.

Ayantu Demie is twelve years old. She has a sister, Almaz, and two brothers, Dejenu and Regasa. Almaz is much older than Ayantu. She is married to Mesfin. Mesfin and Almaz have a daughter called Selamawit. Ayantu's dad, Demie Challa, has got a brother, Gemechu, and a sister, Bekelu. Gemechu is married to Alemnesh: they have a son called Yohannes, but Bekelu isn't married. Ayantu's mother is called Workitu. Ayantu lives in a very big house because her dad's parents and her mum's parents live in the house as well.



	Name
Almaz's Cousin	-----
Mesfin's Brother-in-law	-----
Mesfin's Sister-in-law	-----
Demie's Nephew	-----
Ayant'u's Niece	-----

2

Abeba - The Great

- A. Before you read the following passage please discuss in your groups the following questions based on your experience and feelings.
1. Is there a clear-cut division of jobs or activities for men and women in your community? If yes, could you list them down accordingly? Exchange your list with the other groups and try to compare and contrast them. Are there any similarities? Are there any differences?
 2. How does your father feel if your mother or your sister engage herself in jobs/activities meant for males? What about you? What about your friends and neighbours?
 3. If you come across a female pilot, doctor, or driver, what do you feel?
 4. Could you guess words you may find in the following passage?
- B. Read the following passage slowly and silently. Try to compare your answers for the above questions with the information you get in the text. Do you find any similarities or differences?

PART - 1

Abeba - The Great!

Women in rural areas and small townships in particular are still victims of traditional and religious prejudices.

In our country, the unwritten laws that state, as a necessary condition, the clearly marked out domains of men and women have not yet been
 5 revoked. They are still in force.

According to these laws, the best, often out door, jobs are for males while producing and breast-feeding children as well as keeping the kitchen are some of the domain of the fair sex. Any attempt to do against this clear-cut division is normally followed by a harsh castigation.

10 If at all one plans to oppose these strong and age-old laws and engaged oneself in the so called men's domain, one needs to make sure in advance that he or she is armed with plenty of guts.

Abeba G/Selassie of Axum, an 18-years-old daughter of a barber, did this. She had demonstrated a unique courage in breaking the
 15 seemingly unbreachable traditional norms and in engaging herself in what was unquestionably men's domain.

Born and bred inside a very traditional and strict people, as those of Axum's, Abeba's open resistance is really a very courageous attempt. One could safely say that she has opened a new chapter in the life of
 20 all Ethiopian women.

To the surprise of all Axumites-men and women, young and old alike- Abeba opened a barber shop at the very heart of the old city and cuts men's hair and shaves beards!

Abeba is proud that she violated a strong and deep-rooted law
 25 and created confusion, however temporary among the conservative populace of Axum.

Not without irritations and troubles, however. Being a highly traditionalist community who take everything seriously, naturally, Abeba's conduct cannot please the Axumites.

30 Abeba told this writer that many people, including adult women and her school mates, were shocked at the bad news.

"What?! You mean a girl healthy in mind, publicly gets close to the cheeks of lads?", would be the reaction of a typical old woman in Axum.

35 The worst of all, the pioneer of this disgraceful act is the daughter of the respected and clean - boned person - Ato G/Sellassie. It would be considered as a devilish act.

Abeba says the most discouraging comments came from her own friends, women themselves. Sucking their lips with contempt, they
40 commented, "shouldn't she spin cotton like her mother than engaging in an unwomanly job and humiliating us all?!"

C. Answer the following questions based on the information given in the passage.

1. Abeba is proud of her deeds. (False/True)
2. According to the passage, the written laws of our country state that the best types of jobs are for males. (False/True)
3. 'This', in paragraph -5, refers to _____
 - a. traditional norms.
 - b. being armed with plenty of guts.
 - c. demonstrating a unique courage.

- d. engaging oneself in men's domain.
4. The writer stated, 'Abeba has opened a new chapter in the life of all Ethiopian women' (Lines 19-20). This is because _____
- she showed that Ethiopian women could cut men's hair and shave beards.
 - she violated a strong and deep-rooted law.
 - she showed that women could do jobs which were marked out only for men.
 - she demonstrated a unique courage in breaking the traditional norms.
5. Abeba disgraced and shocked the Axumite adult women and her school mates because
- she spun cotton like her mother.
 - she engaged herself in an unwomanly job.
 - she 'breast-fed' children as well as 'kept' the kitchen.
 - she was the daughter of the respected and clean-boned person.
6. If women are courageous and determined enough
- all of them can be perfectly good barbers.
 - they will be victims of traditional and religious prejudices.
 - they will unquestionably be able to do only women's jobs.
 - they won't be frustrated by traditional customs.

Now read part II and answer the questions that follow.

What do you expect in part II?

1. Do you think that people would change their negative attitudes towards Abeba?
2. Do you think that Abeba would be successful in her job?
3. In what mood do you think she'd be in this section - good or bad?
Why?

PART II

Now that she has been in the business for five years, the attitudes of people changed with time; however, gone are the days when she had been the subject of all types of contemptuous comments.

People, old and young, have begun waiting small queues to get cut
5 and shaved by Abeba when men barbers are stopping idle.

"Thanks to time, people prefer me to others and I'm doing an active business," said Abeba, flashing with glee. 'Even my friends are now dreaming to do as well as or better than me. Many of them are asking me to train them,' she pointed out.

10 "Born and bred in this highly traditional society, how dared you start this business?" I asked.

"Well, as I told you before, I am a daughter of a longtime barber and used to come to my father's shop very often. so, one day, father was sick in bed and I had to keep the shop. A certain chap came and
15 sat on the chair. With no fear, I told him that I have been shaving beards and cutting hairs for quite a long time and he should feel at ease."

"Unfortunately, however, no sooner did I start shaving than blood trickled from the man's cheek. He was very much enraged at the beginning but he calmed down later, and finished himself what I
20 had started, Abeba recollected.

After two-three such unpleasant incidents, she mastered the job and she is now an expert.

There is a lot of lesson that our women folks can draw from Abeba. She rightly says that hopelessly complaining all year round is no solution for the multi-layered and age-old problems of women. Action is what counts and that requires guts. If there is enough courage and determination on the part of the victims, even traditional laws could no longer be a hindrance.

(Adapted from:
 'The Ethiopian Herald'
 Dec. 18, 1995 Publication.)

4. 'I' in paragraph 4, refers to _____
 - a. the reader
 - b. Abeba
 - c. the writer
 - d. the teacher

5. Abeba mastered her job at once. (False/True)

6. "Action is what counts" (last paragraph) implies _____
 - a. courage and determination are practical solutions to problems
 - b. problems could be avoided by word of mouth
 - c. practical measures are fruitful ways of avoiding problems
 - d. complaining about one's problem provides its solution

7. When did Abeba start cutting hair?

8. Which lines or words show that people have changed their negative attitudes towards Abeba?

- E. Answer the following questions first individually then in groups. You may need to read part I and part II once again.

9. Here are seven sentences. Only four of them express important ideas from the text. The other ideas are in the text, but they are not the author's main concerns. Choose the four main points. Then compare your answers with your group members before discussing with your teacher.

- I. The best jobs are for males.
- II. Solutions to various and deep-rooted problems of women lie in practice.
- III. Success requires sacrifice and patience.
- IV. Producing, and breast-feeding children, and cooking are for females.
- v. If one has the courage and determination, the traditional laws or norms won't frustrate him/her from doing something.
- VI. Whenever people understand and see things, they'll change their initial negative outlooks.
- Vii. Women in rural areas and small townships are still victims of traditional laws and practices.

10. In the following exercise, there are eight sentences put in a jumbled way. Based on the information you get from the passage (part - I and II) try to rearrange the sentences. And read your answers to the class.

- i. For example, adult women and Abeba's friends exposed her to contemptuous comments.
- ii. This was indeed a very courageous attempt.
- iii. On the whole, she should be taken as a very good example. Our women should get a lesson from her.
- iv. Abeba opposed the strong and age-old traditional and religious laws.
- v. She was rather a courageous and determined girl.

- vi. She engaged herself in an activity which was supposedly men's domain.
- vii. However, Abeba was not morally weak.
- viii. Because any attempt to go against the clear-cut division of jobs between the two sexes is to be followed by a severe punishment.

F. Vocabulary exercise

1. Guess the meanings of the following words. Use the contextual clues to help you decide.

Part I

- i. fair sex (line 8) _____
- ii. please (line 29) _____

Part II

- iii. queue (line 4) _____
- iv. glee (line 7) _____
- v. chap (line 14) _____
- vi. trickled (line 18) _____
- vii. draw (line 23) _____

2. Find a word whose meaning is equivalent to the definitions provided below in column 'B'. Write the word on the space provided in column 'A'.
(Refer to part I)

'A'	'B'
1. _____	a. opinions to anything without just grounds or before sufficient knowledge. (paragraph 1)
2. _____	b. removed (paragraph 2)
3. _____	c. punishment or criticism. (paragraph 3)

- 4. _____ d. strength of mind and stamina (paragraph 4)
- 5. _____ e. that cannot be broken or violated. (paragraph 5)
- 6. _____ f. to cut off hair or beard close to the skin(paragraph 7)
- 7. _____ g. tending to maintain existing views, conditions,
norms and manners, etc. (paragraph 8)
- 8. _____ h. common people; masses. (paragraph 8)
- 9. _____ i. person that originates or helps open up a new
activity. Or prepares for others to follow
(paragraph12)
- 10. _____ j. disregarding, disrespecting (paragraph 12)

G. Discussion

- 1. Do you think that what Abeba has done is wrong?
- 2. Should men and women be allowed to do exactly the same kind of work?
- 3. What lesson would you draw from Abeba?
- 4. The writer
 - a. is against Abeba's action.
 - b. agrees with Abeba's view.
 - c. neither agrees nor disagrees with Abeba's view.
 - d. is against the laws of the country.

The writer _____

because _____.

3

Hashish - The Killer Flower

A. Discuss the following questions in groups and then with your teacher.

1. What do you think the passage is going to be about?
2. Could you tell us something about hashish?
3. Do you know anything about 'chat'? Can you name any of the effects of hashish?

B. Following are words taken from the passage. Guess their meanings from the sentences they are used in. Look for clues to help you guess.

1. Narcotics

Many people are suffering from a serious loss of health because of over use of narcotics. Hashish, "Chat", alcoholic drinks, and cigarettes are some of the examples of narcotics. If you happen to take in too much of any narcotics, it will damage your health. Thousands of people are victims of narcotics; therefore, narcotics is _____

2. Distort

Smoking hashish or taking any narcotics distorts your mind. It disturbs your brain. It also disturbs your judgment and forces you to twist out of the truth. When your mind is distorted, you may misunderstand things and give a false account of them. Thus, to distort is to _____

3. Expose

When we work under the sun without any hat or clothes, our body is exposed to the sunlight. It is not protected from it. When we walk in the rain without an umbrella our body is exposed to the rain. Nothing protects it from it. We should not expose ourselves and others to bad practices. We should not be exposed to cigarettes or any alcoholic drinks. All are bad for health. I think to expose is the opposite of to _____.

C. Read the following question before you start reading the passage.

The purpose of the passage is to

- i. define the word hashish.
- ii. warn youngsters not to smoke hashish
- iii. make youngsters aware of the effects of smoking hashish and to advise them not to take it.

I. Silent Reading

Read the passage silently and quickly so as to answer the above question. You do not need to understand every word in the passage. You simply read as quickly as you can and try to understand its over all meaning. Now read the passage.

Hashish - The Killer Flower

In Ethiopia, hashish is known as "ETSEFARES". But the youth or the hashish addicts of Addis have given it a cover name calling it "Kaya" singing Bob Marely's Rege "The Kaya Man."

'Hashish' has a very dangerous influence in any society today and has been all
5 through history. This is because it is an intoxicating plant. This plant has created a serious problem in the lives of youngsters all over the world today. Thus our country is no exception.

Hashish has certain characteristics that make it different from other narcotics. It gives its user confidence for a short time. It also gives him or her a feeling of strength and power. It encourages him or her to perform whatever he or she wants to do. This does not mean people can smoke hashish without their mental health being affected. It is clear that it has a negative influence which can even lead a person to commit crimes. That is why the law forbids anyone to possess, to grow or to sell any hashish. Therefore, merely having the dop in one's hand is a crime.

15 Hashish affects all the senses. Its use causes frequent loss of memory and severe mental disturbance. It attacks the central nervous system and distorts judgment. Hashish smokers misunderstand time. For example, for hashish smokers a few hour may seem a few minutes. They will not be aware of the passage of time. Therefore, their understanding of time may disappear out of reality.

20 Worse still, a smoker's breath smells very bad. His/her eyes are often seriously irritated and bloodshot. His/her eyelids are often swollen. Moreover, after smoking hashish, the smoker easily falls asleep.

Hashish jeopardizes its user's physical, and emotional health. It affects the victim's ability to control himself or herself. It causes the user to violate the law.

25 And it actually puts his or her life and the lives of others in danger.

As a result of taking this killer flower, a person usually has a loss of appetite and weight. He or she has low resistance to disease. For example, he or she may experience unnoticed development of many diseases, such as heart problems, kidney disorders, tooth decay and physical deterioration. Furthermore, hashish brings physical and mental problems as a result of which its user becomes confused, loses his or her moral judgment and develops antisocial attitudes.

Smoking hashish brings all these problems but many adolescents of today want only the temporary mental and physical satisfaction and happiness that hashish gives them. And once they start smoking it, it will cause them to take more and 35 more. So in the end they smoke it regularly. But our youth should not expose themselves to hashish or other narcotics. They should not touch them. Hashish is dangerous for the mind; it will make you crazy.

(Adapted from:

'The Ethiopian Herald'
Sept. 11, 1992 Publication)

II. Detailed silent Reading.

Now this time, you read the passage silently and a bit more slowly so as to answer the questions that follow.

1. What is the main idea of the second paragraph?

2. "It gives its user confidence for a short time."

(Paragraph 3). This sentence implies _____

- in order to get confidence, a person should smoke hashish.
- the more a person smokes hashish, the more confident he or she will be.
- the courage a hashish smoking person gets to do something remains for a short period of time.
- the confidence that a person gets by smoking hashish remains only for a week.

3. "They will not be aware of the passage of time." (paragraph 4)

This means _____.

- hashish smokers always face a shortage of time.
- hashish smokers do not realize the passage of time.

- c. smoking hashish makes the time of the day shorter.
- d. for hashish smokers time always passes quickly.

4. Despite the fact that hashish has all these negative effects

- _____
- a. adolescents don't like to smoke it.
 - b. adolescents want to smoke it to get the permanent mental and physical satisfaction.
 - c. adolescents want to smoke it.

5. How would you describe the purpose of this passage?

- a. a suggestion
- b. a joke
- c. an advice
- d. a warning

I would describe it as _____ because

6. Hashish is not the only drug people take. True or False? How do you know?

7. The writer used the expression- "Hashish- The killer Flower" as the title of the text. What do you think the reason and benefit might be?

- a. It would be more interesting.
- b. It makes the reader's mind more curious to know what makes hashish 'Killer' and 'why'?

IV. Reference Questions

All the words in the table below refer to something mentioned in the passage above. Complete the table by writing the things that these words refer to. The numbers in brackets indicate the line in which the words are to be found.

Word	What it refers to
it (2)	
This (5)	
he or she (10)	
This (11)	
which (12)	
Their (19)	
himself or herself (24)	
which (30)	
them (34)	
them (37)	
you (37)	

V. Vocabulary Questions

1. In paragraph- 3 the sentences read:

"That is why the law forbids anyone to possess, to grow or to sell any hashish. Therefore, merely having the dop in one's hand is a crime." 'dop' in these lines means _____.

2. Complete the blank space using a word from the third paragraph.

You make a mistake

But you _____ a crime.

3. Find a word in paragraph 3 that has a similar meaning to 'doesn't allow'

_____.

4. Could you find a word in paragraph 6 that has a similar meaning to "person

suffering from pain or loss"?

_____.

5. What about a word having a similar meaning to the word 'break'?

_____.

VI. Matching Meanings.

Read the paragraph in which you find each words. Then match each word with its definition.

A

1. Getachew is a hashish addict. (line 2)
2. Hashish is an intoxicating plant (line 5)
3. Hashish jeopardizes its user's health (line 23)
4. His eyes are seriously irritated (line 21)
5. Her eyes are bloodshot (line 21)

B

- a. made painful
- b. protects
- c. a person who is unable to free himself from a harmful habit
- d. stimulating
- e. endangers
- f. having the white part coloured red
- g. causing loss of control

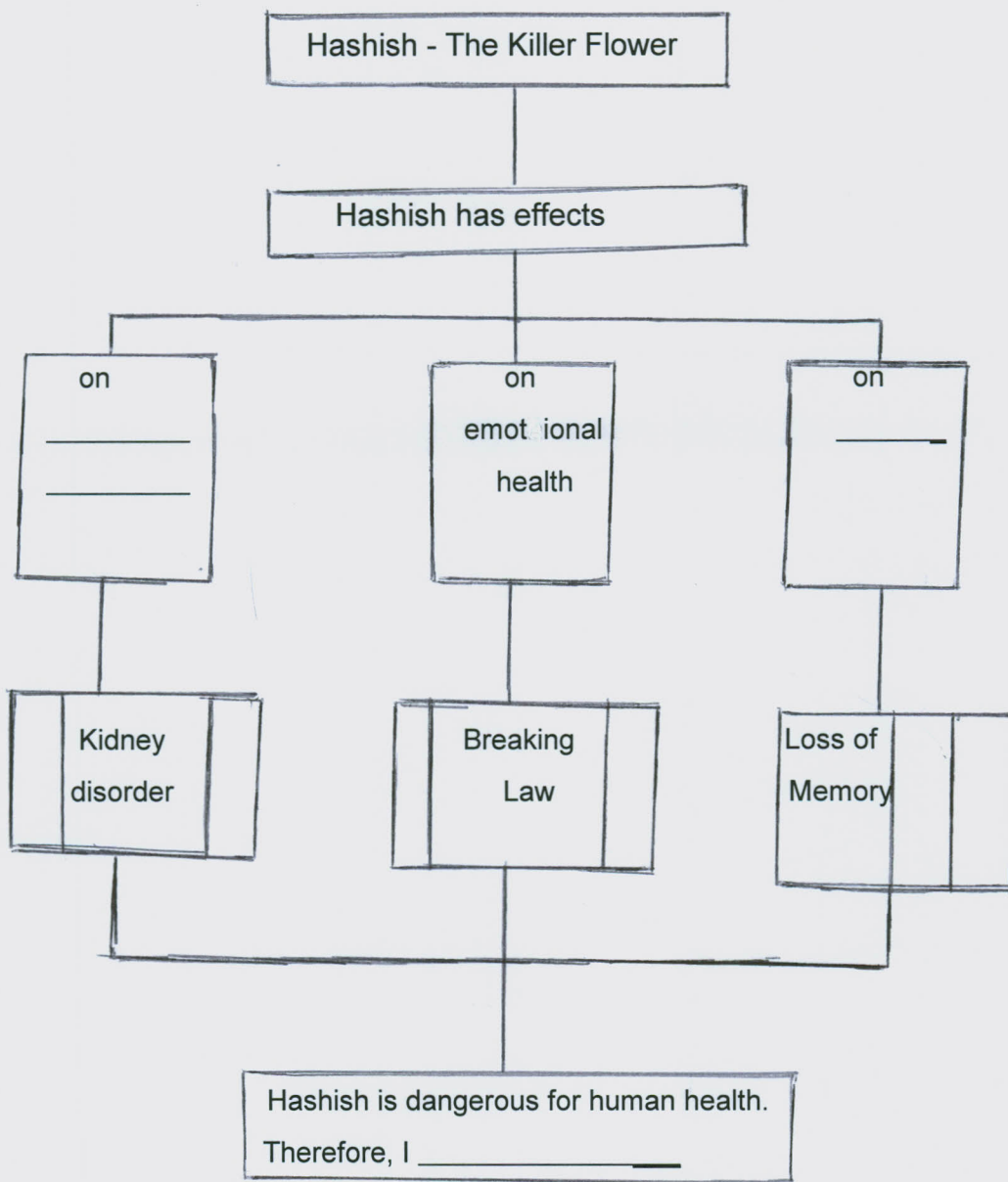
VI. Completion Exercise

Following is a paragraph to be completed with an information taken out from the passage so that it would be meaningful. After completing the paragraph you should read it to your group members or the class so that they check with what they have done.

Hashish has become dangerous to the lives of youngsters. People who often _____ experience loss of _____, harsh _____ and distortion of _____.

Moreover, they exhale _____; their eyes _____ and red. Their eyelids are _____. They often face loss of _____, _____ and lack of resistance _____. And all these result in an entire _____ decline and _____ and _____ problems. Therefore, youngsters are advised strongly to keep themselves away from _____ and other _____.

VII. Read the passage once again. Then complete the diagram with words or phrases from the passage.



4

Stress

A. Read the following sentences and try to guess the meanings of the underlined words. Don't try to guess blindly. Look for contextual clues to help you guess. Then match each word with its definition.

1. When you are afraid that something bad will happen, you often feel stressed. Stress is the body's way of showing this anxiety.
2. Stress can affect your mental condition. It can make you feel worried, nervous, or angry.
3. Stress can also affect your physical condition. It can make you feel tired and even cause you to feel sick.
4. Instead of worrying about what you cannot do well and being unsure of your abilities, you should think about what you can do well and work to do those things better.

A

_____ 1. anxiety

_____ 2. mental

_____ 3. physical

_____ 4. abilities

B

a. something that affects your mind

b. things that you are able to do

c. something that affects your body

d. the feeling you have when you are worried

B. Discuss the following questions in your groups.

1. What situations do you find the most stressful?
2. When you are tired and unhappy, what do you find helpful to make you feel better?
3. Do you find vacations, when your school is closed, restful or stressful?
4. Do you feel afraid of changes in your life?

C. Now read the following passage about stress and what you can do to decrease it.

Stress

Most people feel stress at some time in their lives. Some people like this pressure and work better because of it. Other people are not comfortable with any stress at all; they soon become unhappy if they feel stress. Sometimes stress can lead people to do things they wouldn't usually do, such as overeat, 5 smoke, drink, or use drugs. Stress, however, is a very normal part of life.

It is important to understand that stress doesn't come from an event itself; that is, from the things that are happening in our lives. It comes from the meaning we give to what has happened. For example, a crying baby may be stressful to one person, but it may not bother another person at all.

10 We can experience stress anytime we feel we don't have control. It can come from a feeling that we can't do anything about a situation. Basically, it is the body's way of showing anxiety or worry.

Stress is not just caused by our mental or emotional condition. It is also influenced by how tired we are, whether we have a balanced diet with enough 15 vitamins and minerals, whether we get enough physical exercise, and whether we can relax.

The point at which stress becomes a problem changes from day to day, even for the same person. In some situations, if we are rested and feel good about ourselves, a little stress will not be a problem. In another situation, if we are tired or feel unsure about our abilities, even a small amount of stress can cause 20 problems. For example, we might begin to worry about things that haven't happened yet instead of working on things that are happening now. Or we might not feel able to find solutions on things that are happening now. Or we might not feel able to find solutions to everyday problems.

If we feel stressed there are several things we can do. First, we need to learn 25 how to relax and breathe slowly and smoothly. This is not difficult to do. It is the first step toward becoming calm and starting to think clearly.

We can also take sometime out of our worried, busy program to notice the small things in life. Smell the air, look at the flowers, notice the small designs in the leaves on a tree-these activities can do much to quiet us and to give ourselves a 30 small break in a busy schedule.

We need to take care of our bodies. Being tired makes it easier for us to get sick and to develop physical problems related to stress. We need to get enough rest, eat well, and do some regular exercise. Scientists have found that for our minds to think clearly, our bodies need to have certain vitamins; these are the B- 35 Complex vitamins. Doing regular exercise is also a physical way to avoid feelings of anger or feelings of helplessness.

Finally, we need to find what is causing the stress in our lives. Once we have found it, we need to begin to change that part of our lives. Even if we change only small things at first, this will show us that we are not helpless and that we do 40 have some freedom to change our lives. Once we believe in ourselves, we can continue to change the things that are causing our stress, to make our lives better.

If we believe that we can control stress, we can begin to control our lives. Then we can start to use stress in a positive way.

(Taken from: 'Reading for meaning':
By Ediger, A. etal 1989)

D. Understanding the reading text. Choose the correct answer form the given alternatives. You may have more than one possible answer.

1. "It comes from the meaning we give to what has happened" (Lines 7 to 8).

This implies stress is the result of _____

- A. our interpretation of the event
- B. our experience
- C. things that are happening in our lives

2. An unusual act of overeating, smoking drinking or using drugs,

- A. can indicate that a person is in full control of himself
- B. can indicate that a person is in a normal situation
- C. can indicate that a person is in stress.

3. When we are hopeless about a situation _____

- A. we become calm and start thinking
- B. we experience stress
- C. we become unhappy
- D. we might not be able to find solutions

4. According to the writer which of the following are useful to get rid of stress:-

- A. identifying the causes of stress
- B. believe in ourselves
- C. trying to change the causes of stress

E. Mark each sentence with T if it is true according to the text and F if it is false according to the text. You should provide evidence for your answers from the text.

- _____ 1. The writer points out that few people feel stressed throughout their lives.
- _____ 2. Loss of control could be considered as a cause of stress.
- _____ 3. According to the writer, there is a direct relationship between our diet, the exercise we do, the rest we take and the stress we may feel.
- _____ 4. The situation a person is in, determines the level of stress the person is likely to feel.

F. Reference

Word	What it refers to
1. It (line 2)	
2. This (line 25)	
3. It (line 38)	
4. this (line 39)	

G. Underline the meaning of each of the following words taken from the passage.

Paragraph 1:

- 'pressure' means: pushing, exercise, influence, force.
- 'comfortable' means: at ease, helpful, happy, free.

Paragraph 4:

- 'relax' means: be weak, seek rest or recreation, be inactive, be stressed.

Paragraph 6:

- 'calm' means: aggressive, not windy, happy, quiet and peaceful.

Paragraph 7:

1. "Schedule" means: work, program, area, school.

H. Read the passage again and answer the following questions.

1. The writer points out that there are some ways of decreasing stress. By using your own words and expressions, list them down.

2. Which lines in the passage show the mind and body working together? Write them down. Use your own words.

I. Discuss these questions with your classmates.

1. In our culture some events related, for example, to holidays like Easter or Id Al Adeha (Arafa) cause stress to people. Why do you think the reason might be?

2. Can we make ourselves sick? Can we make ourselves well?

5

A. Discuss the following questions with your deskmate then in groups based on your experience and knowledge.

1. Which sports do you like to play? And which sports do you like to watch?
2. Look at the title of the passage. Do you know the names of any athletes who won a gold medal in the Olympics?
3. Have you ever watched the Olympics on TV? or Have you ever listened to a radio on the Olympics? Have you ever seen/heard that someone from our country became an Olympic hero or a winner? How did you feel? Why?
4. Is our country strong in a certain sport? In which sport do you think our country is weak? How do you come to know?

B. Now read the following passage slowly to answer the questions.

Ethiopian Athletes at the Atlanta Olympics

Ethiopian Fatuma Roba won the admiration of the world at the Atlanta Olympics with an impressive victory in the women's marathon with a time of 2:26:5. She is the first African woman to capture the title. Ethiopians around the world were thrown into extreme joy when Haile Gebreselassie then went on to win the gold in the men's 10,000 metres and Gete Wami won a bronze medal in the women's 10,000 meters race.

In a move reminiscent of Abebe Bikila's victory, Fatuma ran around the stadium waving an Ethiopian flag and bowing to the crowd. Fatuma smiled and blew kisses to the spectators who held up Ethiopian Flags on the course.

10 "This is not only a special thing for me, but also for my country and all African women," said Fatuma, 25. Ethiopian women are coming up in the marathon. This was the breakthrough. Now we are ready to challenge the rest of the world."

Fatuma's victorious performance was the biggest in the history of the women's Olympic marathon, which began in 1984.

15 Derartu Tulu skipped the 5,000 meters race since, according to the schedule, it was to be held at the same time on the same date with the 10,000 meters race schedule, which she won in Barcelona in 1992, on which she'd like to concentrate. She finished fourth.'

In the women's 10,000 meters, Ethiopia's Gete Wami won the bronze with a time of 31:06:65 behind Fernanda Ribeiro of Portugal who won the gold and Wang Junxia of China who captured the silver.

The Olympics Marathon was Fatuma's fifth marathon. In this race, Valentine Yegorova of Russia the 1992 champion won the silver medal, behind Fatuma and Yuko Arimori of Japan the 1992 silver medalist, followed Yegorova and won the 25 bronze medal.

Haile, a three-time world champion, ran a superb tactical race to beat Paul Tergat of Kenya and Morocco's Sala Hissou. Both Haile and Paul Tergat broke away from the group of runners/competitors with a distance of five rounds ahead of them and Gebreselassie broke away from the Kenyan in the final 400 metres for a 30 memorable victory in an Olympic record time of 27:07:34.

Haile, on the other hand, had been determined enough to duplicate Miruts Yifter's previous double victory in the 5,000 and 10,000 meters race. Miruts was Haile's childhood hero. Unfortunately, Haile left out the first round of the men's 5,000 meter, due to soreness in his feet caused by running on the hard track. It was a 35 bitter decision for the world-record holder to miss a quest for duplicating history.

(Adapted from: ETHIOPIAN REVIEW: AUGUST 1996)

C. Choose the best alternative and write the letter of your choice on the space provided.

_____ 1. "She is the first African woman to capture the title." (lines 2 to 3)

This means she is the first African woman

- A. to participate in the Atlanta Olympics for women's marathon.
- B. to win the admiration of the world at the Atlanta Olympics.
- C. to possess a gold medal in women's Marathon at the Atlanta Olympics.

_____ 2. The expression "- a quest for duplicating history --" refers to _____

- A. Haile's determination to accomplish twice what Miruts Yifter had done.
- B. Haile's endeavour to beat his Kenyan and Morocco's opponents.
- C. Haile's determination to win in both 5,000 and 10,000 meters race just like what Miruts Yifter had done.

_____ 3. 'Who' (Paragraph 2) refers to _____

- A. Spectators
- B. Ethiopian Flags
- C. Fatuma

_____ 4. 'This' (Paragraph 3) refers to _____

- A. Atlanta Olympics
- B. Ethiopian Flag
- C. The victory

_____ 5. 'It' (last Paragraph) refers to _____

- A. soreness in his feet
- B. leaving out the men's 5,000 meters race.
- C. a quest for duplicating history

D. Complete the following table with information from the passage.

Athlete	Nationality	10,000 meters		Award	Marathon		Award
		M	F		M	F	
1.							
2.							
3.							
1.							
2.							
3.							
1.							
2.							
3.							

E. Words in context

Read the paragraph in which you find each word. Look for clues to help you guess the meaning of the new word. Then match each word with its definition.

A

_____ 1. reminiscent (Paragraph 2)

_____ 2. bowing (Paragraph 2)

_____ 3. spectators (Paragraph 2)

_____ 4. breakthrough (Paragraph 3)

_____ 5. superb (Paragraph 8)

B

a. those who look/see or behold a given thing or event without taking an active part

b. major achievement

c. to bend (the head or body) as a sign of respect.

d. interesting

e. excellent

f. bringing to mind something else; suggestive (of)

- F. From the list given below, choose a word or phrase that has a similar meaning with the word or phrase underlined in each sentence. Use appropriate forms and write your answer on the spaces provided. The first is done for you.

to clash

to omit

to do again

to defeat

1. Derartu Tulu skipped the 5,000 meters race.
2. This was because it was to be held at the same time on the same date with the 10,000 meters race.
3. Haile run a superb tactical race to beat Paul Tergat of Kenya and Morocco's Sala Hissou.
4. He had been determined enough to duplicate Miruts Yifter's previous double victory.

1. omitted
2. _____
3. _____
4. _____

G. Discussion

1. Do you think that had he not been forced to leave out the first round of the 5,000 meters race, Haile could have won and fulfilled his wish? Why?
2. Do you think that had she not skipped the 5,000 meters race, Derartu could have got a better result? Why?

APPENDIX D
TESTS

TEST - 1

Name _____

Section _____ Time allowed:- 60 mts. Date:- _____

- I. Read the following passage and then answer the questions according to the information in the passage.

Dawit and Tsigereda are twins and they are in the tenth grade at Dejazmatch Geresu Duki Comprehensive Secondary School. They live with their mother and father in a villa in Woliso. Their grandmother, W/o Almaz, also lives there because she is a widow and is too old and frail to look after herself anymore. Her husband died many 5 years ago and she never married. The twins get on quite well with their grannie although their mother is always urging them to talk to her more because the old lady is lonely. The trouble is she reminisces all the time, in fact all she ever seems to talk about, according to Dawit, is the good old days when she was young. Although she says she hates modern life, one thing she does enjoy is television which she watches for hours on 10 end.

The twins' father, a son of a well-known patriot during the Fascist Italian invasion: Fitawrarie Lakew Kebede, is a well-known importer and exporter of goods and he spends a lot of time traveling abroad. W/o Eden Tesema, 39, would love to accompany her husband, Ato Alemayehu, on his travels but so far she has managed 15 only two short trips to Europe.

The twins themselves are normal healthy children. Tsigereda enjoys school and always does her homework as soon as she arrives home. Dawit isn't too keen on schooling and puts off his homework until the last minute or copies it from a friend when he reaches school the next morning. He is always in detention for one thing or another 20 but Tsigereda has never been kept in and comes top whenever there is a test. Fortunately they are not in the same class so Dawit doesn't have to listen to many comparisons between his sister and himself. The one area in which Dawit shines is

sport. He is a star football player in his team. Tsigereda doesn't seem to have inherited the family flair for sport. She is hopeless at volleyball and basketball and is dreading
 25 having to play table tennis because she says she can never see the ball properly. Perhaps it has something to do with the fact that she wears spectacles while her brother has perfect sight, which must help his ball-sense.

Tsigereda hasn't missed any school this year but Dawit takes a day or two off whenever he can convince his mother that he is poorly. He likes to miss Thursdays if he can because it's the day when he has double maths and double English and he can't stand either Ato Getahun or W/ Tsehay. W/o Tsehay also teaches Tsigereda but as English is her favourite subject they get on well together.

One thing the children agree about at school is that their classrooms are terrible. They would both like to join another school, especially private, in Addis. But their
 35 parents won't allow them to attend school there.

(Adapted from: Read and Reflect: by Alan Proud 1978)

Reading Comprehension

A. Give answers to the following questions from the passage. (2 marks each)

1. Is W/o Almaz, the twins' grandmother, on their father's side of the family or on their mother's? How do you know?

W/o Almaz is _____
 I know this _____

2. Who was W/o Almaz's husband? Does the passage indicate? If yes, how do you know?

3. Write the twins' full names.

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25 having to play table tennis because she says she can never see the ball properly. Perhaps it has something to do with the fact that she wears spectacles while her brother has perfect sight, which must help his ball-sense.

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W/o Almaz is _____

I know this _____

2. Who was W/o Almaz's husband? Does the passage indicate? If yes, how do you know?

3. Write the twins' full names.

- i. _____
- ii. _____

B. Choose the best answer from the given alternatives and write the letter of your choice on the space provided. (1/2 marks each)

_____ 1. The best possible title for the passage is

- A. The Children B. The Twins
C. The Family D. The Twins' School

_____ 2. Dawit puts off his homework until the last minute. (paragraph 4) This means

- A. He works hard on his homework without taking a rest.
B. He doesn't work on his homework till the time comes.
C. He postpones his homework till the time comes.
D. He works hard on his homework till the last minute.

_____ 3. Dawit takes a day or two off whenever he can convince his mother that he is poorly. (paragraph 4) This means that

- A. whenever Dawit faces a shortage of money, he convinces his mother to take a rest for a day or two.
B. Dawit doesn't go to school for a day or two whenever he is able to assure his mother that he has no money.
C. Dawit misses a day or two days' class whenever he is able to assure his mother that he is unwell.
D. both A and B.

C. Write True or False on the space provided. (1/2 marks each)

- _____ 1. According to the passage, W/o Almaz doesn't like anything modern.
_____ 2. W/o Eden usually accompanies her husband on his travels.

Reference

D. Choose the best answer that is exactly represented by the words underlined, in each question, and write the letter of your choice on the space given. (1/2 marks each)

- _____ 1. 'There', in paragraph 1, line 3, refers to
- A. A villa
 - B. Dawit and Tsigereda
 - C. Dejazmatch Geresu Duki
Comprehensive Secondary School
 - D. Woliso

- _____ 2. 'It', in paragraph 3, line 26, refers to
- A. playing volleyball and basketball
 - B. wearing spectacles
 - C. Tsigereda's sight problem
 - D. playing table tennis.

Vocabulary

E. Match the words taken from the passage, in column 'A' with their contextual meanings in column 'B'. Write the letter of your choice on the space provided.(1/2 marks each)

Column A	Column B
_____ 1. widow (line 4)	a. natural ability to do something well
_____ 2. frail (line 4)	b. fear greatly
_____ 3. reminisces (line 7)	c. hate
_____ 4. abroad (line 13)	d. a woman who has not married again after her husband's death.
_____ 5. flair (line 24)	e. a foreign country
_____ 6. dreading (line 25)	f. furniture
_____ 7. spectacles (line 27)	g. talks about the past
	h. weak
	i. pair of lenses in a frame, resting on the nose and ears, to help the eyesight
	j. day dreams

ii. Write down the contextual meanings of the following two words; (1 mark each)

- 1. 'grannie', in paragraph 1, line 6, _____
- 2. 'comes top', in paragraph 3 line 20, _____

TEST 2

Name _____

Section _____ Time allowed _____ 1:15 _____ Date: _____

II. Read the following passage and answer the questions based on the instructions.

Alexander Fleming was born on a farm in Scotland in the year 1881. When he was thirteen he went to live with his brother, who was a doctor in London. For five years he worked as a clerk in a shipping office, but he did not stop studying. In 1902 he qualified for entrance to a University. An uncle left him a little money, and that made it possible for Fleming to become a student at the medical school of St. Mary's Hospital, a part of London University.

One of the famous doctors who taught the students at St. Mary's at that time was Sir Almroth Wright, a bacteriologist. He had done a great deal of the most useful research into the work of blood in protecting the body against bacteria. Very many thousands of people owed their lives directly to his work, especially his development of inoculation against typhoid fever. Probably millions owe their lives to him indirectly- because of the work of people like Fleming who learnt from him.

During the first World War (1914-1918), Fleming worked as an army doctor in France. He saw large numbers of soldiers die of their wounds because the wounds made it possible for bacteria to work and multiply so quickly that the blood could not deal with them.

After that war Fleming specialized in bacteriology, and in 1924 he himself became the professor of bacteriology at St. Mary's Hospital. He continued the research for which St. Mary's was famous. In particular he was looking for substances which would directly attack harmful bacteria without doing any harm to the body themselves.

In 1928, he was studying the bacteria which caused a painful skin disease. In order to find out how to deal with these germs he was growing them on small plates. One day he noticed a small area of blue-green mould on one of the dishes. It would be mould under his microscope. It was a very common mould, *Penicillium notatum*. But the microscope showed Fleming something else; the bacteria all round the mould were dead. His trained mind started to ask questions.

Dr. Fleming put some of the mould with more bacteria of the same kind. The germs were destroyed. He tried it on bacteria of other kinds. It stopped the growth of many other harmful germs. He seemed to have discovered a powerful antibiotic.

The questions, and the experiments to find the answers to them, had only just begun. What was the substance in *Penicillium notatum* which killed the germs? Was it possible to isolate it, to prepare it as a separate substance? Would it harm the human body or any part of it?

For years Fleming continued his experiments. He found that the substance was indeed a powerful antibiotic. He was able to isolate it. He called it Penicillin, and he showed that it did not harm the body. But the substance was very hard to control. Fleming was a bacteriologist of very great ability, but he did not have a specialist's knowledge of chemistry and particularly of biochemistry. Biochemistry is the study of the substances in living things.

It was not until 1940 that biochemists were able to find a way of producing Penicillin as a powder with an unchanging character. The research which led to this discovery was done at Oxford by two extremely clever biochemists: Professor Howard Florey, an Australian, and Dr. Ernst Chain, a German - born scientist. They were helped by Florey's wife, who was also a doctor. And their research was supported by money from the Rockefeller Foundation of America. That seems to be quite a good example on international co-operation for a good purpose.

(Taken from: READING FOR ADULTS: 1982.

By R. D. Lewis)

Reference

A. Choose the best answer from the given choices and write the letter of your choice on the space given. (1/2 marks each)

_____ 1. "Probably millions owe their lives to him indirectly _____", in paragraph 2, line 5. According to the passage, this refers to the work of _____

- A. Sir Almroth Wright who was Fleming's student.
- B. Fleming who was Sir Almroth Wright's student.

- C. Fleming who had done a great deal of the most useful research.
- D. Sir Almroth Wright who had done a great deal of the most useful research.

- _____ 2. 'that', in paragraph 1, line 4 refers to
- A. a student at the medical school.
 - B. his uncle who gave him the money.
 - C. the medical school of St. Mary's Hospital.
 - D. the little money he got from his uncle.

- _____ 3. 'it', in paragraph 6, line 2 refers to
- | | |
|--------------------------|---------------|
| A. a powerful antibiotic | C. bacteria |
| B. the mould | D. the growth |

- _____ 4. 'this discovery', in paragraph 9, lines 2-3, refers to
- | | |
|-------------------------------------|--------------------------|
| A. biochemistry | C. a powerful antibiotic |
| B. producing penicillin as a powder | D. the research |

- _____ 5. 'That seems to be quite a good example of international co-operation; in paragraph 9, line 6. 'That' refers to _____
- A. the joint works of the scientists.
 - B. the discovery of penicillin.
 - C. the help and support the scientists got.
 - D. All, but 'B'.

Reading Comprehension

B.i. Complete the following sentences. (2 marks each)

1. It was not easy for Fleming to become a doctor because

2. The substances Fleming wanted to discover in his research in St. Mary's would be able to kill _____ but would not hurt _____.

3. More work with biochemists was necessary because

ii. Based on the information given in the passage, make brief notes of the events which happened in each of the following years; the fourth one is done for you. (1 mark each)

	Years	Events
1	1894	
2	1894-1902	
3	after 1918	
4	1928	Fleming discovered a powerful antibiotic.

Meaning from context

C. The definitions of the words used in the passage are given in column 'B'. Find the words to which these definitions refer to and write them on the spaces provided in column 'A'. (1/2 marks each)

A	B
1. _____	a. passed the necessary examination (paragraph 1)
2. _____	b. introducing a form of a disease into a body in order to build up antibodies which will fight that disease (paragraph 2)
3. _____	c. a growth that is produced by a fungus. (paragraph 5)
4. _____	d. a substance, usually from a fungus or from bacteria, that destroys or prevents the growth of germs. (paragraph 6)

Coherence

D. The final paragraph of the reading passage is not shown. The following five sentences originally formed that paragraph, but they are not in the correct order. Indicate, by numbering 1-5 in the boxes, the order in which you think the sentences originally appeared. (3 marks)

- a. But the discovery of Penicillin also showed the way for the discovery of other wonderful substances which fight disease germs without harming the body.
- b. Penicillin has saved lives and prevented suffering all over the world.
- c. These includes germs which attack animals and others which prevent the proper growth of plants.
- d. It was for this reason that the Nobel Prize was given to Sir Alexander Fleming, Sir Howard Florey and Dr. Chain in 1945.
- e. Antibiotics have been found which deal with almost all known bacteria and many other deadly germs.

Name _____

Section _____ Time Allowed:- _____ 1:10 _____ Date:- _____

III. Read the passage carefully and then answer the questions.

The primary cause of population growth is declining death rates with lesser or no declines in birthrates. Migration does not affect world population growth and is rarely more important than natural increase for countries.

The world's population, estimated at more than 4.7 billion people in 1984, is projected to grow over 6 billion by 2000 and eventually to add 2 billion to 8 billion to this during the 21st century. Yet the rate of growth has been decreasing from over 2% in about 1970 to 1.6% between 1980 and 1985 and might further decline to 1.5% by 2000.

This growth is unevenly distributed. Industrialized countries began significant growth in the first part of the 19th century and earlier. But by the late 19th century their birthrates started to decline and have continued to do so, except in between world war II and the 1960's. Their rates of growth were rarely over 1%, and in 1984 averaged 0.64%. Some of them have even experienced small declines in the size of their populations.

After world war II, death rates in developing countries decreased rapidly, while the decline in birthrates was small. Consequently, rates of growth in developing countries have been higher than they ever were in industrialized ones. The 1980-1985 growth rate for developing countries was 2.0%, which is projected to decline to 1.79% by the end of the century. By the year 2000, an estimated 90% of the growth in world population is expected to occur in developing countries.

There are significant difference in population changes among continents and countries. For example, the 1980-1985 rates of growth were 1.73% for Asia, 2.30% for Latin America and 3.01% for Africa. It is calculated that the African rate of growth will remain relatively constant to the end of the century. Generally, the poorer the country, the greater its rate of growth.

Rapid population growth hinders economic development, although experts disagree or whether it's a major or minor hindrance. If population grows at 2% a year, supplies of housing, food, and other goods must increase that much just to maintain the current standard of living. Proportionately more children depend on workers for the provision of goods and services. As these children reach working age, employment opportunities must expand rapidly or the surplus labor becomes a major problem, as it has in many developing countries.

As for increasing the food supply, the capability of most developing countries to do so is strictly limited. Although the world could probably produce enough food for everyone, it does not do so because farmers in developed countries will not produce more food unless they can sell it, and poor people in developing countries cannot afford to purchase it.

As farming families in developing countries increase in size, farm labor is in such over supply that the young must look for alternative employment. One consequence has been massive migration from rural to urban areas in the developing countries.

Public health is adversely affected by rapid population growth. Since, for example, multiple pregnancies lay a considerable burden upon the mother's body, in general the more children women bear the greater the danger to both mother and child. This is especially true in areas where overpopulation has led to a shortage of food. Inadequate nutrition can also lead to an increase in the occurrence of disease. Furthermore, the large migration to cities that is characteristic of many of the developing countries makes it more difficult to provide the clean water and public sanitation that are essential to the maintenance of public health.

Pollution is more of a problem in industrialized than developing countries, largely resulting from methods of industrial production. But rapid growth in the developing countries can also significantly affect the environment. Increased use of land for food production coupled with poor agricultural practices, can lead to soil erosion, flooding, and the spread of deserts (especially in Africa), while the use of wood for cooking and heating contributes to deforestation.

(Slightly adapted from: Encyclopedia
Americana: 1995)

Reference Questions

A. Four alternatives are given for each question. Choose the best answer and write the letter of your choice on the space provided (1/2 marks each)

- _____ 1. 'this', in paragraph 3, line 1, refers to
 A. the year 2000 C. the more than 4.7 billion people.
 B. the over 6 billion people D. the 21st century.
- _____ 2. 'their', in paragraph 3, line 2 refers to
 A. industrialized countries C. growth rates
 B. world population D. developing countries
- _____ 3. "Consequently, rates of growth in developing countries have been higher than they ever were in industrialized ones." 'they' refers to
 A. developing countries C. industrialized countries
 B. world population D. growth rates
- _____ 4. It is calculated that the African rate of growth will remain relatively constant to the end of the century. (Paragraph 5) Which century?
 A. 19th B. 21st C. 20th D. 18th

Reading Comprehension

B.i. Choose the best answer from the given alternatives and write the letter of your choice on the space given. (1/2 marks each)

- _____ 1. According to paragraph 2, what will the world population be during the 21st century?
 A. 10.7 billion C. 2 to 8 billion
 B. 8 billion D. 8 to 14 billion
- _____ 2. The central idea of paragraph 3 is
 A. the beginning of a significant growth in population.
 B. uneven distribution of population growth.
 C. the decline of the population size.
 D. the decline of birth rates in industrialized countries

- _____ 3. Significant population growth of industrialized countries, approximately, had begun in _____
- A. 1950-1975 C. 1900-1999
B. 1850-1900 D. 1900-1950
- _____ 4. Approximately, the birthrates of industrialized countries started to decline in _____
- A. 1900-1950 C. 1975-2000
B. 1875-1889 D. 1890-1900
- _____ 5. "The poorer the country, the greater its rate of growth" (paragraph 5). This sentence implies that among the following continents _____ is a poor one.
- A. Africa C. Asia
B. Latin America D. Europe
- _____ 6. According to the passage, one of the following is largely a problem of developed countries
- A. Population growth C. deforestation
B. migration D. pollution
- _____ 7. "As these children reach working age, employment opportunities must expand rapidly or the surplus labour becomes a major problem, as it has in many developing countries". (paragraph 6)
- This implies the existence of excess man power becomes a cause for _____
- A. development C. unemployment
B. population growth D. employment

II. Write True or False on the spaces given.

- _____ 8. The text states that the major cause of the hindrance of economic development is rapid population growth.
- _____ 9. The development stages of countries are strongly interrelated with the rate of their population growth.
- _____ 10. As population increases, more problems associated with it should be expected.

III. Give brief or short answers to the following questions (2 marks each)

1. According to the information given in the eighth paragraph, migration results from

2. The first four paragraphs deal with the topic _____
 whereas the last five paragraphs deal with the topic _____.

Vocabulary

C. From the list given below, choose a word or phrase that has a similar meaning with the word underlined in each sentence. Use appropriate forms and write your answer on the spaces provided. (1 mark each)

insufficient	irregular	to decrease
to prevent	to join with	not in favour of

1. In developing countries, the decline in birthrates was small.
2. Population growth in industrialized countries is unevenly distributed.
3. Rapid population growth hinders economic development.
4. Rapid population growth adversely affects public health.
5. Inadequate nutrition can also lead to an increase in the occurrence of disease.
6. Increased use of land for food production coupled with poor agricultural practices, can lead to soil erosion, flooding and the spread of deserts.

1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

APPENDIX E

180	X1	X2	X3	X4	X5	X6	X7	X8	X9	Y
1	0	1	1	39	34	29	37	27	26	78
2	0	1	1	36	35	31	22	34	33	27
3	0	1	1	45	42	38	23	38	31	33
4	0	1	1	23	22	40	26	34	26	47
5	0	1	1	39	43	39	32	38	30	73
6	0	1	1	39	35	36	26	34	36	43
7	0	1	1	38	36	31	25	35	27	30
8	0	1	1	35	40	33	38	26	32	43
9	0	1	1	40	42	36	28	31	35	52
10	0	1	1	40	40	28	28	37	36	42
11	0	1	1	33	37	33	26	30	31	47
12	0	1	1	45	45	31	30	33	34	35
13	0	1	1	43	47	43	40	40	24	67
14	0	1	1	46	40	40	34	40	34	40
15	0	1	1	38	30	31	24	30	29	38
16	0	1	1	43	32	19	17	36	31	18
17	0	1	1	36	43	40	29	40	36	48
18	0	1	1	33	43	33	30	34	35	50
19	0	1	1	36	36	38	25	33	36	43
20	0	1	1	44	46	45	32	41	25	57
21	0	1	1	33	33	34	25	45	34	58
22	0	1	1	42	43	39	33	58	28	50
23	0	1	1	38	44	28	32	30	32	40
24	0	1	1	41	39	40	35	31	32	62
25	0	1	1	31	40	25	32	28	31	88
26	0	1	1	36	47	45	36	34	36	90
27	0	1	1	36	39	39	33	31	35	42
28	0	1	1	38	31	30	28	28	32	28
29	0	1	1	41	41	29	27	38	24	45
30	0	1	1	39	37	26	30	34	26	38
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35	0	1	1	40	44	18	28	32	28	85
36	0	1	1	35	33	32	22	45	30	40
37	0	1	1	36	32	33	27	31	31	30
38	0	1	1	39	38	25	25	36	26	50
39	0	1	1	58	38	32	32	41	29	52
40	0	1	1	40	42	47	30	35	20	63
41	0	1	1	36	42	40	29	45	35	55
42	0	1	1	30	37	24	17	41	25	57
43	0	1	1	36	36	41	36	20	41	78
44	0	1	1	31	38	42	34	19	39	51
45	0	1	1	36	35	37	22	27	34	33
46	0	1	1	45	42	38	29	31	33	66
47	0	1	1	39	43	41	32	27	30	50

48	0	1	1	44	40	36	38	35	58	70
49	0	1	1	41	42	35	30	30	24	74
50	0	1	1	36	38	34	28	28	38	50
51	0	1	1	31	44	41	33	30	41	90
52	0	1	2	39	47	44	29	32	29	35
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54	0	1	2	45	46	29	33	33	28	40
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56	0	1	2	39	39	28	34	30	27	57
57	0	1	2	42	58	40	33	38	26	42
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59	0	1	2	44	47	41	30	37	30	43
60	0	1	2	44	45	36	26	39	31	38
61	0	1	2	40	54	31	31	38	29	42
62	0	1	2	39	41	25	29	40	28	47
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70	0	1	3	39	32	36	35	36	34	50
71	0	1	3	36	32	24	26	39	29	30
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74	0	1	3	30	41	30	29	39	28	47
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76	0	2	3	30	41	33	29	25	31	31
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78	0	2	3	44	42	32	40	46	36	40
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84	0	2	3	42	45	35	32	38	36	50
85	0	2	3	35	42	22	17	46	20	45
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87	0	2	4	38	50	43	32	46	34	80
88	0	2	4	29	36	42	38	32	35	45
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92	0	2	4	39	40	32	35	35	30	38
93	0	2	4	33	43	46	31	37	36	67
94	0	2	4	40	49	34	38	38	21	50
95	0	2	4	34	36	30	28	30	31	67
96	0	2	4	34	42	44	33	33	36	53
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103	0	2	4	33	41	36	36	40	32	43
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105	0	2	4	33	39	39	31	22	39	60
106	0	2	4	32	39	37	36	25	38	58
107	0	2	4	31	37	42	35	21	39	50
108	0	2	4	39	50	43	32	30	37	78
109	0	2	4	29	36	45	38	21	43	66
110	0	2	4	47	34	30	30	27	35	72
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114	0	2	4	46	44	38	30	26	28	60
115	0	3	1	34	40	34	30	32	33	43
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117	0	3	2	35	42	36	31	39	34	23
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124	0	4	1	38	38	33	30	32	36	65
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126	0	4	2	38	37	40	39	31	50	38
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128	0	4	2	37	41	36	32	29	37	28
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130	0	4	2	38	39	34	32	46	35	58
131	0	4	2	36	38	80	26	30	32	53
132	0	4	2	38	37	39	39	27	34	58
133	0	4	3	37	44	58	32	44	36	50
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139	1	1	1	26	41	33	28	52	31	60
140	1	1	1	40	27	37	23	33	31	28
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142	1	1	1	35	31	33	29	21	29	48
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147	1	1	1	37	38	23	36	41	24	27
148	1	1	1	39	34	30	37	23	31	45
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153	1	1	2	40	37	27	34	41	23	58
154	1	2	4	47	34	28	30	33	37	42
155	1	2	4	41	37	38	25	30	33	52
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159	1	2	4	40	48	45	36	36	33	35
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161	1	2	4	40	43	33	32	37	36	53
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164	1	2	4	19	44	38	35	45	29	85
165	1	2	4	30	33	40	32	27	37	50
166	1	3	1	39	33	29	27	30	35	60
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176	1	4	2	36	48	38	30	34	31	33
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178	1	4	2	39	41	25	32	35	27	68
179	1	4	3	36	40	22	15	23	30	32
180	0	3	1	27	24	42	34	33	30	40


Key

- Independent variables:- Sex (male (coded-0), female (coded-1)) = X_1
- Father's occupation = X_2
 - Father's educational level = X_3
 - Attitude towards British people = X_4
 - Attitude towards Americans = X_5
 - Attitude towards native people = X_6
 - Inter-ethnic attitudes = X_7
 - Attitude towards American and British culture = X_8
 - Attitude towards native culture = X_9
- Dependent variable:- Test score = Y

DECLARATION

I, the undersigned, declare that this Thesis is my work and that all sources of materials used for this Thesis have been duly acknowledged.

Name: Hailu Gutema

Signature:  _____

Place: Institute of Language Studies, Addis Ababa University

Date of submission: May 23, 1997