

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

A COMPARISON OF THE READING LEVEL OF BAHIR DAR  
TEACHERS' COLLEGE FRESHMAN STUDENTS  
WITH THE READING LEVELS EXPECTED OF THEM.

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### ABSTRACT

The purpose of this study is primarily to find out the gap between the actual reading ability and what is expected of the Bahir Dar Teachers' College freshman students in their subject area text books. Its secondary purpose is to investigate whether a significant difference exists between and among the groups of the sample population due to some variables.

In order to accomplish this goal, eleven degree and seventeen diploma English students, sixteen degree and thirty-four diploma Geography students totalling seventy-eight were taken as a sample population representing the social science freshman students.

Six passages from English for New Ethiopia series were taken for both department students and three passages related to their field of studies for each department students were chosen based on the instructions recommended by Fry;s (1968) formula (graph). Cloze and comprehension tests were set and administered to the sample population and the necessary statistical data were obtained using a computer.

Besides, cloze and comprehension error analyses of the students' responses were done. While the result of the cloze analysis indicates that the students lack an adequate knowledge of the English grammar and sufficient vocabulary stock, the analysis of the comprehension question responses show that they are deficient in the higher comprehension skills.

Apart from the cloze and comprehension tests, a questionnaire was administered to see whether differences exist between the groups due to the variables stated in the questionnaire. The result,

however, indicates no significant difference among the groups except for two cases.

In general, the result of the study reveals that the actual reading ability of the two department students enables them to read text books of grade four difficulty levels with the help of a teacher. This implies that the students' reading ability is far below the expected standard and the problem is acute.

The researcher hopes that the concerned authorities should do something in order to solve the problem.

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## CHAPTER I

### INTRODUCTION

#### 1.1 THE STATEMENT OF THE PROBLEM

English is the medium of instruction at the secondary and tertiary levels in all Ethiopian schools. This means that students need to develop English language skills in order to cope with the difficulties they face in their academic lives, especially regarding reading, because reading proficiency is the royal road to knowledge. It is essential to success in all academic subjects. There are no academic subjects that do not involve reading. Reading, therefore, constitutes much of the students' work at college. They, for example, read to do assignments, to pass tests and examinations, to write term papers for seminars and to write theses for the fulfilment of their studies. Efficient reading is, therefore, an instrument without which success in college studies is not feasible. But the question which often arises is "How far are the freshman students in Addis Ababa University (A.A.U) and other colleges equipped with reading skills in order to face the demand put on them through their subject area test books?"

Quite a lot of university lecturers complain that the linguistic abilities of the Freshman students in general and their reading abilities in particular are disturbingly low. It is not difficult to see that many freshman students are not able to cope with their academic requirements.

Since reading proficiency is vital for academic success and since the reading proficiency of Freshman students appear to be low, it is essential to investigate the problem and to suggest ways of solving it. The purpose of this study is, therefore, to try to answer the following questions:

1. Do the Bahir Dar Teachers' College\*(BDTC) Freshman Students understand their text-books ?
2. To what extent do they differ among themselves ?
3. If there is poor reading ability, what are the causes of their weaknesses in reading ability ?

#### 1.2 The Importance of the study

Reading proficiency is vital in students' academic life. Therefore, students must be proficient in reading. Failure in this will obviously result in poor academic standards. The causes of the problem therefore need to be studied and solutions found. Such a study is of great importance in this regard and in designing syllabuses, in alerting teachers, librarians, teacher training institutes and other people concerned.

#### 1.3 Limitation of the study

The use of a criterion set for native speakers of English (see Table II review of literature) in the absence of a criterion for L<sub>2</sub> speakers when determining students' reading ability and the employment of teacher made tests can have some effects on the results. However, the researcher believes that this cannot bring a significant change on the results.

#### 1.4 Definition of terms

Acceptable word Method: one of the techniques of scoring cloze tests where all semantically and syntactically correct answers are accepted as correct.

Exact word method: A system of correcting cloze tests where only the restoration of a word used by the author is accepted as correct.

\* Bahir Dar teachers' college is one of the colleges under the Addis Ababa University



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, a brief theoretical overview of the available works on reading, readability formulae, readability graphs, cloze, and comprehension questions is presented.

#### 2.1 Works on Reading

The scientific study of reading began by scholars in Europe in the middle of the nineteenth century (Smith, 1965) and spread to the other parts of the world, especially to the United States of America. The stress at that time was then on oral reading. Oral reading dominated the school curriculum up to the 1960's partly because it was supported by the linguistic theories of Bloomfield and Fries which advocated that "Language was speech, not writing; a language was a set of habits" (Sandra Silbestrein, 1987). The development of reading ability was thought to be mechanical, i.e., once the students have mastered the oral speech, they will have also mastered reading because writing was thought to be speech written down.

In the 60's and 70's, however, as foreign students started coming into the United States, it was proved that the theory could no more solve the problem of advanced foreign students who needed an efficient reading skill in order to cope with the demand put upon them in their subject area text books. This and the new insight gained from psychology and linguistics (termed psycholinguistics) made the shift of importance to silent reading (from oral reading). Except for the special purposes it serves on its own (for school teachers, radio broadcasters, etc.), oral reading is no more given the place it used to occupy.

Much of the work done today belongs to the sphere of silent reading. In respect to this topic, Broughton et al (1980) write " It is a common experience that the greatest amount of reading that is done in the world is silent reading" and because of the important role it plays in contrast with oral reading it has come to mean what these writers further state "silent reading is perhaps the nearest approach to the essence of reading."

Thus the concept of reading under silent reading is seen not as something mechanical but as an active process in which

the reader is actively engaged in striving to reconstruct the author's message. He or she participates in an internal dialogue in which hypotheses are formed, predications made, doubts expressed, uncertainties subsequently clarified, new information grafted on to old, old views modified by new etc. (William Ray, 1986).

Recognizing that reading is a process, Marison D. Jenkinson (1978) classifies reading into three stages, namely, constructing, interpreting, and evaluating meaning. Each of the three stages have their respective skills that an efficient reader has to develop in order to be successful in what he reads.

The most important skills needed to construct, interpret, and evaluate meaning are listed by John Munby in Grellet (1981); Ellis R. and B. Tomilson (1986) " Ways of Teaching" by Jenkinson in Champman John L. and Pam Czeriewska (1978).

Ellis R. and B Tomilson (1986) for example list the skills as follows:

1. Understanding

- a. The skill of understanding the meaning of lexical items, i.e., denotative and connotative meanings

b. Understanding grammatical meanings (structural meanings):

- 1) basic sentence structure of statements and questions.
- ii) concepts of reason, result, contrast and condition etc., as signalled by subordinators and coordinators.
- iii) connectors like 'on the other hand,' 'moreover.'
- iv) structural devices which enable to refer back to some previously mentioned items (e.g. the pronoun").

2. Reasoning skills

Understanding the reasoning, sequence of logic that unite sentences in order to deduce additional meaning from what is stated in the text; they are vital in guessing the meaning of the text as a whole.

3. Selection skills.

Selection skills enable the reader to perceive the internal organization of a text (i.e., the introduction, development and conclusion in the text, or distinguishing between what is a main point, a subsidiary point and example.

4. Evaluating skills

Considering the idea and information of the writer critically and to be able to relate this to one's own experience. The reader must also agree or disagree with the writer's opinions. Evaluating skills also include evaluating the writer's language: Considering whether the vocabulary, structure, and style is appropriate to the purpose.

Besides defining reading as an active process, some writers quoting Goodman (1970) define it as a psycholinguistic guessing game (Celce-Murcia, 1970). The implication of this as interpreted by Silbestrein (1987) is

1. Reading is an active process in which the reader forms preliminary expectations about the material and then selects the fewest most productive cues necessary to confirm or reject those expectations. This is a sampling process in which the reader employs his knowledge of vocabulary, syntax, discourse, and the world.
2. Reading must be viewed as a two-fold phenomenon involving process (comprehending) and product (comprehension).
3. Reading involves an interaction between thought and language. The reader brings to the task a formidable array of information and ideas, attitudes, and beliefs. This knowledge coupled with the ability to make linguistic predictions determine the expectation the reader will develop while reading.

Thus, summarizing, what reading is, we can only say that reading is the sharing of experience between the writer and the reader (Nuttal, 1982). This sharing of experience presupposes that the reader and the writer share the same language abilities as well as field of experience, i.e., intellectual knowledge, attitudes, beliefs, etc. Unless these preconditions are fulfilled the result is no doubt failure in understanding as it is mostly the case with FL students. In addition, Elis R. and B Tomlison (1986) give other reasons for failure in reading. These are:

1. Lack of familiarity with certain types of writing.
2. Misreading the written words (e.g. the complaints were not satisfied for complainants)
3. Giving wrong meaning to lexical items in a text (e.g. same and similar)

4. Misunderstanding structural meaning (e.g. modifying structures, subordinate and coordinate, sentence adjuncts - function of words like "possibly", "almost", etc., allipsis, anaphora, and cataphora-referring back or forward.
5. Inability to appreciate the organization of a text.
6. Inability to relate ideas to the text, i.e, whether ideas function additionally, contrasting or as a reason.
7. Lack of familiarity with cultural context of the text.
8. Inability to grasp the intellectual context of the text: In this regard both Ellis R and B. Tomlison (1986) and Silbestrein (1987) have similar views. Silbestrein writes, " Without requisite technical knowledge it is impossible to comprehend even simplified texts in a field completely different from one's own."
9. Inability to appreciate indirect meaning (irony, satire, figurative language that enable to say one thing but to imply something different.

## 2.2 Works on Readability

### 2.2.1 Readability Formulae

Works on readability started in 1924 by Washbrune and his associates who were making an experiment to rate the level of children's literature (Hildreth: 1985). This work later developed into the first readability formula known as the Washbrune-Vogel formula. After several revisions and alterations, (the original work included a number of different words per one thousand word passage, number of prepositions in the same passage, and number of simple sentences in seventy five sample sentences). The formula was later made to include only three elements^ (1) number of different words (2) number of different uncommon words and (3) number of simple sentences (Gilliland : 1975).

Since this pioneering effort, many other experts have devised formulae based on two common factors (a) vocabulary load which is used to predict the number of infrequent words, the number of difficult and polysyllabic words (e.g. words with affixes) most of them making use of standard word frequency list such as Thorandike Teachers' Word Book or Word list derived from them.

Concerning the number of readability formulae, Gilliland mentions as many as thirty-one referring to Klare (1963). In this study, however, only those that are in accordance with what Gilliland mentioned above will be discussed, for the writes" not all of them (i.e. 31 formulae) have been tested and validated systematically and not all have been accepted as genuine formulae."

The ones presented below, therefore, are those presented by Gilliland (1975) and others (Rye: 1982, L.J. Champman and Pam Czerniewska: 1978) in the light of the above mentioned criteria according to the dates of their publications:

1. Morris and Halverson's (1938) Idea Analysis Technique.

This formula is based on the selection of a sample text, key words and phrases which convey ideas reflected as content words. These ideas are then divided into four classifications:

Classification I: the simplest word labels learned early in life common to all members of a given culture.

Classification II: words learned early in life, but are simple localisms used by groups within the population.

Classification III: Words referring to concrete ideas, e.g. persons' and place names.

Classification IV: abstract words referring to qualities, states of mind and other referents which lack the ability of concrete word labels.

The authors formulated a wide number of rules for analysing texts by this method, though little information is provided on criteria, validity or applicability. These theoretical shortcomings, together with problems of time consuming administration and basic accessibility have resulted in the formula being little used.

2. Flesh (1948)

I. Reading Ease Formula.

The formula is based on the systematic selection of one hundred word samples from a text and determining the number of words per sentence which are represented by WL (word length) and SL (sentence length) respectively in the formula given below:

Reading Ease  $206.835 - 0.846WL - 1.01551 SL$  which would have to be attained in order to read the passage.

II. Human Interest Formula. This formula is based on the following instructions:

Systematically select one hundred word samples.

Count the number of personal words per 100 words ( pw) in the formula.

Count the number of personal sentences per 100 sentences (ps) in the formula

Calculate the equation:

$$\text{Human interest} = 3.635 \text{ pw} - 0.314 \text{ ps}$$

3. Dale and Chall (1948)

Instructions:

Select 100 word samples throughout the text (every tenth page for books).

Compute the average sentence length in words ( $X_2$ ).

Compute the percentage of words outside Dale list of 3,000 ( $X_1$  or Dale score).

Calculate the equation :

$$X_{c50} = 1579 X_1 + 0.0496 X_2 + 3.6365$$

where  $X_{c50}$  is the reading grade score of pupil who answered one half of a series of test questions (C) correctly.

4. Robert Gunning (1952) 'The Fog Index'

Instructions:

Select samples of 100 words systematically.

Determine the average sentence length: number of words divided by the number of words divided by the number of sentences.

Determine the average of hard words by counting the number of three or more syllables (with some exceptions). Obtain the 'Fog Index'

by totalling these two factors and multiplying by four. The 'Fog

Index' gives the reading level required for understanding the material.

5. Spache (1953) [as quoted by G.R. Klare in L. John Chapman and Pan Czerniewska (1978) ]

$$\text{Grade level} = 0.141 X_1 + 0.086 X_2 + 0.839$$

where  $X_1$  = average sentence length in words

$X_2$  = number of words outside the Dale list of 769 words.

- 6) Mc Laughlin (1969) SMOG Grading

This formula as presented by Ryme (1982) is based on the following instructions:

1. Count ten consecutive sentences near the beginning of a book, ten near the middle and ten near the end.
2. In the 30 selected sentences , count every word which is three or more syllables long.
3. Estimate the square root of the number of polysyllabic words thus counted.
4. Add three to the approximate square root.
5. The resulting figure corresponds to an American school grade level.

Each of the founders of the above formulae confidentially claim that his formula can be applied to any sample to render the exact readability level of that text. Some readers, however, do not completely agree with the assertions for they say that as much as one cannot deny the importance of the formulae as to give him an approximate estimation of the grade level that he assesses, he cannot also deny that they are not free of any shortcomings. The shortcomings make the use of the formulae either undesirable or affect the result adversely. Gilliland (1975) and Rye (1982) for example, point out several of the shortcomings as follows:

- Excessive work time and difficulties of computations;
- The effect of variation on sample ;
- Oversimplification caused by the general use of word and sentence measure;

- reliability caused by the assumptions that short words are easily readable than long words without taking into consideration the familiarity of the word and the concept that the word conveys (e.g. grandmother vs ran)
- The impossibility of bringing reader's background knowledge and motivation into the context;
- The impossibility of applying very many of the formulae into the lower level of reading ability;
- The wrong assumption that the relationship between word difficulty and sentence length will rise at every stage to cope with the reading difficulty at those stages.
- Inconsistency that may arise due to time (being outdated);
- place of Publication (e.g. American and British word list differ)
- The setting of different criteria for setting grade levels and making correlations;
- The lack of consistency between the formulae in estimating grade levels (e.g. The Dale-Chall and McLaughlin under estimate texts while the Gunning formula is over estimating them).

Though numerous are the inconsistencies as listed above, this, however, does not mean that the formulae have to be completely given up once and for all. What Gilliland (1975) and Rye (1982) intend to remind us is that the results obtained are rather approximations than exact and this could be corrected by certain existing norms or teachers' experience.

With this in mind, it is always possible to make use of any one of the formulae for the purpose one intends to achieve.

In the case of the study in this paper too, reference has been made to studies that have made use of one or the other of these formulae. In his study of the reading ability of the HSIU Freshman students James

A. Lee (1967) applied Flesch formula and the Davis Test and found that the students were made to read texts which varied from grade 12 - 16 while their actual reading ability level varied from grade 4 - 11. As a final conclusion, he stated that the students were forced to read what was above their ability which resulted in the students' being frustrated. Similarly, Tsegaye Woldeyesus (1982) conducted a research on the AAU Geography and Chemistry Freshman students of that year investigating their reading abilities using the 'Fog Index' and the cloze test. The result of his study showed the 'Fog Index' of the text books to be 11.5 and 14.2 respectively. As a conclusion, he stated that the geography students could not understand their text books without diagnostic instructions while the chemistry students could only do this if they got assistance from their instructors.

Lastly, Tibebe Alemayehu (1987) used the 'Fog Index' and the cloze test in his investigation of the proficiency level of the 12<sup>th</sup> grade students of government and mission schools in Addis Ababa and concluded that the mission school students were more proficient than that of government school students.

#### 2.2.2 Works on graphs and readability charts

Apart from the readability formulae discussed above there are also a few readability tables and graphs which can be used for the same purpose. The three commonly used readability graphs in this respect as presented by Gilliland (1975) and Fry's (1968) readability graph, Mc Laughlin's (1986) readability table and Mugford's (1969) readability chart.

Of these three, Fry's readability graph is the one which is going to be employed in this study and is therefore, worth discussing

'Although the grade level designations are for America", Fry (1968) says, "this readability graph was first developed for use in Uganda." Although this readability chart is by no means free from the shortcomings related to all readability formulae discussed earlier, it is preferred to all of them for the advantage it has when compared to all the others.

The following discussion reveals the advantages:

(1) The results are related to a set of previously prepared tables and requires little or no calculation. The following is what Fry (1968) writes in connection with this:

As much as I admire the many works of Edgar Dale and Jeanine Chall, I confess that I find their readability formulae loaded with fussy rules, a tedious vocabulary and decimal figures carried to the fourth place, a bit overly precise, when it only yields some scores such as 9-10 grades.

Besides its simplicity, one can also say **that it is economical with respect to space and money.** This is what Fry has to say: "The Dale - Chall formula takes about eighteen printed pages while the readability graph takes about one and one half."

Referring to some other formulae, like for example, the SRA in terms of the cost required, he writes thus, "The SRA formula is relatively simple, but it requires a **plastic gadget costing several dollars and has only four difficulty designations.**"

(2) Fry's comparison of his formula with Dale - Chall, Flesch's and Botel's readability formulae produced correlations of 0.94, 0.96, and 0.78 respectively (Gilliland, 1975) which proves its high reliability. Fry (1968) also believes that his readability graph has a satisfactory validity. In fact, it is believed that the question of validity in general

is a very difficult matter with all readability formulae for he says that 1) in the absence of rigorous standard it is not possible to determine, for example, 'what fourth grade difficulty is as opposed to fifth grade one.' He therefore concludes, "the agreement between publishers and educators seems to be loose which is based a little on experience and perhaps a little on the test data as to what grade level designations mean (Fry: 1968)." (2) That no two tests issued at different times render the same result i.e. grade level (e.g.1957) California and 1965 Stanford reading tests). Fry says, "in general newer tests are more difficult or in other words, a ninth grade student today reads better than a ninth grade student of former years." (Fry. 1968).

The question of validity seems to be a dilemma ; nevertheless, Fry does not leave it unresolved. He suggests a partial way out of it by recommending the use of relative ranking which means that one has to use the formula and another comprehension test on several reading passages and see if the formula ranks the passage in the same order as that of the reading comprehension test taken by groups of students. Or the other alternative according to Fry is comparing one formula with another by rank order correlation and see if the formula consistently ranks some books hard and others essay. This is exactly what Fry did with his formula before he fully confirmed its validities as indicated in Table I.

TABLE I: FRY'S FORMULA (1968) COMPARED WITH OTHER FORMULAE

Book Title	Fry	SRA	Botle	Dale-Chall	Flesch	Student Comprehension
Light in Forest	2.5	2.5	1.0	1.5	2.5	1.5
Mice and Hen	2.5	2.5	1.0	3.5	2.5	1.5
The Pearl	2.5	2.5	2.5	1.5	2.5	3.0
Shane	2.5	2.5	2.5	3.5	2.5	4.0
Death be out Proud	6.5	7.0	7.0	6.0	6.0	5.0
Moon is Dawn	5.0	3.5	4.5	6.0	6.0	6.0
To kill a Mocking Bird	6.5	5.5	4.5	6.0	6.0	7.0
Tale of Two cities	8.0	9.0	9.0	10.0	9.0	8.9
Silas Marner	9.5	9.0	10.0	8.5	8.0	9.0
Act One	9.5	9.0	7.0	8.5	10.0	10.0

Table I from Fry (1986)

### 2.3 Works on Cloze Procedure and Cloze Error Analysis

#### 2.3.1 Works on Cloze Procedure

The title cloze was originally derived from the description of certain aspects of perception given by Gestalt psychologists who say that the human mind has the tendency to complete patterns or sequences. James Rye (1982) rejects this belief on the ground that "although extremely popular as a theoretical model, such a view fails to take account of the cognitive nature of the cloze task." James Rye (1982) thus describes the cloze procedure as a conscious activity requiring a different kind of sampling and matching." (Ibid.)

Wade and Dehirst (1983) in their review of the cloze procedure as a testing device write:

The cloze procedure measures the ability of a reader to use a variety of contextual interrelationships in completing any particular blank. It deals not only with specific word meanings but also the validity of the reader to respond to the overall language pattern.

Wade and Dehirst thus have a strong confidence in the power of the cloze procedure to go beyond the print and measure a pupil's understanding of words, facts, and relationships. Gilliland (1975), too, put the same idea in a different way when he writes: "A response to a cloze test reflects the total language abilities of the reader in particular the way in which the reader can respond to cues using his combined primary and intermediate and higher reading skills."

Based on this Gilliland (1975) defines the cloze procedure as the best technique to measure readability for it not only appears to reflect readability but also on the ground that the performance of the reader is measured on the sample of the test to be read.

Regarding what is required of a testee in a cloze test and what actually is the test, Hubbard, Peter et al (1985) write, " it is a test based on a passage from which every n<sup>th</sup> word has been deleted... for the reader to fill in." Or in a slightly different manner Rye (1982) writes quoting the Bullock report (D.C.S, 1975): "the use of a piece of writing in which certain words have been deleted and the pupil has to make maximum possible use of context clues available in predicting the missing words." In filling the missing words the testee is required to do three things (Donald Moyle in Reading, 1978): (1) Select a word according to grammatical rules. (2) Select a word with the correct meaning (3) Choose a word which fits best with the language patterns and vocabulary employed by the author.

Besides the strength of the cloze test mentioned above, there are also other qualities which make it preferable to all other type of tests in measuring readability. J. Rye (1982) for example, lists the following six points in this respect:

- (1) ease of construction which avoids many of the difficulties associated with setting questions (e.g. ambiguify);
  - (2) fixing attention on a wide sample of the passage;
  - (3) avoiding biasedness which is inevitable in other forms of questions (i.e. favouring certain parts of the text and disregarding others);
  - (4) **the provocation** of thought and requirement of inferences when deleting parts at regular intervals;
  - (5) its requirement of wide abilities such as recognition of words, its use of semantics and at times stylistic information to infer and predict, the drawing of meaning from outside the context of the immediate sentence, skimming to recapitulate on what has been read, scanning in search of unspecified information that may help the prediction;
  - (6) the possibility of the cloze test to supply a context from the question so as to enable the reader to use that context to discover meaning unlike other reading tests which consists of isolated words or sentences that appear slightly artificial without the context.
- John Oller referring to these qualities mentioned above as an advantage over the other forms concludes that these qualities enable the cloze procedure to have "internal consistency, readability, validity" besides the other qualities mentioned earlier;

Concerning the test's validity as well, Gilliland (1975) appreciates the cloze procedure, for both the reader and the text are assessed simultaneously when the cloze test is applied without the need for different criteria to assess them. This he believes to have given the cloze test a greater face validity.

Besides what has been said about the test's validity there are also other evidences from other sources based on the correlations obtained by

different people at different times. These are what Rye (1982) reports:

Rankin (1959) reports Jenkinson to have obtained a correlation of 0.82 between the scores of the latter's cloze tests and multiple choice tests on the same material. Jenkinson again found correlations of 0.78 and 0.73 between scores on his cloze test and standard scores on two standardized reading tests. Rankin (1969) correlated his own work with that of Culhane's and obtained an average of 0.68 between their cloze tests and multiple choice tests on the same five passages administered for over 100 students.

The highest correlation was found by Bormuth (1968 a and b). With the help of the tests he constructed, he measured the comprehension of vocabulary, explicitly stated facts, sequences of events, causal relationships, main ideas and the author's motive in nine passages, whose scores were later compared with that of primary children on cloze tests of the same passages, where a validity coefficient ranging from 0.73 to 0.84 was obtained.

After the discussion of the essence of the cloze procedure thus far, the next question that comes to mind is how to interpret the scores of the cloze tests on particular passages. Rye (1982) in this respect mentions certain criteria set by Bormuth (1967) and (1968a) and Rankin et al (1969). This criterion was obtained as a result of a study involving the scores of 300 pupils on multiple choice questions set on a passage and their scores on cloze test on the same passages as shown in Table II

TABLE II: CRITERIA TO DETERMINE STUDENTS' ACHIEVEMENT BY LEVEL

Item	Frustration level	Instruction level	Independent level
Comprehension	0 - 74	75 - 89	90 - 100
Cloze Test	0 - 39	40 - 59	60 - 100

As discussed in Rye (1982), if a child scores 90-100, and 60-100 in a comprehension and cloze test respectively, he is at the independent level and he will be able to understand the language well enough to be able to cope with the language on his own.

If a child scores 75-89, 40-59 on comprehension and cloze test, however, he is at the instructional level and he will be able to cope with the language to some extent but will need assistance from an adult if he were to be able to understand the passage fully.

Lastly, if a child is 0-74 and 0-39 for the comprehension and cloze test respectively, he is at the frustration level. The language will be too difficult for him to cope with, even if an adult were available to help him.

When dealing with the above criterion in determining those levels, however, certain points which are believed to affect the cloze scores **that in turn** determine the levels need to be considered. These are scoring method and the deletion rate of the cloze test. With regard to the scoring method of a cloze test, Theo Van Els et al (1984) give three current methods as follows:

- i) The exact word method which only counts those words as correct which occurred in the original text.
- ii) The acceptable word method which counts every word which is appropriate in context as correct (synonym scoring).

iii) Clozentrropy (produced by Darnell (1968) which uses native speakers' responses as the norm)

Comparison of (i) and (ii) usually resulted in controversies as to which one of the two methods to favour. This can be best illustrated in what Charles Alderson (1979) says when he writes, "The research to date is contradictory, but tends to recommend the exact word scoring procedure because it correlates highly with the other procedures used (Stubbs and Tucker, 1978; Oller, Atai and Irvine, 1974)"

As reported in Rye (1982), Mobley (1980) had found out synonym scoring to have produced high scores though she concluded that they lead to subjective judgement replacing objective testing.

As can be concluded from the discussion of the comparisons above, the exact word method appears to be recommended for the sake of objectivity. As to the clozentrropy method, its use seems to have been discouraged due to the existence of a lot of **variations in the language proficiency of** native speakers. It is because of this that Alderson (1979) referred to it as "misleading."

Coming back to the distance between the deleted words which affects the result of the students' achievement either positively or negatively, Van Els et al (1984) mention two methods of deleting words. These are:

- 1) the fixed ratio method in which every  $n^{\text{th}}$  word in a passage is deleted
- 2) the variable ratio method selected on the basis of certain characteristics (e.g. only content words or function words to be deleted).

"Unless a test is intended to measure specific aspect," say Van Els et al (1984)," the fixed ratio method seems preferable."

Apart from the presence of variability affecting the cloze score, differences can be noticed in the particular method selected, too. As differences exist in the variable ratio method, for instance, between content words and function words in determining the difficulty level of a passage, differences can also exist to a certain degree in the exact word method in applying the fifth, the seventh, or the tenth deletion method, especially when young children are involved as Moyle (1978) discusses referring to what Smith and Dechant (1961) had pointed out saying that a passage cannot be understood by young children if more than one word in ten cannot be read.

Regarding adult or advanced readers, however, J.C. Alderson (1979) points out that providing more than ten to twelve words of context has no effect on the predictability of deletion though providing less than five words does. He, therefore, states that the general tendency is to use a deletion rate of five. Preferring the fixed ratio method he also warns against the change in frequency because he believes that this may result in unexpectedly more difficult test. In concluding the preference of the fixed ratio method of scoring in general and the exact word method in particular, Rye (1982) writes:

What ever the advantages and disadvantages of synonym scoring, the facts remain that in developing their criteria for judging cloze score, Bormuth, Rankin, and Culhane used the exact word scoring. If teachers wish to use their criteria it would be unscientific not to follow their recommended method.

In general, when evaluating levels of testees against the above mentioned check points in cloze test, however, Rye (1982) warns us against too much absolutism or being too much ambitious. He says that the figures of 40 percent and 60 percent are only approximate attempts to conveniently

combine the fruits of different studies. Bormuth (1968a) produced figures of 44 percent correct for the instructional level and 57 percent for the independent Rankin et al (1968) produced figures of 41 percent correct and 61 percent correct respectively.

Rye (1982) has also the following to say about comprehension "One also needs to remember that the levels of comprehension to which these percentage scores have been linked have themselves been arbitrarily selected."

He, therefore, summarizes the topic by suggesting that one should not be too confident to say that the text is difficult and be eliminated because a child for example, scored 39 percent in the cloze test. It is better to say that the problem is acute and teachers be alert against the problem.

### 2.3.2 Cloze Error Analysis

The purpose of giving a cloze or a comprehension test, in the first place, is to know the degree of difficulty that they face in understanding the text. This by itself, however, cannot be the end. The end must be in accordance with what Rye (1982) writes.

It is one thing to know that a child has a reading problem and can only score a certain low mark on a reading test: it is an entirely different matter to know what is wrong with the child's reading ability and to be able to help that child overcome specific problems.

In the light of this, Rye (1982) suggests a relatively simple four-category system for examining cloze errors as presented below.

#### Type I Errors

These comprise of all errors which are semantically acceptable. Besides making sense in the context of the whole passage and fit into the syntax of the sentence, in the majority of cases, they can also be

synonyms or words which do not significantly alter the sense of the main meaning.

The following examples given by Rye illustrate this idea further.

(1) He didn't look (søem) seriously injured (2) Can you imagine what the sergeant would say (do) when he read my report.

These errors help (one) to provide information about the child's use of context.

### Type II Errors

Errors classified under this category are errors which are **syntactically** appropriate, but semantically not. These errors are usually of the same class as the original word and acceptable in terms of tense, person, case and number. Examples provided to illustrate them are as follows:

1. I wasn't sure if he (you) could see or hear me.
2. Take him to the nearest (largest) zoo.

But there are sometimes exceptions to such a rule.

Example,

He didn;t look (looked).....

Here the incorrect verb form has been used.

### Type III Errors

Errors which can be classified under this rule are those which are semantically acceptable but syntactically unacceptable. They will probably be words from the same root as the missing word or have a similar meaning to it, and yet will be inappropriate in terms of tense, person, case and number. They may also be similar in meaning but belong to a completely different word class. The following are examples given by the author to elaborate them.

1. The man had fallen (fell) into the rut.
2. He didn't look (looked, seems) seriously injured.

#### Type IV Errors

In this category come responses which are totally unacceptable, either semantically or syntactically.

Examples:

1. Green peas were (he) now racing round his intestines.
2. It's not that (was) wanted.

After discussing the errors made by students it is also necessary to interpret them because it is only after doing this that we can look for the remedies. So the first question that comes to mind is what does each of these errors imply?

Rye (1982 : 80-81) has answered it for us.

Regarding Type I errors, Rye reports that if a child makes such mistakes, it means that although he has understood the passage on one level, and is familiar with the syntactical patterns of the passage, he has failed to make the precise linguistic match with the language of the writer.

Regarding this he presents three reasons.

1. If the passage has a high proportion of uncommon words, these errors may either reflect the child's limited vocabulary, or the child's preference for common words.
2. If the child has a sophisticated vocabulary he or she may be failing to appreciate information about the tone of the passage.
3. These errors may represent the child's failure to use the clues available to deduce precise meaning. The right class of word is chosen and enough of the meaning is understood to enable the child to reject totally inappropriate words, but not sufficient is understood to produce the exact word.

### Type II errors.

A comparatively high proportion of these would suggest that the children have a good appreciation of syntax, but that they are not understanding what they are reading. They can sense when a word from the wrong class has been produced in some cases, or when the wrong morphology has been used. However, they are probably focussing much attention on the linguistic segment in question and ignoring the sense of the sentence and passage as a whole. They may be reading too fast. They may be too used to 'barking at print' without understanding meaning. If a high number of Type II errors is accompanied by a low number of Type I and Type III errors one could assume that the child needs to learn more about inferring meaning from existing information.

### Type III errors

Errors in this category represent two different problems. A child may suggest a word of the correct class and yet be inaccurate in the precise form of the word. Quite common failures with verbs are the suggestion of a word in the wrong sense, or in a form which does not agree with number of the subject. On a more serious level a child may be able to understand the gist of what the writer is trying to say and yet fail to channel that understanding into the appropriate syntactic pattern of the context.

### Type IV errors

The errors represent the most serious kind of failure because the children are not using either of the two main sources of help available to them.

## 2.4 Comprehension Questions

Comprehension questions can be set to assess the reader's capacity to make use of the skills required to develop in him and to determine his

level of reading ability. Y. Lukmani (1982) and Christine Nuttal (1985) classify comprehension questions into the following six categories:

Questions of literal comprehension, i.e. question whose answers are directly and explicitly available in the text.

Questions involving reorganization or reinterpretation or questions which require the student to obtain literal information from various parts of the text and put them together or questions which require the student to reinterpret information. Such questions are valuable in that they make the students consider the text as a whole rather than thinking of each sentence on its own.

Questions of inference or questions that oblige the student to read 'between the lines' to consider what is implied but not explicitly stated. Such questions in Nuttal's words are "considerably more difficult than either of the former type because they require the student to understand the text well enough to work out its implications.

Questions of evaluation or questions that involve the reader in making a considered judgement about the text in terms of what the writer is trying to do, and how far he has achieved it. What the reader is asked to do with this type of question may be to judge, for instance, the writer's honesty or bias, the force of the writer's argument, or the effectiveness of his narrative power. Such type of questions as Nuttal says are "the most sophisticated of all." They ask the reader not merely to respond, but also to 'analyse his response and discover the objective reasons for it' as well as 'measuring it against the presumed intention of the writer.' Examples of such type given by Nuttal are questions of literary appreciation.

Questions that call for personal response or questions which depend much on the reader and least on the writer. In answering such questions, the reader is not asked to assess the techniques by means of which the writer influences him, but simply to record his reaction to the content of the text. As Nuttall points out, "This may vary from I'm convinced or I'm not interested to I'm moved or I'm horrified. Or it may include such questions as "what is your opinion about X or "What does it contribute to...?"

Questions concerned with how the writer says what he means.

The first, fourth, and fifth types of questions are questions which ask what the writer says and how the reader responds to what he has read. But the other questions (i.e the second, third, and the sixth) are questions which ask how the writer says and what he says. Such questions are helpful in indicating how much of a text the reader understands. The skills involved in order to understand a text as listed by Francoise Grellet (1981) are the following:

- identifying relation in a sentence.  
(e.g. subject verb);
- the skill of recognizing anaphoric and cataphoric references  
(pronoun references);
- the skill to use cohesive devices;
- the skill to distinguish main ideas from supporting details;
- the skill to recognize the functional value of propositions  
(explaining, defining, classifying, etc.);
- understanding or identifying key sentences in paragraphs in order  
to be able to summarize the main idea of the passage;

As much as one has to know the type of questions that he is going to include in the question papers, he also needs to know the form of the questions that he is going to set. Widdowson (1981) regarding this classifies comprehension questions into four categories as indicated below.

1. Wh- questions
2. Polar or yes/no questions
3. Truth Assessment or true/false
4. Multiple choice (MCQ)

Since the form of question that is going to be employed in this paper is the MCQ, a few words will be said about it. Wilga M. Rivers says "Reading comprehension, and reading comprehension alone is more validly tested by selection of the correct answer from multiple choice items in the foreign language on a reading passage."

As much as the MCQ's are advantageous in that they do not involve the composing skill which creates unnecessary trouble for the testee, MCQ's have also one problem. As mentioned by Widdowson (1981), this problem arises as a result of the fact that MCQ's have distractors which put the focuss of attention on the comprehending skill which means that the testee is required not only to comprehend the passage but also the fine **distinctions** which in fact **have nothing** to do with the understanding of the passage. If, for example, he misunderstands the sentences, the difference between them appears to be very slight and discriminating puts a considerable demands on his comprehension skill. The way out seems to make the correct alternative obvious so that they (the distractors) aptly named could be discounted. But this again puts us in a difficult situation because in that case the alternative serves no purpose.

Although it seems quite impossible to get rid of the problem completely, the best way to come out of this problem, is therefore to follow what Wilga Rivers (1970)

suggests:- to include elements which cause hesitation from the reading passage.

- to put the answer in such a way that it is obvious for the student who has really understood the reading passage.

In this way, the students who have understood the passage will choose the best answer without hesitation while only those who did not understand it are misled or fail to make distinctions between the distractors.

## CHAPTER III

### METHODOLOGY AND PROCEDURE

#### 3.1 Methodology

In order to assess the gap between the students' level of English reading proficiency and their ability to read their subject area text books, two types of tests, namely, cloze and comprehension were conducted and administered to the sample population.

In addition to these tests, a questionnaire was also prepared and administered in order to see if there would be (a statistically significant) difference in reading ability among groups of the sample population which consisted of students with different reading backgrounds, such as family, schooling (government or mission), location, methodologies applied by teachers, students' reading habits, etc.

Statistical information such as mean ( $\bar{X}$ ), standard deviation ( $s$ ), regression ( $r$ ), etc., needed for the analysis of the study were computed with the help of a computer.

#### 3.2 Procedure

##### 3.2.1 Procedure for the selection of the sample population

The subjects of the study are freshman degree and diploma students enrolled in the Bahir Dar Teachers' College (BDTC) social science departments during the 1987/88 academic year. The total number of freshman students enrolled in the college during this academic year is 298, of which sixty-seven are degree students majoring in Pedagogical science and minoring in one of the four subjects (see Table III).

The sample selected for the study consists of twenty-degree students (eleven of them minoring in English and sixteen minoring in geography) and fifty diploma students majoring in English and geography. (sixteen majoring in English and thirty-four majoring in geography). For the detail see Table III.

TABLE III

NUMBER OF DEGREE AND DIPLOMA STUDENTS OF BDTG BY PROGRAMME OF STUDY

DEGREE	N.O	DIPLOMA			
MAJOR-Pedagogical science	67	<u>Social Science N.o Natural Science N.o</u>			
MINOR-Mathematics	24	1. Amharic*	26	1. Biology	30
English	11	2. English	26	2. Chemistry	28
Geography	17	3. Geography	40	3. Physics	24
Amharic	15	4. Adult Education**	26	4. Mathematics	31

\* the courses are given in Amharic

\*\* since most of the courses are practical the Amharic language is used as a medium.

### 3.2.2 Procedure for the use of Fry's Readability graph.

As has been mentioned in the preceding chapter Fry's readability graph is one of the measurements currently employed to determine the difficulty level of text books or any material. This readability graph has been selected to determine the grade levels of the cloze and comprehension passages to assess the gap between the students' actual reading ability and what is imposed on them by their subject area text books. The method employed in calculating the grade levels of the passages is based on what was recommended by Fry (1968). The steps recommended by Fry in his own words, are as follows:

1. Select three one hundred-word passages near the beginning, the middle, and the end of a book
2. Count the total number of sentences in each hundred-word passage (estimate the nearest tenth of a sentence).
3. Arrange the three numbers (add them together and divide them by 3)
4. Count the number of syllables in each hundred-word sample
5. Average the total number of syllables, three samples.
6. Plot on the graph the average number of sentences per 100 word and the average number of syllables.

Example, given a certain book

	page	Sentence length per 100 word	Number of syllables per 100 word
100 word samples	5	9.1	122
	89	8.5	140
	150	7.1	129
Divided by 3		8.2	130

Plotting this on the graph one finds that the book is about fifth grade difficulty level (See Appendix VI, p.31 for the readability graph)

### 3.2.3 Procedure for the Selection of Cloze and Comprehension Passages

In selecting the passages for the cloze and comprehension tests, the following procedures were used.

1. Six passages for cloze and comprehension tests were selected from English for New Ethiopia using Fry's **readability** formulae. They were common passages for both students of the departments (see Table IV below).

TABLE IV:

COMMON READING PASSAGES BY SOURCE AND GRADES

TITLE OF THE PASSAGE	SOURCE	READING DIFFICULTY BY GRADES
1. The New Teacher	English for New Ethiopia, Grade 6, semester I	2
2. Telling Time	English for New Ethiopia, Grade 7 semester II	3
3. Why is the World Hungry?	English for New Ethiopia, Grade 7 semester I	4
4. Keeping a Diary	English for New Ethiopia, Grade 9 semester I	5
5. The Story of Money	English for New Ethiopia, Grade 9 semester II	6
6. A Noble cause	English for New Ethiopia, Grade 10 semester	7

2. Three passages of average difficulty levels were selected from the text books used for the common courses offered to second year degree and diploma students of the English and geography students

TABLE V :

SELECTED PASSAGES FOR ENGLISH STUDENTS BY SOURCE AND GRADES

TITLE OF THE PASSAGE	RANGE DIFFICULTY	SOURCE	AVERAGE DIFFICULTY	PAGE
My Old Home	3-9	The short story (compiled Handout)	7	115
Munira	4-16	Petals of Blood by Nugugi	6	84
1801	8	Wuthering Heights E. Bronte		285

TABLE VI:

SELECTED PASSAGES FOR GEOGRAPHY STUDENTS BY SOURCE AND GRADE

Title of the Passage	Range of Difficulty	Source	Average Difficulty	page
1. Weather	7-16(College)	Introduction to climate (Handout)	12	20
2. Labour cost	7-12	Economic geography by Alexander G.	9	234
3. Rate of conversion of snow into ice	7-16(College)	Geomorphology by W. spark	10	360

3. After the selection of these nine passages, a deletion of fifty blanks per passage at fifth **deletion** rate and a total of four hundred and fifty blanks were made for the cloze test.

4. Fifteen multiple choice questions (MCQ) per passage and a total of one hundred and thirty-five questions on the nine passages were constructed.

5. Students were instructed how to answer the questions with the help of familiar passages selected from their text book - Freshman English 101 A and were briefed about the purpose of the test.

6. A total of five hundred and eighty-five questions (sum of 3 and 4 above) were administered to the same population.

7. After the administration of the two tests, corrections were made according to the following procedures :

- i) For the cloze test, each correct response was given two points.
- ii) For the comprehension test, the total of each correct response was divided by fifteen and then multiplied by one hundred in order to change the computation into percentage.

\* The exact word method of correction is applied

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1 FINDINGS OF THE CLOZE AND COMPREHENSION TESTS

It is important for college students to read **with understanding** because all the activities that lead to success in their studies depend on it. In order to assess how far they are limited or successful in this respect, nine passages of different reading grade difficulties were selected and cloze and comprehension tests were constructed. The raw data of the result are shown in Appendix IV.

Based on the result of this raw data of the four groups of students, the means, the standard deviations, the t-values and correlations for each passage for both tests were computed using the following formulae.

$$\hat{X} = \frac{\sum x_i}{n_i}$$

$$S = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

$$r = \frac{n \sum x_1 x_2 - \sum x_1^2 \sum x_2^2}{\sqrt{[ (n \sum x_1^2 - (\sum x_1)^2 ) (n \sum x_2^2 - (\sum x_2)^2 ) ]}}$$

Tables VII - IX show the results of the computations.

TABLE VII:  
STATISTICAL RESULTS OF THE COMMON PASSAGES  
BY GRADE DIFFICULTY LEVEL, TEST TYPE, AND  
DEPARTMENT

Passage Number	P.D.L.G.	TYPES OF TEST	RESULTS OF TESTS															
			MEAN				STANDARD DEVIATION				T-VALUE				CORRELATION			
			Eng. Deg.	Eng. Dip.	Geog. Dip.	Geog. Deg.	Eng. Deg.	Eng. Dip.	Geog. Dip.	Geog. Deg.	Eng. Deg.	Eng. Dip.	Geog. Dip.	Geog. Deg.	Eng. Deg.	Eng. Dip.	Geog. Dip.	Geog. Deg.
1	2	close	63.6	58.4	53.7	49.8	12.9	9.5	11.4	11.9	2.06	6.5	6.4	3.6	0.87	0.57	0.64	0.74
2	3	close	44.4	39.9	34	30.3	14.8	7.54	9	14.7	3.4	8.9	7.8	3.4	0.77	0.56	0.79	0.23
		comp	64.3	61.9	52.6	45.3	11.4	6.7	9.7	9.6								
3	4	close	54	45.3	35.4	38.8	11.3	12	12.8	12.9	3.1	3.3	5.7	3.4	0.58	0.86	0.62	0.53
		comp	68	58.8	53.7	53.3	8.56	11.6	12.6	14.4								
4	5	close	34.6	29.2	20	22.3	8.99	11	10.2	5.9	5.2	6.9	8	8.4	0.3	0.59	0.44	-0.15
		comp	55	57.5	44	43.3	8.61	12.8	13.1	8.4								
5	6	close	32.7	29.5	24	27.8	8.65	9.6	11.9	14.6	6.1	6.8	7.4	4.7	0.23	0.49	0.56	0.58
		comp	54.7	52	48.8	48.9	7.32	9.9	14.2	10.6								
6	7	close	32.5	34.4	26.3	25.9	11.58	6.3	14.7	15.6	3.5	12.5	8.3	4.2	0.33	-0.14	0.4	0.26
		comp	53.3	65	55.5	49.6	15.76	7.9	12.8	16.3								

NOTE: P.D.L.G. = Passage Difficulty level in Grades  
\* Significant at 0.01 level.

LE VIII:

THE STATISTICAL RESULTS OF THE ENGLISH STUDENTS BY GRADE DIFFICULTY LEVEL AND TEST TYPE.

L.O	TYPES OF TESTS	RESULTS OF TESTS									
		MEAN		STANDARD DEVIATION		T-VALUE		CORRE- LATIONS			
5	cloze comp.	16.5 41.7	11 39.6	8.1 6.9	7.6 9.6	7.5	9.6	0.37	0.03		
7	cloze comp.	16 57	16.3 47.6	8 10.5	5.7 8.9	9.8	12.2	-0.01	-0.41		
8	cloze comp.	15.2 34.4	11.3 27.5	4.23 10.84	6.6 11.11	5.2	5	0.01	0.12		

TABLE IX:  
THE STATISTICAL RESULTS OF THE GEOGRAPHY STUDENTS BY GRADE DIFFICULTY LEVEL AND TEST TYPE

PASSING NUMBER	TYPES OF TESTS	RESULTS OF TESTS									
		MEAN		STANDARD DEVIATION		T-VALUE		CORRE- LATION			
7	cloze comp.	20.4 59.0	20.6 44.9	9.4 17.4	9.8 15.7	8.9	5.3	0.16	0.01		
8	cloze comp.	20 50.5	18.8 51.4	13.4 15.2	18.9 10.8	9.2	9.4	0.07	0.01		
9	cloze comp.	18 51.8	16.8 50.4	7.9 16.8	9.4 17.8	10	6.7	0.01	0.49		

The main reasons for computing these statistical data were:

(1) to obtain the average scores for determining the students' actual reading ability or the level at which they are found in the light of the criterion discussed in the literature review (see Table II).

(2) to get information so as to judge whether the tests are valid or not. This has been done by testing two things:

(a) whether the comprehension tests scores were always higher than the cloze test

(b) Whether the correlations obtained between the cloze and comprehension tests by researchers as mentioned in the literature review can also be obtained in this study.

The results of the t-tests employed to test what is stated in

(a) above indicates a significant difference at 0.01 level of all cases except one where significant difference is indicated at 0.1 (see table VII).

This implies that the comprehension scores are greater than the cloze scores throughout and indicates that the tests are valid

With reference to (b) above high correlations were obtained between the cloze and comprehension passages up to grade four in most cases (see Table VII) but fall below 0.5 after these grades. This too implies that a high positive correlations (above 0.5) means a high relationship between the two tests. The relationship indicates that students who scored high on one test also did the same on the other or the vice versa.

This positive correlation which steadily decreases as the difficulty levels of the passages increase (difficulty level being determined by word and sentence length as well as by more abstract concepts conveyed by

them at higher levels) indicate that the understanding of the student on both tests was related as far as the passages were comprehensible. As the result, became more and more incomprehensible, the students resorted to mere guessing rather than guessing accompanied by thinking. the result, the relation between the two tests came to zero and sometimes to negative which implies that the reverse of the previous phenomenon is being revealed. i.e, as the difficulty of the cloze test increased, that of the comprehension test decreased.

#### 4.1.1 Cloze Error Analysis

Apart from the statistical data discussed so far, an error analysis of all the nine cloze passages was done in order to find out what has caused such weaknesses in the students' reading ability. The results of the analysis are presented in Tables X - XII.

TABLE X  
CLASSIFICATION OF ERRORS ON COMMON PASSAGES  
BY NUMBER OF STUDENTS AND QUESTIONS, TOTAL  
NUMBER, TYPE, AND PERCENT

NUMBER OF STUDENTS BY DEPT. AND QUESTION	PASSAGE NUMBER	TOTAL NUMBER OF ERRORS	SEMANTICALLY CORRECT SYNTACTICALLY CORRECT		SEMANTICALLY CORRECT SYNTACTICALLY WRONG		SEMANTICALLY WRONG SYNTACTICALLY CORRECT		SEMANTICALLY WRONG SYNTACTICALLY WRONG		NO RESPONSE	
			NUMBER OF ERRORS	PERCENT	NUMBER OF ERRORS	PERCENT	NUMBER OF ERRORS	PERCENT	NUMBER OF ERRORS	PERCENT	NUMBER OF ERRORS	PERCENT
ENGLISH DEGREE (11 STUDENTS WHO ANSWERED 50 QUESTIONS)	1	204	12	5.88	25	12.25	20	9.8	125	61.27	22	10.78
	2	303	19	6.27	68	22.44	85	28.05	141	46.82	30	9.81
	3	253	30	11.95	52	20.55	11	4.35	146	57.7	14	5.53
	4	357	30	8.40	60	16.8	20	5.6	230	64.43	17	4.76
	5	374	8	2.14	11	2.94	8	2.14	303	81.02	44	11.76
	6	385	11	2.86	20	5.19	25	6.49	297	77.14	32	8.31
ENGLISH DIPLOMA (17 STUDENTS WHO ANSWERED 50 QUESTIONS)	1	357	15	4.20	80	22.41	60	16.81	148	41.46	54	15.13
	2	510	10	1.96	94	18.43	20	3.92	346	67.84	40	7.84
	3	468	54	11.54	43	9.19	17	3.63	328	70.08	26	5.56
	4	603	20	3.32	43	7.13	5	0.83	518	85.9	17	2.82
	5	595	19	3.19	43	7.23	14	2.35	493	82.86	26	4.37
	6	685	20	2.92	36	5.26	9	1.31	569	83.07	51	7.45
GEOGRAPHY DIPLOMA (34 STUDENTS WHO ANSWERED 50 QUESTIONS)	1	799	40	5.01	65	8.14	37	4.63	583	72.92	74	9.26
	2	1037	3	0.29	218	21.02	51	4.92	663	63.93	102	9.84
	3	1071	34	3.17	129	12.04	17	1.59	830	77.5	61	5.7
	4	1190	17	1.43	105	8.82	6	0.5	1038	87.23	24	2.02
	5	1258	40	3.18	120	9.54	10	0.79	642	51.3	446	35.43
	6	1258	34	2.7	46	3.66	10	0.79	1090	86.65	78	6.20
GEOGRAPHY DIPLOMA (18 STUDENTS WHO ANSWERED 50 QUESTIONS)	1	400	28	7.0	33	8.25	40	10	267	66.75	32	8.0
	2	560	5	0.89	64	11.43	31	5.54	394	70.36	60	11.79
	3	496	37	7.46	55	11.09	13	2.62	363	73.19	28	5.65
	4	632	29	4.59	56	8.86	3	0.47	505	79.01	39	6.17
	5	576	17	2.95	27	4.69	17	12.15	384	66.67	78	13.54
	6	576	15	2.60	29	5.03	6	1.04	468	81.25	58	10.06

TABLE XI:  
CLASSIFICATION OF ERRORS FOR ENGLISH STUDENTS BY NUMBER OF STUDENTS AND QUESTIONS, TOTAL NUMBER, TYPE, AND PERCENT

NUMBER OF STUDENTS BY QUESTION	PASSAGE	TOTAL NUMBER OF ERRORS	SEMANTICALLY CORRECT SYNTACTICALLY CORRECT		SEMANTICALLY CORRECT SYNTACTICALLY WRONG		SEMANTICALLY WRONG SYNTACTICALLY CORRECT		SEMANTICALLY WRONG SYNTACTICALLY WRONG		NO RESPONSE	
			NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT
ENGLISH DEGREE (11 Students interviewed 50 questions)	7	462	15	3.25	22	4.76	41	8.86	368	79.65	17	3.69
	8	468	42	8.97	9	1.92	15	3.21	358	76.5	44	9.4
	9	479	12	2.51	9	1.88	19	3.97	439	91.65	-	-
ENGLISH DIPLOMA (17 Students interviewed 50 questions)	7	756	7	0.93	34	4.5	5	0.66	611	80.8	99	13.1
	8	714	31	4.34	3	0.42	6	0.84	563	78.85	111	15.55
	9	756	9	1.19	4	0.53	5	0.66	665	87.96	73	9.66

TABLE XII:  
CLASSIFICATION OF ERRORS FOR GEOGRAPHY STUDENTS BY NUMBER OF STUDENTS AND QUESTIONS, TOTAL NUMBER, TYPE AND PERCENT

NUMBER OF STUDENTS BY QUESTION	PASSAGE	TOTAL NUMBER OF ERRORS	SEMANTICALLY CORRECT SYNTACTICALLY CORRECT		SEMANTICALLY CORRECT SYNTACTICALLY WRONG		SEMANTICALLY WRONG SYNTACTICALLY CORRECT		SEMANTICALLY WRONG SYNTACTICALLY WRONG		NO RESPONSE	
			NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT	NUMBER OF ERRORS	PER-CENT
GEOGRAPHY DIPLOMA (34 Students interviewed 50 questions)	7	1190	14	1.18	37	3.11	10	0.84	159	13.34	48	4.03
	8	1394	-	-	16	1.15	6	0.43	1171	84.0	149	10.69
	9	1377	6	0.44	92	6.69	-	-	1140	82.79	139	10.09
GEOGRAPHY DEGREE (16 Students interviewed 50 questions)	7	632	17	2.69	27	4.27	3	0.47	546	86.39	37	5.85
	8	648	-	-	37	5.71	5	0.77	556	85.8	50	7.72
	9	664	4	0.6	27	4.07	13	1.96	554	83.43	76	11.32

As can be seen from TABLE X, for instance, eleven English Degree students made 204 errors on grade 2 passage, i.e out of the total of 550 questions (blanks).

The breakdown of the errors shows that twelve responses or 5.88 percent were errors labelled semantically and syntactically correct. That is to say, the responses are meaningful and structurally correct but considered wrong because they are not the exact words of the author \*<sup>1</sup>

The sample errors collected from the students' answer papers show that such errors are not only the results of marking synonyms wrong but also include some other words which can fit in the context without bringing much change on the whole meaning of the passage or any word that can fit in the blank because it has not been determined by context earlier.

The following are examples from students' answer sheets presented to illustrate the point.

TABLE XIII: SEMANTICALLY AND SYNTACTICALLY CORRECT TYPE ERRORS BY PASSAGE AND QUESTION.

Passage	Q.No.	Sentence
1	4	I cannot wash my hands**(cloth, feet, body)
1	10	He took his <u>tools</u> (instruments, materials)
2	26	People found out (knew, thought, said, believed) <u>that it had some advantages.</u>
2	25	Did you know that you could tell (measure) time with water.

\*<sup>1</sup> the corrections are based on exact word method.

\*\* The words in brackets are alternatives given for the word underlined. underlined.

Table XII, continued

Passage	No. Quest.	Sentence
3	2	For many years there have been famines in different parts (places, countries, areas) of the world.
3	47	When farmers have used <u>these</u> (the) seeds they have produced large crops

The ~~next~~ category under which the break down of the 204 errors is made is under what is labelled semantically correct but syntactically wrong. These types of errors indicate that the students have understood the passage but failed to provide correct answers due to their lack of control over the grammar of the language. The most common mistakes observed are wrong tense, lack of subject and verb agreement, wrong prepositions (partly because of L<sub>1</sub> influence), wrong use of modals, articles, conjunctions, adjectives and problems with transitive and intransitive verbs. Examples from students own responses will be given on each of them.

TABLE XIV - A SAMPLE OF SEMANTICALLY CORRECT, SYNTACTICALLY WRONG ERRORS BY PASSAGE AND QUESTION.

Type of error	passage	Quest. No	Sentence
TENSE	1	7	Ato Kebede was*(is) not a plumber, he <u>was</u> (become ) a teacher
	2	12	When the sun was low in the west, it <u>was</u> (is) time to work
	3	1	For many years these <u>have</u> (has were, had) been famines in different parts of the word
	3	8	There are(were) a number of reasons
	4	16	Everyday we <u>write</u> (wrote)...

TABLE XIV

Type of Error	Passage	Ques. No	Sentence
Agreement	4	30	There <u>is</u> (are) plenty of room for choice
Wrong Prepositions	1	1	There is a hole in (at, on, around) the pipe.
	1	29	He pushed the little children <u>away</u> (back, off)
	2	2	He went to bed at (in,with,by) dark.
Wrong use of Modals	2	33	The water clock could*(should) be used to tell time
Articles	2	24	The animals eat <u>a</u> (the) lot of grain
	4	1	People sometimes start keeping <u>a</u> (the) diary
	4	15	But there is <u>an</u> (the) idea ...
	4	35	We have gone <u>a</u> (an) long way
Wrong use of Adjectives	3	36	Without rain, there can <u>not</u> (no) be crops.
Wrong use of Transitive and intransitive verbs	2	41	The time of the day could be told by the amount of water <u>left</u> (filled) in the vessel.
	4	27	something interesting that has <u>happened</u> (done) during the day
Fail to differentiate the functional values of conjunctions	3	39	since 1972, the price of fertilizer has increased <u>and</u> (but) many countries cannot buy as much as they need

\* possibility for obligation

The further break down of the 204 errors shows that 125 or 61.8 percent of the errors are labelled under what is semantically and syntactically (heading).

These errors indicate that the students are not using either of the two main sources (semantic and syntactic clues) available to them. As the difficulty levels of the passages increased with increase in grades, the number of errors in this row also increases. Furthermore, the increase in the numbers of such errors with rise in grade shows that students are limited to simpler words in their vocabulary.

The last breakdown of the errors shows the number of blanks or questions un attempted by the testess.

#### 4.1.2 THE COMPREHENSION TESTS

As mentioned in the preceding chapter, one hundred and thirty-five mcQ's involving different skills were constructed and administered to the four groups of students. After the correction of the tests, all correct responses were tallied under their respective categories and the percentage computed as shown in Table XIII.

TABLE XV:

## STUDENTS' ACHIEVEMENTS BY DEPARTMENT AND SKILLS

QUESTIONS OF LITERAL RE-INTERPRETATION OR RE-ORGANIZATION	QUESTIONS OF COMPREHENSION	QUESTIONS OF RE-INTERPRETATION OR RE-ORGANIZATION	QUESTIONS OF INFERENCE	QUESTIONS OF ABSTRACT EVALUATION	QUESTIONS ABOUT INTERESTS AND TECHNIQUE	QUESTIONS ABOUT PERSONAL RESPONSE	QUESTIONS ABOUT TRANSFERRED IDEAS TO SITUATIONS														
ENGLISH DEGREE	396	252	63.6	297	117	39.4	209	83	39.7	209	92	44	319	118	36	17	6	35.3	17	5	29
TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT	TOTAL	CORRECT RESPONSE PERCENT
ENGLISH DIPLOMA	612	386	63	459	184	40	357	158	44	306	136	44	476	243	51	17	9	56	17	11	64.7
ENGLISH DIPLOMA	1224	750	61	418	377	41	612	225	36.7	884	406	45.9	816	313	38	34	15	44	34	4	12
GEOGRAPHY DEGREE	576	345	60.5	432	177	40.9	336	128	38	400	137	34	416	147	35	16	2	12.5	16	3	18.8
GEOGRAPHY DIPLOMA	1224	750	61	418	377	41	612	225	36.7	884	406	45.9	816	313	38	34	15	44	34	4	12

As the result of the computation shows, the students' achievements on the higher skills are low. Except for reading and identifying the literal meanings, their ability to summarize or reorganize information from different paragraphs, inferring the implied meanings, evaluating the writer's idea, identifying the writer's technique, reading and reacting and transferring what has been read to a diagram is below 50. This implies that students have difficulties in reading. Infact it can be said that not much is expected of them beyond literal comprehension.

#### 4.2 FINDINGS BASED ON THE QUESTIONNAIRE

Although the primary purpose of the study was to find out the gap between the BDTC Freshman students' actual reading ability and what is imposed on them by their subject area text books, it was also necessary to find out whether there were differences among the groups of the sample population. This was based on the assumptions that there would be differences in reading ability due to location, family background, students' reading habits etc. (see Appendix VA)

In order to achieve this goal, a twelve-item questionnaire was constructed and administered to the sample population. Their responses to each item were grouped and the over all average score of each group were computed and the t-test was employed to see if there existed any difference between one group and its counter part/s. The purpose was to prove the assumptions stated in the items of the questionnaire. For item number one, for instance, the students were grouped into three: Addis Ababa government, outside Addis Ababa Mission and outside Addis Ababa Government. The result of the t-test at 5% level indicates no significant difference (see Appendix V B). The same is done for question number two and number three. While no significant difference was obtained for number two, it was obtained for number three at 5% level.

The result of item number two and three appear to be contradictory, though the latter was based on the former. But what can be observed from Appendix V B is that eleven students who said they had not got assistance and one student who claimed that he got assistance from his family did not respond and this might have accounted for the discrepancy. Item number four was asked to find out whether lack of uniformity existed in giving reading comprehension lessons in schools, the result of which could affect students' reading ability positively or negatively. The result of the t-test at 5% level indicate no significant difference.

This implies that either the students were not genuine in their responses or the teachers' methodologies were not effective enough due to several reasons. The assumption was that anyone who has been trained to do something would achieve better than the one who has not been trained.

Item number five was based on the assumption that the use of a current methodology may produce more effective results than older ones. In the comparison of three different strategies however, no significant difference at 5% level was obtained.

The same procedure was applied for questions number seven, eight, nine, and eleven. The assumptions regarding these items were that subjects who read silently rather than loudly, who had reading assignments regularly, who do book reviews and who read often on their own will achieve better than their counter parts. But the result of the t-test at 5% level indicated no significant difference except for item number eleven where a significant difference is indicated between groups who had reading assignments more often and those who had not.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 CONCLUSION

The works mentioned in the literature review indicate a criterion by which students' understanding of any given material can be determined to be at one of three levels. viz, the independent, the instructional and the frustration. The methods used to decide at what level the students' reading ability can be found are the cloze and comprehension scores on the given material (see Table II).

In the light of this criterion, the subjects of the study are classified based on their results on the two tests and the result is shown in Table XVII.

TABLE XVI

RESULT OF THE FINDINGS BY GRADE AND LEVEL

Passage number	Difficulty level of the passages	Test	English Degree	English Diploma	Geography Diploma	Geography Degree	Correlation			
1	2	Cloze Comp.	1 2	2 2	2 3	2 3	0.87,0.59,0.64,0.74			
2	3	Cloze Comp.	2 3	2 3	3 3	3 3	0.77,0.56,0.79,0.23			
3	4	Cloze Comp.	2 3	2 3	3 3	3 3	0.58,0.86,0.62,0.53			
4	5	Cloze Comp.	3 3	3 3	3 3	3 3	0.3,0.59,0.44,0.15			
5	6	Cloze Comp.	3 3	3 3	3 3	3 3	0.2,0.49,0.57,0.58			
6	7	Cloze Comp.	3 3	3 3	3 3	3 3	0.33,-0.14,0.40,0.26			
	Eng	Geog	Eng.	Geog.	Eng.	Geog.	Eng.	Geog		
7	8	9	Cloze Comp.	3 3	3 3	3 3	3 3	3 3	3 3	0.37,0.37,0.16,0.01
8	7	10	Cloze Comp.	3 3	3 3	3 3	3 3	3 3	3 3	-0.1,-0.04,0.07,0.01
9	8	12	Cloze. Comp.	3 3	3 3	3 3	3 3	3 3	3 3	0.04,0.01,-0.01,0.49

Notes: 1 = independent level  
 2= instructional level  
 3= frustration level.

As can be seen from TABLE XVI, the English Degree students are at the independent level for the grade two passage on the cloze test but at the instruction level for the comprehension test. For grades three and four, they are at the instructional level for the cloze test but frustration level for the comprehension.

The English diploma students are at the instructional level on cloze and comprehension at grade two, instructional at grades three and four on the cloze test but at frustrational level on the comprehension test for both grades.

The Geography diploma and degree students are at the instructional level on the cloze test at grade two and frustration level on cloze and comprehension tests for the rest of the grades.

Based on the results thus obtained, the following can be concluded<sup>^</sup>

- 1) The English students can read text books of fourth grade difficulty level with the help of a teacher
- 2) The Geography students have the ability to read and understand text books of grade two difficulty level only with the help of their teachers

As the criterion is for native speakers, expecting L2 speakers to read with the ease of native speaker is very difficult. However, it is good enough to show us the acuteness of the problem. Apart from this criterion, the statistical data i.e. the high correlation obtained between the cloze and comprehension tests suggests that the students of both departments can read text of fourth grade difficulty level

The above finding i.e. the fourth grade reading ability level of students of English and second grade reading ability level of students of Geography which is at the instructional level is far below what is expected of them in their subject area text books.

The English students, for instance, are expected to read text books whose difficulty levels vary from grade 3-16 while the Geography students are expected to read text books whose difficulty levels vary from grade 7-16 (See Table V and VI).

One can see that there is a big gap between the students' actual reading ability and what is imposed on them through their subject area text books as the result of the study has indicated. This big gap is caused by defects in developing the necessary skills in the language. As the results of the cloze analysis and the comprehension skills indicate (see Table XIII - XV) the students lack control over the grammar of the language, sufficient vocabulary and sufficient knowledge of the higher skills these have contributed to their handicap.

Under such a circumstance, i.e. where the students have an acute linguistic problem, it is not surprising that some of them are dismissed from the university or colleges for failing to cope with the academic demands put on them. Furthermore, even if students manage to finish their studies in colleges, it means that they only do so by resorting to rote memorization. Besides, it is not difficult to see that the standard of education is lowered if the process continues in this manner.

## 5.2 Recommendations

The finding of the study shows that there is a big gap between the students' actual reading ability and what is expected of them in their subject area text books. This implies that the students are severely handicapped and the standard of education is affected. Under such conditions, it is obvious that students are not only stretched in order to cope up with the demand but also feel insecure. If students are to be freed from such feelings and the standard of education is to be maintained, a solution must be found. In other words, the gap must be filled. But the question is, should the linguistic level of the text books be lowered in order to match the actual level of the students' reading ability or should the students be up graded in order that their actual reading ability matches the demand put on them ?

Lowering the difficulty levels of the text books to match the students' actual reading ability is not an ideal solution because it will result in a lower standard of education. The following solutions are, therefore, recommended:-

1. Since the strength of the whole depends on the base, separate reading lessons must be introduced in the high school English programmes so as to start from the root of the problem.
2. Simplified editor. works of fiction must be available in their libraries, and students encouraged and oriented to read them during their free time by their subject teachers (English).
3. High school teachers must be given training through organized workshops from time to time and the acuteness of the problem made known to them.

4. Teachers who graduate from the Teacher Training Institutes must be well trained on how to teach reading as a skill and also made aware of the reading problems of students.
5. The university and the colleges under it should introduce a reading course and the students be taught reading not as a means of attaining knowledge of grammar and vocabulary but as a means of extracting relevant information.

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APPENDIX I A

C L O Z E T E S T

The following are passages in which every fifth words are omitted. Read them twice; the first time reading the whole passage so as to get the idea of the passage from content clues and the second time filling the blanks with the words you guess that the writer has used in each blank. There is only one word required for each blank. Write each word on the separate answer sheet provided instead of the blanks.

The following example will best illustrate this to you.

Example:- The most important day 1.  rember in all my  
2.  is the one on 3.  my teacher, Anne  
Mansfied Sullivan, came 4.  me.

Answers:- 1. I, 2. life, 3. which, 4. to

/Freshman English 101-A. p. 53./

I. The New Teacher

The school got a new teacher. His name was Ato Kebede. Ato Kebede was twenty five years old.

It was Sunday and the time was 7 o'clock in the morning. Ato Kebede was near his small radio. Some one knocked at the door. Little Aragawi was there. Aragawi said, "Ato Kebede, please come to the community tap. There is a hole <sup>1</sup>  the pine and it <sup>2</sup>  leaking. We have no <sup>3</sup>  I cannot wash my <sup>4</sup>  and feet and I <sup>5</sup>  wash my clothes

Ato Kebede <sup>6</sup>  not a plumber. He <sup>7</sup>  a teacher. He knew <sup>8</sup>  to do a lot <sup>9</sup>  things. He took his <sup>10</sup>  There was a blow <sup>11</sup>  a roll of folder <sup>12</sup>  some rags.

Ato Kebede went <sup>13</sup>  school and turned the <sup>14</sup>  round tape off. Then  went to the community <sup>16</sup>  . There were a lot <sup>17</sup>  people around the tap. <sup>18</sup>  saw Ato Kebede and were <sup>19</sup>  This new teacher was <sup>20</sup>  good man. He knew <sup>21</sup>  to do a lot <sup>22</sup>  things. He was a <sup>23</sup>  man

Ato Kebede sat down near <sup>24</sup> [ ] pipe and looked at the <sup>25</sup> [ ] carefully. He wiped the <sup>26</sup> [ ] in order to dry it. <sup>27</sup> [ ] he lit the blow <sup>28</sup> [ ]. He pushed the little children <sup>29</sup> [ ]. Then Ato Kebede heated the <sup>30</sup> [ ] with the blow lamp. <sup>31</sup> [ ] pipe became hot. Then Ato Kebede <sup>32</sup> [ ] some solder on the <sup>33</sup> [ ]. The solder touched the <sup>24</sup> [ ] pipe and melted. Ato Kebede <sup>35</sup> [ ] the hole with the <sup>36</sup> [ ]. After some time the <sup>37</sup> [ ] was cold and hard. <sup>38</sup> [ ] was no hole in <sup>39</sup> [ ] pipe now.

Ato Kebede went back <sup>40</sup> [ ] the big round tape <sup>41</sup> [ ] turned it on. There <sup>42</sup> [ ] no hole in the <sup>43</sup> [ ] so no water came <sup>44</sup> [ ]. He turned the small <sup>45</sup> [ ] on and water came <sup>46</sup> [ ] of it. Every body <sup>47</sup> [ ] happy. The children clapped. <sup>48</sup> [ ] woman laughed and Ato Kebede <sup>49</sup> [ ] All Thanked Ato Kebede <sup>50</sup> [ ] went

## II

### TELLING TIME

The cave man, who lived many thousands of years ago, had little need for a clock. He got up with the <sup>1</sup> [ ] and went to bed <sup>2</sup> [ ] dark. He ate when <sup>3</sup> [ ] was hungry and cared <sup>4</sup> [ ] about time.

Later, as <sup>5</sup> [ ] progressed telling time <sup>6</sup> [ ] more important. At first <sup>7</sup> [ ] guessed at the time <sup>8</sup> [ ] looking at the sun. <sup>9</sup> [ ] the sun was high <sup>10</sup> [ ] the sky, it was <sup>11</sup> [ ]. When the sun was <sup>12</sup> [ ] in the west, it <sup>13</sup> [ ] time to work.

The <sup>14</sup> [ ] step in learning to <sup>15</sup> [ ] time was the use <sup>16</sup> [ ] a shadow made by <sup>17</sup> [ ] sun. A straight stick <sup>18</sup> [ ] driven into the ground [ ] an open place. At <sup>20</sup> [ ] the shadow was the <sup>21</sup> [ ] and it was longest <sup>22</sup> [ ] in the morning and <sup>23</sup> [ ] in the afternoon.

Did <sup>24</sup> [ ] know that you could <sup>25</sup> [ ] time with water? People <sup>26</sup> [ ] that it had some <sup>27</sup> [ ] over telling time by <sup>28</sup> [ ] length of a shadow. <sup>29</sup> [ ] cloudy days the sun <sup>30</sup> [ ] not be seen and <sup>31</sup> [ ] was no shadow to <sup>32</sup> [ ] measured. The water clock <sup>33</sup> [ ] be used to tel <sup>34</sup> [ ] at night and in <sup>35</sup> [ ] kind of weather.

The <sup>36</sup> [ ] water clocks were vessels <sup>37</sup> [ ] small holes in the <sup>38</sup> [ ]. They were filled with <sup>39</sup> [ ] which dripped out in <sup>40</sup> [ ] steady flow. The time <sup>41</sup> [ ] day could be told <sup>42</sup> [ ] the amount of water <sup>43</sup> [ ] in the vessel. People <sup>44</sup> [ ] lived a long time <sup>45</sup> [ ] most of whom were <sup>46</sup> [ ] Egypt used the hourglass <sup>47</sup> [ ] tell time. The hourglass <sup>48</sup> [ ] much the water <sup>49</sup> [ ] but it uses sand <sup>50</sup> [ ] of water. Do you know any other ancient method of telling time -

(English For New Ethiopia Pupil's book Grade 7 Semester II)

III. Why is the World Hungry ?

Food - What to eat, where to get it and how to buy it - has always been a problem. For many years there <sup>1</sup> [ ] been famines in different <sup>2</sup> [ ] of the world and <sup>3</sup> [ ] lot of people have <sup>4</sup> [ ]. Why has this happened ? <sup>5</sup> [ ] / can't a lot of <sup>6</sup> [ ] all over the world <sup>7</sup> [ ] enough to eat? There <sup>8</sup> [ ] a number of reasons.

<sup>9</sup> [ ] reason is that some <sup>10</sup> [ ] in some countries eat <sup>11</sup> [ ] food than they need. <sup>12</sup> [ ] food is given equally <sup>13</sup> [ ] all the people, there <sup>14</sup> [ ] not be so many <sup>15</sup> [ ] people and so few <sup>16</sup> [ ] who eat more than <sup>17</sup> [ ] need.

But of course that <sup>18</sup> [ ] not the only reason. <sup>19</sup> [ ] reason is food habits. <sup>20</sup> [ ] lot of food is <sup>21</sup> [ ]. In some countries people <sup>22</sup> [ ] meat and give grain <sup>23</sup> [ ] animals. The animals eat <sup>24</sup> [ ] lot of grain but <sup>25</sup> [ ] only a little meat <sup>26</sup> [ ] other countries, only grain <sup>27</sup> [ ] eaten and meat is <sup>28</sup> [ ] We must all learn <sup>29</sup> [ ] eat different types of <sup>30</sup> [ ]

The third reason is <sup>31</sup> [ ] weather. We have all <sup>32</sup> [ ] of droughts. In some <sup>33</sup> [ ] there has been no <sup>34</sup> [ ] for the last three <sup>35</sup> [ ] without rain there can <sup>36</sup> [ ] be crops.

The fourth <sup>37</sup> [ ] is the high cost <sup>38</sup> [ ] fertilizer since 1972, the <sup>39</sup> [ ] of fertilizer has increased <sup>40</sup> [ ] many countries cannot buy <sup>41</sup> [ ] much as they need. <sup>42</sup> [ ] you heard about the <sup>43</sup> [ ] revolution ? Since 1960 a <sup>44</sup> [ ] of new kinds of <sup>45</sup> [ ] have been given to <sup>46</sup> [ ] When farmers have used <sup>47</sup> [ ] seeds correctly, they have <sup>48</sup> [ ] larger crops. The production <sup>49</sup> [ ] large crops with the <sup>50</sup> [ ] of the new seeds is called the green revolution.

In the past farmers were not able to grow enough food for their families. Since they got the new seeds, they have been able to grow more food than they need. But these seeds need a lot of fertilizer and water and the world's poor countries have very little money to buy fertilizer and to get for their crops. What is the answer ?

IV

KEEPING A DIARY

Keeping a diary means recording what happens and what the diarist thinks and feels about it. People sometimes start keeping <sup>1</sup>/ / diary. They try to <sup>2</sup>/ / down everything that happens <sup>3</sup>/ / the day. On the <sup>4</sup>/ / day they proudly write <sup>5</sup>/ / pages. On the next <sup>6</sup>/ / they may write half <sup>7</sup>/ / page. And then the <sup>8</sup>/ / comes to an end.

<sup>9</sup>/ / would be extremely difficult <sup>10</sup>/ / keep up a diary of <sup>11</sup>/ / kind though some people <sup>12</sup>/ / it. But here is <sup>13</sup>/ / idea for a diary <sup>14</sup>/ / is fairly easy to <sup>15</sup>/ / goint. Every day we <sup>16</sup>/ / down one thing - the <sup>17</sup>/ / interesting thing that has <sup>18</sup>/ / during the day.

There <sup>19</sup>/ / always something interesting. We <sup>20</sup>/ / have observed something interesting <sup>21</sup>/ / trees, or birds, or <sup>22</sup>/ /. We may have seen <sup>23</sup>/ / to interest us in <sup>24</sup>/ / street. Somthing interesting may <sup>25</sup>/ / happened at school. We <sup>26</sup>/ / have heard something that <sup>27</sup>/ / our curiosity, or read <sup>28</sup>/ / interesting in a book <sup>29</sup>/ / in the newspaper. There <sup>30</sup>/ / plenty of room for <sup>31</sup>/ /

When we have learned <sup>32</sup>/ / choose between what is <sup>33</sup>/ / fact, and what is <sup>34</sup>/ / fact, we have gone <sup>35</sup>/ / long way towards learning <sup>36</sup>/ / art of writing.

Not <sup>37</sup>/ / all the way; but <sup>38</sup>/ / may have learned not <sup>39</sup>/ / be dull. Many people <sup>40</sup>/ / diaries because they are <sup>41</sup>/ / and amusing to read <sup>42</sup>/ /; but there is another <sup>43</sup>/ /. If you are learning <sup>44</sup>/ /, writing something in your <sup>45</sup>/ / every day is a very <sup>46</sup>/ / practice in expressing yourself. <sup>47</sup>/ / you write you must <sup>48</sup>/ / in sentences and paragraphs <sup>49</sup>/ / try to describe what <sup>50</sup>/ / happens and what things really look like.

The important thing at the moment is to get an exercise book, write today's date at the top of the first page, and below the date the most interesting of today's happenings. Write for your own pleasure and don't try to show wise and clever you are.

V The following passage is taken from English For New Ethiopia Grade 9. Its reading difficulty is found to be grade six according to Fry's readability formula

### The Story of Money

Barter, the exchange of goods for other goods, worked very well for people whose needs were simple. Those people used anything <sup>1</sup>/ / kept them warm for <sup>2</sup>/ / . They used any kind <sup>3</sup>/ / shelter, from tree branches <sup>4</sup>/ / animal skins, for houses. <sup>5</sup>/ / had little need for <sup>6</sup>/ /

Barter would work fine <sup>7</sup>/ / the right people always <sup>8</sup>/ / each other. If a <sup>9</sup>/ / who had beans and <sup>10</sup>/ / cloth met a man <sup>11</sup>/ / had cloth but not <sup>12</sup>/ / everything would be all right <sup>13</sup>/ / exchange would be very <sup>14</sup>/ / if the right people / / find each other.

Most <sup>16</sup>/ / the money today is <sup>17</sup>/ / of metal or paper. <sup>18</sup>/ / people used to use <sup>19</sup>/ / kinds of things as <sup>20</sup>/ / One of the first <sup>21</sup>/ / of money was shells. <sup>22</sup>/ / people who lived on <sup>23</sup>/ / shores of the Pacific <sup>24</sup>/ / valued sheels because they <sup>25</sup>/ / them for ornaments. Cattle <sup>26</sup>/ / used for money in <sup>27</sup>/ / early days. Early man <sup>28</sup>/ / counted his wealth in <sup>29</sup>/ / . There were disadvantages in <sup>30</sup>/ / animals as money. People <sup>31</sup>/ / to feed animals. The <sup>32</sup>/ / might get sick. They <sup>33</sup>/ / grow old and die <sup>34</sup>/ / then the money would be <sup>35</sup>/ / It was also difficult <sup>36</sup>/ / move cattle from place <sup>37</sup>/ / place and to change <sup>38</sup>/ / for other things. In China, <sup>39</sup>/ / , fish - hooks and knives <sup>40</sup>/ / used as money. In <sup>41</sup>/ / Philippine Islands, rice was <sup>41</sup>/ / as money for a <sup>42</sup>/ / time.

Elephant tusks, monkeys' <sup>44</sup>/ / and salt were used <sup>45</sup>/ / money in parts of <sup>46</sup>/ / In some places, people <sup>47</sup>/ / still paid in salt. <sup>48</sup>/ / of soap, animal skins <sup>49</sup>/ / iron have been used <sup>50</sup>/ / money at some time in some parts of the world.

VI A NOBLE CAUSE

Ato Tesfaye is helping his kebele to raise funds and clothes for war displaced persons. Every evening he visits 1 [ ] and neighbours and asks 2 [ ] to contribute. Those who 3 [ ] poor and cannot give 4 [ ] / give old clothes and 5 [ ] time . On week-ends they 6 [ ] on buttons, mend jackets, 7 [ ] , and dresses, and sort 8 [ ] into manageable piles. Those 9 [ ] are able to give 10 [ ] give it to Ato Tesfaye. 11 [ ] enters the amount received 12 [ ] his receipt - book and issues 13 [ ] receipt for each contribution. 14 [ ] is an important part 15 [ ] Ato Tesfaye's job, because he 16 [ ] used to keeping accurate 17 [ ] as he has worked 18 [ ] the Ministry of Finance 19 [ ] the last ten years.

20 [ ] he has finished collecting, 21 [ ] returns to the kebele 22 [ ] and enters the number 23 [ ] type of clothes he 24 [ ] given in the kebele's 25 [ ] . This is a large 26 [ ] that has two columns: 27 [ ] for the kebele's expenses; 28 [ ] for contributions of money 29 [ ] clothes. When he has 30 [ ] entering the day's contributions 31 [ ] the ledger, he unlocks 32 [ ] kebele's shed and puts 33 [ ] clothes inside.

Ato Tesfaye is 34 [ ] to this job, as 35 [ ] has been doing it 36 [ ] the last nine months. 37 [ ] he used to collect 38 [ ] for famine relief. Besides 39 [ ] he has taken a 40 [ ] in book - keeping at the 41 [ ] , so he is quick 42 [ ] adding up figures. He 43 [ ] uses his time wisely. 44 [ ] thinks ahead. Before he 45 [ ] collecting in the evenings, 46 [ ] arranged for a kebele 47 [ ] to pick up the clothes 48 [ ] 9:00 p.m. He tells 49 [ ] driver where to park 50 [ ] asks two or three of his friends to help carry the clothes to the car. There are always plenty of helpers: as everyone wants to assist the war displaced persons.

APPENDIX I. B.

C L O Z E T E S T V I I

When at long last school opened, Munira found that he could not possibly deal with four classes by himself. Now looking back over two <sup>1</sup>/ / that had gone, it <sup>2</sup>/ / a miracle that he <sup>3</sup>/ / managed to carry on school <sup>4</sup>/ / long. If he could <sup>5</sup>/ / even one extra teacher <sup>6</sup>/ / could perhaps manage it. <sup>7</sup>/ / I and II could <sup>8</sup>/ / in the mornings and <sup>9</sup>/ / III and IV in <sup>10</sup>/ / afternoons.

He decided to <sup>11</sup>/ / to Ruwa-in to confront Mr. Mazigo <sup>12</sup>/ / the problem. It would <sup>13</sup>/ / be good to get <sup>14</sup>/ / from these constant talks <sup>15</sup>/ / sun and dust. If Mazigo <sup>16</sup>/ / not give him a <sup>17</sup>/ / Munira would have to <sup>18</sup>/ / the school.

But just <sup>19</sup>/ / he could leave for <sup>20</sup>/ / to see Mazigo about <sup>21</sup>/ / schools problems two things <sup>22</sup>/ / Munira was later to <sup>23</sup>/ / happened in Ilmorog. At <sup>24</sup>/ / time however, they only <sup>25</sup>/ / out of character with <sup>26</sup>/ / sunny somnolence of the <sup>27</sup>/ / Ilmorog as he had <sup>28</sup>/ / it. First came the <sup>29</sup>/ / officer in a government <sup>30</sup>/ / accompanied by two gun-carrying <sup>31</sup>/ /. Before the officer could <sup>32</sup>/ / out of the landrover <sup>33</sup>/ / of his arrival had <sup>34</sup>/ / round: all the men <sup>35</sup>/ / managed to vanish into <sup>36</sup>/ / plains. The officer knocked at <sup>37</sup>/ / door of every house. <sup>38</sup>/ / each place he found <sup>39</sup>/ / women and children. "All <sup>40</sup>/ / men have gone to <sup>41</sup>/ / cities", Complained the women. " <sup>42</sup>/ / the sun and the <sup>43</sup>/ / and tell us if <sup>44</sup>/ / would stay here." In <sup>45</sup>/ / end the officer went <sup>46</sup>/ / Abdella's place and over <sup>47</sup>/ / drink of beer he talked incessantly about Ilmorog country, " <sup>48</sup>/ / seems to be getting <sup>49</sup>/ / and more depopulated. Every <sup>50</sup>/ / that I have come here I have been met by fewer and fewer males. But this trip breaks all records."

C L O Z E T E S T I V I I I

(only for English majors)

The old home I remembered was not in the least like this. My old home was <sup>1</sup>/ / better. But if you <sup>2</sup>/ / me to recall its <sup>3</sup>/ / charm or describe its <sup>4</sup>/ / , I had no clear <sup>5</sup>/ / , It was all there was <sup>6</sup>/ / it. Then I rationalized the <sup>7</sup>/ / to myself, saying: Home <sup>8</sup>/ /

always like this, and <sup>9</sup> / / it has not improved <sup>10</sup> / / it is not depressing <sup>11</sup> / / I imagine; it is <sup>12</sup> / / my mood that has <sup>13</sup> / / because I am coming <sup>14</sup> / / to the country this <sup>15</sup> / / with no illusions.

This <sup>16</sup> / / I had come with <sup>17</sup> / / object of saying <sup>18</sup> / / . The old house our <sup>19</sup> / / had lived in for <sup>20</sup> / / many years had already <sup>21</sup> / / sold to another family <sup>22</sup> / / was to change hands <sup>23</sup> / / the end of the <sup>24</sup> / / . I had to hurry <sup>25</sup> / / before new year's day <sup>26</sup> / / say goodbye for ever <sup>27</sup> / / the familiar old house <sup>28</sup> / / to move my family <sup>29</sup> / / another place where I <sup>30</sup> / / working, far from my <sup>31</sup> / / home town.

At dawn <sup>32</sup> / / the second day I <sup>33</sup> / / the gateway of my <sup>34</sup> / / Broken stems of the <sup>35</sup> / / on the roof. trembling <sup>36</sup> / / the wind, made very <sup>37</sup> / / the reason why this <sup>38</sup> / / house could not avoid <sup>39</sup> / / hands. Several branches of <sup>40</sup> / / clan had probably already <sup>41</sup> / / away, so it was <sup>42</sup> / / quiet. By the time <sup>43</sup> / / reached the house my <sup>44</sup> / / was already at the <sup>45</sup> / / to welcome me, and <sup>46</sup> / / eight-year old nephew, Hung-erh, <sup>47</sup> / / with her.

Though mother <sup>48</sup> / / she was also trying <sup>49</sup> / / hide a certain needs <sup>50</sup> / / sadness. She told me to sit down and rest and have some tea, letting. The removal wait for the time being.

C L O Z E T E S T I X

1801- I have just returned from a visit to my land lord - the solitary neighbour that I shall be troubled with. This is certainly a <sup>1</sup> / / country <sup>1</sup> . In all England, <sup>2</sup> / / do not believe that <sup>3</sup> / / could have fixed on <sup>4</sup> / / situation so completely removed <sup>4</sup> / / the stir of society <sup>6</sup> / / perfect misanthropist's Heaven: and Mr Heatchliff <sup>7</sup> / / I are such a <sup>8</sup> / / pair to divide the <sup>9</sup> / / between us. A capital <sup>10</sup> / / <sup>1</sup> . He little imagined how <sup>11</sup> / / heart warmed towards him <sup>12</sup> / / I beheld his black <sup>13</sup> / / withdraw so suspiciously under <sup>14</sup> / / brows, as I rode <sup>15</sup> / / and when his fingers <sup>16</sup> / / themselves with a jealous <sup>17</sup> / / , still further in his <sup>18</sup> / / as I announced my <sup>19</sup> / / . "Mr Heatchliff?" I said.

A <sup>20</sup> [ ] was the answer.

"Mr Lockwood <sup>21</sup> [ ] new tenant, sir. I <sup>22</sup> [ ] myself the honor of <sup>23</sup> [ ] as soon as possible <sup>24</sup> [ ] my arrival, to express <sup>25</sup> [ ] hope that I have <sup>26</sup> [ ] in convienenced you by my <sup>27</sup> [ ] in soliciting the occupation <sup>28</sup> [ ] Thrushcross Grange: I heard Yesterday <sup>29</sup> [ ] had had some thoughts--"

"Thrushcross Grange <sup>30</sup> [ ] my own, sir, he <sup>31</sup> [ ] wincing. "I should not <sup>32</sup> [ ] any one to incovinience <sup>33</sup> [ ], if I could hinder <sup>34</sup> [ ] it walk in <sup>1</sup>."

The "walk <sup>35</sup> [ ]" was uttered with closed <sup>36</sup> [ ] and expressed the the sentiment, " <sup>37</sup> [ ] to the Duke": even <sup>38</sup> [ ] gate over which he <sup>39</sup> [ ] manifested no sympethizing movement <sup>40</sup> [ ] the words; and I <sup>41</sup> [ ] that circumstance determined me <sup>42</sup> [ ] the invitation: I <sup>43</sup> [ ] interested in a man <sup>44</sup> [ ] seemed more exaggeratedly reserved <sup>45</sup> [ ] myself.

When he saw <sup>46</sup> [ ] horse's breast fairly pushing <sup>47</sup> [ ] barrier, he did pull <sup>48</sup> [ ] his hand to unchain <sup>49</sup> [ ], and then sullenly preceded <sup>50</sup> [ ] up the causeway calling as we entered the court- "Joseph, take Mr Lockwood's horse; and bring some wine."

Here we have the whole establishment of domestics, I suppose," was the reflection suggested by this compound order.

SOURCE: (Bronte, Emuly, Wuthering Heights 1963: 1)

APPENDIX I C

CLOZE TEST VII

LABOUR SUPPLIES

New England, with its early start in textile manufacture, developed a highly skilled work force. But the cost of <sup>1</sup> [ ] there has always been <sup>2</sup> [ ] than in the piedmont. <sup>3</sup> [ ] gap was great in <sup>4</sup> [ ] early years of this <sup>5</sup> [ ] but has gradually narrowed <sup>6</sup> [ ] that today northern wage <sup>7</sup> [ ] average only 10 percent <sup>8</sup> [ ] those in the South. <sup>9</sup> [ ], the workers are less <sup>10</sup> [ ] organized in the South <sup>11</sup> [ ] are willing to work <sup>12</sup> [ ] hours pershift, more <sup>13</sup> [ ] perday, more days <sup>14</sup> [ ] week.

The resulting contrast <sup>15</sup> [ ] labour costs between New England <sup>16</sup> [ ] the South effected a <sup>17</sup> [ ] disadvantage to the Northern <sup>18</sup> [ ]. On this score witness <sup>19</sup> [ ] an official commission appointed <sup>20</sup> [ ] the common wealth of Massa chusettes <sup>21</sup> [ ] to say:

The commission <sup>22</sup> [ ] that ... probably the major <sup>23</sup> [ ] in causing competitive disadvantage <sup>24</sup> [ ] the common wealth is wages <sup>25</sup> [ ] cost of labour.

The <sup>26</sup> [ ] is of the opinion <sup>27</sup> [ ] a reduction of wages <sup>28</sup> [ ] the Northern mills is <sup>29</sup> [ ] solution to the problem <sup>30</sup> [ ] it feels that any <sup>31</sup> [ ] would be followed by <sup>32</sup> [ ] similar reduction of wages <sup>33</sup> [ ] the South. Unionization in <sup>34</sup> [ ] Southern industry is tending <sup>35</sup> [ ] narrow the gap in <sup>36</sup> [ ] rates and will probably <sup>37</sup> [ ] that trend in the <sup>38</sup> [ ]. The commission finds that <sup>39</sup> [ ] differential in productivity is <sup>40</sup> [ ] of the two major <sup>41</sup> [ ] causing competitive disadvantage to <sup>42</sup> [ ] textile industry in the <sup>43</sup> [ ] ... The commission finds that <sup>44</sup> [ ] individual work load of <sup>45</sup> [ ] Northern worker is not <sup>46</sup> [ ] great in many instances <sup>47</sup> [ ] that of the Southern <sup>48</sup> [ ] ...

The commission finds that <sup>49</sup> [ ] existing Massachusetts laws tend <sup>50</sup> [ ] prevent the most effective and economical use of machinery by rendering third shift operations difficult.

VIII CLOZE TEST

( only for geogoraphy majors)

C O N T R O L :

Weather varies from day to day and climate differs from region to region because of variations in the amount of weather and climate set forth in the previous section. And the climatic elements<sup>1</sup> / / temporally and regionally because <sup>2</sup> / / the operation of the <sup>3</sup> / / controls. To be sure <sup>4</sup> / / of the climatic elements (Solar energy, temperature, precipitation and winds) <sup>5</sup> / / functions as a climatic <sup>6</sup> / / and influences each of <sup>7</sup> / / other elements, but there <sup>8</sup> / / other controls in addition.

<sup>9</sup> / / most fundamental control of <sup>10</sup> / / weather and climate is <sup>11</sup> / / unequal heating and cooling <sup>12</sup> / / the atmosphere in different <sup>13</sup> / / of the earth. While <sup>14</sup> / / earth as a whole <sup>15</sup> / / as much heat to <sup>16</sup> / / as it gains from <sup>17</sup> / / sun, some parts experience <sup>18</sup> / / net gain and others <sup>19</sup> / / net loss. This unequal <sup>20</sup> / / occurs on a wide <sup>21</sup> / / of geographic scales the <sup>22</sup> / / and most important of <sup>23</sup> / / is the differential between <sup>24</sup> / / and low latitudes. But <sup>25</sup> / / and cooling differences also <sup>26</sup> / / between continents and occurs, <sup>27</sup> / / snow covered and snow <sup>28</sup> / / areas, between forests and <sup>29</sup> / / land, and even between <sup>30</sup> / / and their surrounding country sides <sup>31</sup> / / heating and cooling differences, <sup>32</sup> / / the air movement (winds) they <sup>33</sup> / / represent the over-all general <sup>34</sup> / / control of weather and <sup>35</sup> / /. The more specific controls <sup>36</sup> / / derived from various geographic <sup>37</sup> / / included are:

- a) latitude,                      b) distribution <sup>38</sup> / / continents and oceans,
- c) pressure <sup>39</sup> / / winds systems.      d) ocean currents,
- 3 <sup>40</sup> / /      f) local features

a) latitudinal Variations <sup>41</sup> / / Solar Radiations:  
 Latitudinal differences <sup>42</sup> / / the amount of solar <sup>43</sup> / / received are the most <sup>44</sup> / / climatic control. In low <sup>45</sup> / / the sun is high <sup>46</sup> / / the sky, there is <sup>47</sup> / / obstruction by the atmosphere, <sup>48</sup> / / solar radiation is intense <sup>49</sup> / / the climate is warm. <sup>50</sup> / / tropical; in high latitudes the sun is lower in the sky, the solar radiation is weaker, and the climate is colder. The zone of maximum solar radiation shifts north ward during the year, there by producing the seasons.

C L O Z E T E S T I X

The rate at which snow is converted into ice depends to a very great extent on the temperature. This is readily observable <sup>1</sup> [ ] many winters in Britain. <sup>2</sup> [ ] wet snow following with <sup>3</sup> [ ] near the freezing point <sup>4</sup> [ ] converted to a very <sup>5</sup> [ ] mixture on the ground. <sup>6</sup> [ ] process concerned; is that <sup>7</sup> [ ] pressure between grains includes <sup>8</sup> [ ] followed by freezing when <sup>9</sup> [ ] water migrates into the <sup>10</sup> [ ] between the grains. Dry <sup>11</sup> [ ] snow at low temperatures <sup>12</sup> [ ] converted to ice much <sup>13</sup> [ ] slowly, because the weight <sup>14</sup> [ ] less and the temperature <sup>15</sup> [ ], so that there is <sup>16</sup> [ ] chance of thawing and <sup>17</sup> [ ] at grain margins. Embleton <sup>18</sup> [ ] King (1986) state that in <sup>19</sup> [ ] Alps snow with a <sup>20</sup> [ ] gravity of about 0.08 <sup>21</sup> [ ] be converted to ice <sup>22</sup> [ ] a specific gravity of <sup>23</sup> [ ] 0.9 in 25 - 40 <sup>24</sup> [ ] while in Greenland the <sup>25</sup> [ ] period is 150-200 <sup>26</sup> [ ]. The rate of conversion <sup>27</sup> [ ] ice is one of <sup>28</sup> [ ] characteristics which serve to <sup>29</sup> [ ] temperature from cold glaciers.

<sup>30</sup> [ ] an appreciable mass of <sup>31</sup> [ ] is present it will <sup>32</sup> [ ] to move outwards its <sup>33</sup> [ ] principally on its surface <sup>34</sup> [ ]. Away from the centers <sup>35</sup> [ ] accumulation of ice, usually <sup>36</sup> [ ] lower ground the fate <sup>37</sup> [ ] the moving sheet of <sup>38</sup> [ ] depends mainly on the <sup>39</sup> [ ] maintained between the supply <sup>40</sup> [ ] the centre of dispersal <sup>41</sup> [ ] the rate of ablation <sup>42</sup> [ ] the marginal regions of <sup>43</sup> [ ] glacier or ice sheet. <sup>44</sup> [ ] nature of the glacial <sup>45</sup> [ ] varies with the position <sup>46</sup> [ ] the area concerned in <sup>47</sup> [ ] to the ice sheet. <sup>48</sup> [ ] speaking the highlands from <sup>49</sup> [ ] the ice is dispersed <sup>50</sup> [ ] primarily regions of (Plate 34). erosion <sup>51</sup> [ ] ice sheet covered the whole are there may have been a general grinding down of the surface.

SOURCE: (Sparks, B.W. 1972. pp. 360-361)

Appendix II A

- I. Read the following passage and answer the questions that follow only by writing the letter of your correct choice on the separate answer sheet provided.

THE NEW TEACHER

The school got a new teacher. His name was Ato Kebede. Ato Kebede was twenty five years old. It was Sunday and the time was 7 o'clock in the morning. Ato Kebede was near his small radio. Some one knocked at the door. Little Aragawi was there. Aragawi said, "Ato Kebede, please come to the community tap. There is a hole in the pipe and it is leaking. We have no water I cannot wash my hands and feet and I cannot wash my clothes.

Ato Kebede was not a plumber. He was a teacher. He knew how to do a lot of things. He took his tools. There was a blow lamp, a roll of folder and some rags.

Ato Kebede went to school and turned the big round tap off. Then he went to the community tap. There were a lot of people arround the tap. They saw Ato Kebede and were happy. This new teacher was a good man. He knew how to do a lot of things. He was a useful man.

Ato Kebede sat down near the pipe and looked at the hole carefully. He wiped the pipe to dry it. Then he lit the blow lamp. He pushed the little children away. Then Ato Kebede heated the pipe with the blow lamp. The pipe became hot. Then Ato Kebede put some solder on the hole. The solder touched the hot pipe and melted. Ato Kebede covered the hole with the solder. After some time the solder was cold and hard. There was no hole in the pipe now.

Ato Kebede went back to the big round tap and turned it on there was no hole in the pipe so no water came out. He turned the small tap on and water came out of it. Every body was happy. The children clapped, the women laughed and Ato Kebede smiled.

SOURCE : English for New Ethiopia: Pupil's Book Grade 6.

COPREHENSION I

Read the following passage and answer the questions that follow:

The New Teacher

1. What was Ato Kebede's job ?
  - a) teaching
  - b) Plumbing
  - c) Helping the community
  - c) doing a lot of things.
2. Where was Ato Kebede when the people sent for him ?
  - a) in church
  - b) at the school
  - b) at home
  - d) at the communities' club.
3. The people were \_\_\_\_\_ when they saw Ato Kebede:-
  - a) angry
  - b) happy
  - c) neither angry nor happy
  - d) disappointed.
4. The people's opinion about Ato Kebede was that \_\_\_\_\_
  - a) he was a bad man
  - b) a good man
  - c) a wise man
  - d) b and c
5. Ato Kebede was \_\_\_\_\_
  - a) a young man
  - b) an old man
  - c) a man of middle age.
  - d) b and c
6. Ato Kebede was at home when Aregawi came to call him because :-
  - a) it was a holiday
  - b) it was not yet time to go to school as it was early morning
  - c) he had a free time
  - d) he was not in the morning shift.
7. Did Ato Kebede succeed in repairing the tap ?
  - a) Yes, he did.
  - b) No, he din't.
  - c) not as the people expected
  - d) is difficult to know.
8. Ato Kebede was \_\_\_\_\_ :
  - a) a graduate of a technical school.
  - b) a self taught person
  - c) a person who had had a variety of trainings in different institutions.
  - c) a person who had been an employee in the Ministry of water resource.
9. Why were the people happy with Ato Kebede? :- Because ----
  - a) he served them in many ways.
  - b) he taught their children
  - c) he solved their problems
  - d) all of the above.

10. What the writer of the passage wants to tell us is:-
- a) that a teacher should be useful to the community in many ways.
  - b) people who want to be teachers should learn many things.
  - c) that teacher training institutes should introduce several courses in order to train the 'to be teachers'.
  - d) that people should not take the teaching profession unless they are trained in different fields.
11. The above story is \_\_\_\_\_ :-
- a) a real event
  - b) not a real event but a means to teach something.
  - c) a composition written by one student
  - d) a story whose truth is unknown.
12. For what type of people do you think this story is written ?
- a) school children
  - b) people who like to read fiction works.
  - c) any one
  - d) only old people.
13. The first paragraph in the above passage is an example of a \_\_\_\_\_ paragraph.
- a) narrative
  - b) descriptive
  - c) narrative and descriptive
  - d) expository
14. Which of the following is the correct sequence according to the passage.
- 1) Ato Kebede went to the community tap.
  - 2) Ato Kebede turned the big round tap off.
  - 3) Ato Kebede sat down near the pipe and looked at the hole carefully.
  - 4) He wiped the pipe to dry it
  - 5) He lit the blow lamp.
- a) 1, 2, 4, 3
  - b) 3, 4, 2, 1
  - c) 2, 1, 3, 4
  - d) 1, 3, 4, 2
15. The pronoun 'it' in the sentence "It is leaking" in the above passage refers to :-
- a) the water
  - b) the community tap
  - c) the big round tap in the school compound.
  - d) both b and c.

- II. Read the following passage and answer the questions that follow by writing only the letter of your correct choice on the separate answer sheet provided

TELLING TIME

The cave man, who lived many thousands of years ago, had little need for a clock. He got up with the sun and went to bed at dark. He ate when he was hungry and cared little about time.

Later, as he progressed, telling time became more important. At first people guessed at the time by looking at the sun. When the sun was high in the sky, it was noon. When the sun was low in the west, it was time to work.

The next step in learning to tell time was the use of a shadow made by the sun. A straight stick was driven into the ground in an open place. At noon the shadow was the shortest and it was longest early in the morning and late in the afternoon.

Did you know that you could tell time with water ? People found out that it had some advantages over telling time by the length of a shadow. In cloudy days the sun could not be seen and there was no shadow to be measured. The water clock could be used to tell time at night and in any kind of weather.

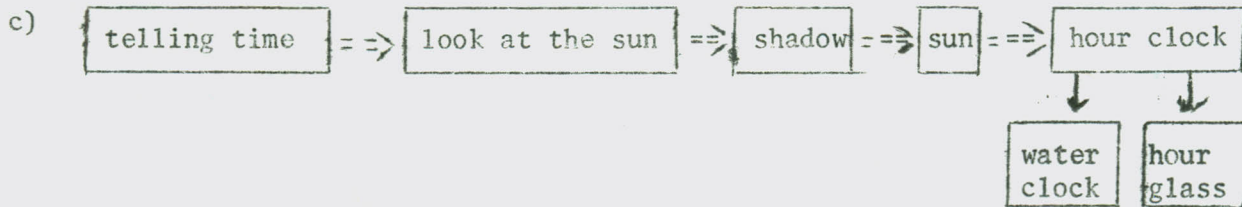
The first water clocks were vessels with small holes in the bottom. They were filled with water which dripped out in a steady flow. The time of the day could be told by the amount of water left in the vessel.

People who lived a long time ago used the hourglass to tell time. The hourglass is much like the water clock but it uses sand instead of water. Do you know any other ancient method of telling time?

II. TELLING TIME.

1. How could ancient people tell time ?
  - a) by looking at the sun
  - b) by using their common sense.
  - c) by using different time telling devices.
  - d) they used no any method.
2. What made the telling of time important ?
  - a) the development of human needs
  - b) progress in development
  - c) change of generations
  - d) change of environment.
3. Why was telling time by looking at the sun disadvantageous ?
  - a) the sun was sometimes very high in the sky.
  - b) the sun could not be seen on cloudy day or at night and there was no shadow to be measured
  - c) the measuring of shadow was in accurate.
  - d) b and c.
4. What was the better step than the use of shadow in telling time ?
  - a) telling time by looking at the sun.
  - b) the use of water to tell time.
  - c) the use of shadow
  - d) the answer is not mentioned.
5. What methods were used in telling time according to the above passage ?
  - a) looking at the sun or the use of shadow.
  - b) using water and shadow
  - c) using water or sand.
  - d) using water or watches.
6. What is the difference between water clocks and the hour glass ?
  - a) water clocks use water while the hour glass uses sand.
  - b) the amount of sand left in the vessel indicate the right time while water left in the vessel did this for the water looks
  - c) there is no feasible difference between the two.
  - d) a and b
7. Which of the following is true concerning the hour glass and the water clock ?
  - a) the hour glass is the better of the two for it was the latest.
  - b) though the hour glass is the latest as mentioned in the passage, both served the purpose equally.
  - c) the use of sand is better than the use of water as there is a chance for evaporation in the latter which may affect the result.
  - d) nothing of the sort is said in the passage.

8. What can you conclude from the passage ?
- a) the latest invention seems to be the best;
  - b) the difference between each method of telling time is not that much significant.
  - c) the latest is always the best for it is the base for the former.
  - d) the former is always the best for it is a foundation on which the later is build.
9. The fact that man has been inventing different means of telling time indicates that \_\_\_\_\_ :-
- a) the more progressed man is the more time conscious he is.
  - b) the concept of time has always been very important
  - c) nothing can be done with out being time conscious.
  - d) all of the above.
10. The purpose of the writer in the above passage is :-
- a) to convey a piece of information.
  - b) to make us time conscious.
  - c) to remind us to be always programmed.
  - d) a and b
11. From what book do you think is the above piece of writing taken ?
- a) a biology book
  - b) geography
  - c) history
  - d) none of the above.
12. The above passage can be an example of :-
- a) narrative essay
  - b) descriptive
  - c) expository
  - d) argumentative
13. Cohesive devices like "later" in the second paragraph, and "the next" in the third indicate :-
- a) sequence of happenings
  - b) chrological order
  - c) expositon
  - d) a and b.
14. Which of the following can better summarize the idea of the passage ?
- a
- |   |     |                         |      |
|---|-----|-------------------------|------|
| <u>telling time by looking at the sun</u> | ==± | <u>measuring shadow</u> | ===> |
|---|-----|-------------------------|------|
- 
- |                    |  |
|--------------------|--|
| <u>water clock</u> |  |
| <u>hour glass</u>  |  |
- 
- b)
- |   |     |                   |     |                  |
|---|-----|-------------------|-----|------------------|
| <u>Telling time by looking at the sun</u> | ==> | <u>watr clock</u> | ==> | <u>hourglass</u> |
| <u>measuring shadow</u>                   |     |                   |     |                  |



15. Which one of the following is true

- a) Telling time which was of little importance for the cave man later became very important when man progressed.
- b) the cave man had very little use of telling time at the beginning but later knew the importance when he progressed.
- c) Man had very little need for clock in his primitive stage but later knew the importance.
- d) a & c

III. Read the following passage and answer the questions that follow by writing only the letter of your correct choice on the separate answer sheet provided.

WHY IS THE WORLD HUNGRY ?

Food -- What to eat, where to get it and how to buy it -- has always been a problem. For many years there have been famines in different parts of the world and a lot of people have died. Why has this happened ? Why can't a lot of people all over the world get enough to eat ? There are a number of reasons.

One reason is that some people in some countries eat more food than they need. If food is given equally to all the people, there will not be so many hungry people and so few people who eat more than they need.

But of course that is not the only reason. Another reason is food habits. A lot of food is wasted. In some countries people eat meat and give grain to animals. The animals eat a lot of grain but produce only a little meat. In other countries, only grain is eaten and meat is wasted. We must all learn to eat different types of food

The third reason is bad weather. We have all heard of droughts. In some countries there has been no rain for the last three years. Without rain there cannot be crops.

The fourth reason is the high cost of fertilizer since 1972, the price of fertilizer has increased and many countries cannot buy as much as they need. Have you heard about the green revolution ? Since 1960 a number of new kinds of seeds have been given to farmers where farmers have used these seeds correctly, they have produced larger crops. The production of large crops with the help of the new seed is called the green revolution. In the past, farmers were not able to grow enough food for their families. Since they got the new seeds, they have been able to grow more food than they need. But these seeds need a lot of fertilizer and water and the world poor countries have very little money to buy fertilizer and to get water for their crops. What is the answer ?

People in poor countries need to work harder and share their food with each other. They must also learn from each countries. They must learn better ways of growing crops. The rich countries must help the poor countries. They must share their food with other countries and teach others better ways of growing crops.

SOURCE: English for New Ethiopia: Pupil's Book, Grade 7.

WHY IS THE WORLD HUNGRY ?

1. What has the crucial problem of the world been so far ?
  - a) what to eat
  - b) where to get food
  - c) how to buy food
  - d) all of the above.
  - e) none of the above.
2. What has been the cause for the number of deaths in the world ?
  - a) famine
  - b) lack of food
  - c) drought
  - d) a and b
  - e) a and c.
4. Why is the problem of food shortage solved in rich countries ?
  - a) because of hard work
  - b) because of the sharing of food by people with each other.
  - c) because of the social revolutions
  - d) because of the green revolution.
  - e) all of the above.
5. A lot of people all over the world cannot get enough food to eat ?
  - a) because of hard work
  - b) due to their respective food habits.
  - c) due to unreliable weather
  - d) because of poor soil to grow them.
  - e) all except d
6. Which of the following is not true about the green revolution ?
  - a) It produces abundant yeild
  - b) it needs a lot of water and fertilizer.
  - c) It broke out accidentally
  - d) a great number of the world's poor countries cannot be benefited by it.
  - e) none of the above.
7. Which of the followings are solutions for the world's shortage of food ?
  - a) people in poor countries have not only to work hard, share their food with each other but also learn from each countries.
  - b) The rich countries must help the poor countries, and teach others better ways of growing crops.
  - c) The price of food must be reduced so that every one can buy it at a cheap price.
  - d) poor countries must form a team of experts in order to solve their current problems duely.

8. The writer of the above passage is of the opinion that \_\_\_\_\_ when presenting this piece of writing :-
- a) Without the knowledge of the cause the solution cannot be found.
  - b) people do not know the cause of their food problems.
  - c) all human problems must be exposed.
  - d) a and b
  - e) b and c.
9. The writer of the above passage is \_\_\_\_\_ :-
- a) blaming the rich countries for not helping the poor countries.
  - b) criticising the poor countries for not working hard.
  - c) a and b
  - d) only wants to make aware of their responsibilities to both the rich and poor countries.
  - e) none of the above.
10. The purpose of the above piece of writing is :-
- a) to reveal an acute human problem.
  - b) is to entertain the reader
  - c) to make both the rich and poor countries aware of their responsibilities.
  - d) a and c
11. Which one of the following is true about this piece of writing ?
- a) it is based on a thorough study
  - b) it is a mere creation by the writer.
  - c) partially agreeable
  - d) a and c
12. One day, my neighbour's goat fell into a pit and soon to die when the owner, Ato Kebede saw it. Soon he took out his knife, cut the goat's throat, skinned it and gave the meat to the dogs, taking home the skin though nothing was wrong with the meat. What do you think is the reason according to the passage ?
- a) food preference
  - b) food habit
  - c) dislike of goats' meat
  - d) all of the above
13. The sentence "But of course..." in paragraph 3 line 9 is used as \_\_\_\_\_
- a) emphasis
  - b) transitional
  - c) contrasting
  - d) all of the above
14. The phrases :
- " One reason" in paragraph II.
  - "Another reason" in paragraph III.
  - "The third reason" in paragraph IV.
  - and "the fourth" in paragraph V.

- a) enumerate
- b) explain
- c) describe
- d) compare and contrast

15. The pronoun "this" in line \_\_\_\_\_ refers to \_\_\_\_\_

- a) the cause of death by famine.
- b) the existence of death
- c) food problem.
- d) famine

- IV. Read the following passage and answer the questions by writing the letter of your correct choice in the answer provided on the separate answer sheet.

#### KEEPING A DIARY

Keeping a diary means recording what happens and what the diarist thinks and feels about it. People sometimes start keeping a diary. They try to write down everything that happens during the day. On the first day they proudly write four pages. On the next day, they may write half a page. And then the diary comes to an end.

It would be extremely difficult to keep up a diary of that kind **though** some people do it. But here is an idea for a diary that is fairly easy to keep going. Every day we write down one thing the most interesting thing that has happened during the day.

There is always something interesting. We may have observed something interesting about trees, or birds, or insects. We may have seen something to interest us in the street. Something interesting may have happened at school. We may have heard something that reused our curiosity, or read something interesting in a book or in the newspaper. There is plenty of room for choice.

When we have learned to choose between what is merely fact, and what is interesting fact, we have gone a long way towards learning the art of writing. Not of course, all the way; but we may have learned not to be dull. Many people keep diaries because they are interesting and amusing to read later on; but there is another reason. If you are learning English, writing something in your diary everyday is a very good practice in **expressing** yourself. When you write you must write in sentences and paragraphs and try to describe what really happens and what things really look like.

The important thing at the moment is to get an exercise book, write today's date at the top of the first page, and below the date the most interesting of today's happenings. Write for your own pleasure and don't try to show how wise and clever you are .

SOURCE: English for New Ethiopia: Pupil's Book, Grade 9.

IV. Read the following passage and answer the questions that follows.

1. What is meant by keeping a diary ?
  - a) recording what happens and what the diarist feels and thinks about it.
  - b) writing everything that happens during the day.
  - c) writing everything about any topic.
  - d) writing only about interesting topics.
  - e) all of the above.
2. Why do many people keep a diary ?
  - a) to be familiar with the correct events.
  - b) because what they write may be interesting and amusing later on.
  - c) to know about their time.
  - d) a and b
  - e) all of the above
3. What is the important thing in keeping a diary ?
  - a) to show how wise and clever one is
  - b) to get an exercise book.
  - c) to write the day's date at the top of the first page and the happenings at the bottom.
  - d) b and c
  - e) a and c
4. If we are a good diarist, we should write down :-
  - a) anything we come across
  - b) only interesting facts.
  - c) interesting and amusing facts
  - d) what ever is a fact
  - e) a and d
5. What would be the topic about which we should write ?
  - a) a bird
  - b) a tree
  - c) what happened at school.
  - d) all of the above provided that it is interesting and amusing.
  - e) anything that comes to mind
6. Our writing will be dull, if :-
  - a) we write everything that we encounter.
  - b) we don't make a careful choice
  - c) we don't check that it is interesting and amusing.
  - d) a and b
  - e) all of the above
7. The advantage of the practice of keeping a diary is that :-
  - a) It helps one to develop the art of writing.
  - b) It helps develop the practice of expressing one self.
  - c) It may give one a good knowledge of all current events.
  - d) a and b
  - e) none of the above

8. Why does the writer discourage people who write four pages on the first day and half a page on the second day ?
- a) they may get bored and quit it soon
  - b) what is written may not be an interesting and amusing fact.
  - c) they may not get enough paper to write on.
  - d) a and b
  - e) none of the above
9. The writer advises to write for one's own pleasure and not to show how wise and clever one is when writing a diary because :-
- a) this may distort the facts.
  - b) it will not be realistic
  - c) one should be modest in what he does.
  - d) a and b
  - e) b and c
10. Which of the following can best summarize the idea of the passage :-
- a) a diarist should write every happening that he encounters.
  - b) A diarist should write about interesting and amusing facts in a realistic manner.
  - c) a diarist needs to have an exercise book on which he writes the date at the top, and the most interesting and amusing facts at the bottom in a very simple language.
  - d) b and c
  - e) all of the above
11. What kind of a person do you think the above writer is ?
- a) an expert on the subject
  - b) a school teacher
  - c) a novelist
  - d) an essay writer.
  - e) a journalist
12. Do you consider the advice given in the above passage as true ?
- a) Yes
  - b) No
  - c) I can't decide
13. The very first sentence in the above passage is :-
- a) a definition of the subject
  - b) an explanation
  - c) an argument
  - d) cannot be known
  - e) a and b
14. The word 'it' in the second paragraph in the sentence "It would be extremely" refers to :-
- a) keeping a diary in which people write four pages about everyday that happens.
  - b) keeping a diary based upon careful choice.
  - c) keeping a diary based on interesting and amusing facts.
  - d) a and b
  - e) b and c

15. The word 'but' in the sentence "but there is another...", in line 20. 4th paragraph is used by the writer:-

- a) to go from the preceding sentence to the following.
- b) to go from one reason to another.
- c) both a and b
- d) to compare and contrast the ideas.
- e) all except c.

- V. Read the following passage and answer the questions by writing the letter of your correct choice in the answer provided on the separate answer sheet.

THE STORY OF MONEY

Barter, the exchange of goods for other goods, worked very well for people whose needs were simple. Those people **used anything that kept them warm for clothes.** They used any kind of shelter, from tree branches to animal skins for houses. They had little need for money.

Barter would work fine if the right people always found each other. If a man who had beans and wanted cloth met a man who had cloth but not beans, **everything** would be all right. But exchange would be very slow if the right people didn't find each other.

In the modern world, different things are made by different people. When this happens, people must depend on money to buy the things they need but don't make for themselves.

Most of the money today is made of metal or paper. But people used to use all kinds of things as money. One of the first kinds of money was shells. The people who lived on the shores of the Pacific Ocean valued shells because they used them for ornaments. Cattle were used for money in the early days. Early man sometimes counted his wealth in cattle. There were disadvantages in using animals as money. People had to feed animals. The animals might get sick. They would grow old and die and then the money would be gone. It was also difficult to move cattle from place to place and to change them for other things.

In china, cloth, fish-hooks and knives were used as money. In the Philippine Islands, rice was used as money for a long time.

Elephant tusks, monkeys' tails and salt were used as money in parts of Africa. In some places, people are still paid in salt. Bars of soap, animal skins and iron have been used as money at sometime in some parts of the world.

SOURCE: English for New Ethiopia: Pupil's Book, Grade 9.

V Read the following passage and answer the questions that follows.

1. For whom did the Barter system worked well ?
  - a) for ancient people
  - b) for people whose needs were simple
  - c) for the right people
  - d) a and c
  - e) all of the above
2. The barter system worked well if only \_\_\_\_\_ :-
  - a) people who needed the same thing met each other.
  - b) the right people met each other.
  - c) the people who needed cloths met each other.
  - d) a and c
  - e) none
3. The people who lived on the Pacific Ocean used shells as money because:-
  - a) shells were the most beautiful.
  - b) shells were very rare
  - c) shells were used for ornaments.
  - d) all of the above.
  - e) none of the above.
4. What were the items used as money in China ?
  - a) cloth
  - b) fish-hooks
  - c) knives
  - d) a and b
  - e) all of the above
5. According to the Barter system, if a man who has a cow but needs a mule meets a man who has a horse, but needs a donkey :-
  - a) no exchange will take place
  - b) everthing will be slow
  - c) both have to wait until they find the right people.
  - d) all of the above
  - e) all except a.
6. What will happen when different things are made by different people:-  
in the modern world.
  - a) they had to look for people who wanted to exchange their items with what they had
  - b) people had to depend on money.
  - c) no exchange will take place
  - d) changing one item for an other may be inconvinient
  - e) b and d
7. What is the disadvantage in using animals as money ?
  - a) animals have to be fed.
  - b) animals might get sick or get old.
  - c) it was difficult to move animals from place to place and change them for other things.
  - d) they might die
  - e) all of the above

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8. Why didn't ancient people need money ?
    - a) money is the sign of further development in human progress.
    - b) people who have further progressed in their development have complex needs.
    - c) ancient man did not have complex needs.
    - d) b and c
    - e) all of the above
  9. Why do you think people used items for money as a means of obtaining what they needed ?
    - a) no one could be self-sufficient.
    - b) social life demands exchange.
    - c) people have to share the product of their labour.
    - d) b and c
    - e) none of the above
  10. What do you think the idea of the above passage is :-
    - a) exchange is inevitable no one can be self-sufficient.
    - b) money is the latest development in the history of exchange.
    - c) people used different means of exchange at different times.
    - d) all of the above
    - e) none of the above.
  11. What kind of a person do you think is the above writer ?
    - a) a historian
    - b) a research
    - c) a scientist
    - d) a and b
    - e) can't be known
  12. The purpose of the above passage is :-
    - a) to impart knowledge
    - b) to entertain the reader
    - c) to show the importance of money
    - d) b and c
    - e) all of the above
  13. Look at the 1<sup>st</sup> and 2<sup>nd</sup> paragraphs. What device has the writer used in order to keep them coherent (related)
    - a) pronoun reference
    - b) a conjunction
    - c) an adverb
    - d) all of the above.
    - e) none of the above.
  14. The pronoun 'this' in the sentence when 'this happens' in the third paragraph, line 2 refers to :-
    - a) the fact that different things are made by different people
    - b) things
    - c) what people make
    - d) what people buy
    - e) none of them.

15. Read the following sentences and answer the question that follows.

1. People had to feed animals.
2. The animals may get sick.
3. They grow old and die and then the money would be gone.
4. There were disadvantages in using animals as money.

Which of the above sentences can include all of them ?

- a) 1      b) 3      c) 4      d) 2      e) none

- VI. Read the following passage and answer the questions by writing the letter of your correct choice on the separate answer sheet provided.

A NOBLE CAUSE

Ato Tesfaye is helping his kebele to raise funds and clothes for war displaced persons. Every evening he visits friends and neighbours and asks them to contribute. Those who are poor and cannot give money give old clothes and their time. On week-ends they sew on buttons, mend jackets, shirts, and dresses, and sort these into manageable piles. Those who are able to give money give it to Ato Tesfaye. He enters the amount received in his receipt book and issues a receipt for each contribution. Bookkeeping is an important part of Ato Tesfaye's job, because he is used to keeping accurate records as he has worked in the Ministry of Finance for the last ten years.

After he has finished collecting, he returns to the Kebele office and enters the number and type of clothes he has been given in the kebele's ledger. This is a large book that has two columns: one for the Kebele's expenses, another for contributions of money and clothes. When he has finished entering the day's contributions in the ledger. He unlocks the Kebele's shed and puts the clothes inside.

Ato Tesfaye is used to this job, as he has been doing it for the last nine months. And he used to collect money for famine relief. Besides this he has taken a course in book-keeping at the University, so he is quick at adding up figures. He also uses his time wisely. He thinks ahead. Before he starts collecting in the evenings, he arranges for a Kebele's car to pick up the clothes at 9:00p.m. He tells the driver where to park and asks two or three of his friends to help carry the clothes to the car. There are always plenty of helpers, as everyone wants to assist the war displaced persons.

SOURCE: English for New Ethiopia: Pupil's Book, Grade 10.

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A NOBLE CAUSE

1. In what way is Ato Tesfaye helping his Kebele ?
  - a)... building houses for war displaced persons.
  - b)... organizing campaigns which is to go to the war fronts and help the war displaced persons.
  - c)...raising funds and collecting clothes for war displaced
  - d) b and c
  - e) all of the above
2. What was the important part of Ato Tesfaye's job ?
  - a) visiting people every evening.
  - b) book-keeping
  - c) collecting money from donors
  - d) a and b
  - e) all of the above
3. Where had Ato Tesfaye been working ?
  - a) ... Ministry of Education
  - b) ...Ministry of Finance.
  - c) ... Ministry of Defence.
  - d) a and b
  - e) all of the above
4. How long has Ato Tesfaye been doing the job of helping his Kebele ?
  - a) Over ten years
  - b) 5 years
  - c) nine months
  - d) since his election as the Kebele chairman.
  - e) it is not mentioned.
5. In what way do the rich people help the war displaced persons ?
  - a) by giving money
  - b) by giving their time
  - c) by giving money and their time
  - d) by giving old clothes
  - e) all of the above.
6. What has made Ato Tesfaye an effective worker ?
  - a) his conscientiousness
  - b) his previous experience
  - c) the experience gained since the last 9 months.
  - d) his training in book-keeping
  - e) all of the above.
7. What does Ato Tesfaye usually do ?
  - a) He visits friends and tell them to contribute money
  - b) He receives what is given by people and entering them in the Kebele's ledger.
  - c) He takes some of the contributions home.
  - d) He looks in the contribution in the Kebele's shed.
  - e) all except c.
8. Why does Ato Tesfaye enter the contribution in the Kebele's ledger and then locks it in the shed ?

- a) ... in order that it **might be safe-guarded**
  - b) ... in order that it **might be misused**
  - c).... in order not to forget who gave what.
  - d) he has no any other place to put it.
  - e) all are wrong except a and b
9. What can be said about Ato Tesfaye ? He is \_\_\_\_\_ :-
- a) a bad man
  - b) a hard working person
  - c) an ambitious person
  - d) b and c
  - e) a and b.
10. What the above writer wants to convey is :-
- a) Every one has to work hard
  - b) Fvery one has to help people in need
  - c) The need of the society should be given priority than one's own.
  - d) b and c
  - e) all of the above.
11. Which one of the following is true according to the passage ?
- a) It is not important whether Ato Tesfaye is a real person but the important thing is what the writing teaches.
  - b) We like the story because it is about a good man.
  - c) **Ato Tesfaye is an ideal person.**
  - d) all of the above
  - e) none of the above.
12. If you come acroos a war displaced family you would probably :-
- a) try to help them
  - b) tell them to go back to where they came from
  - c) critisize them for running away from the birth place
  - d) feel pity for them
  - e) a and d.
13. 'Them' in paragraph 1, sentence 2 refers to :-
- a) the war displaced person
  - b) rich people who give money
  - c) poor people who give their time or old clothes.
  - d) friends and neighbours
  - e) the Kebele people.
14. In the sentence "Those who are poor and cannot give money give old clothes and their time."
- a) The main clause is "Those (people) give old clothes and their times".
  - b) The relative clause is "who are poor and can not give money".
  - c) no part of the sentence is either main clause or relative clause:-
  - d) a and b are the correct devisions
  - e) there is no subject and verb.
15. In the 3rd paragraph, line 2, in the sentence "besides this he has taken ..." the word ' besides ' indicates \_\_\_\_\_ :-
- a) addition
  - b) contrast
  - c) consession
  - d) sequence
  - e) none

APPENDIX II B

VII Read the following passage and answer the questions that follow by writing the number and the letter of your correct choice on the separate answer sheet provided.

When at long last school opened, Munira found that he could not possibly deal with four classes by himself. Now looking back over two  
5 years that had gone, it seemed a miracle that he had managed to carry a school that long. If he could get even one extra teacher he could perhaps manage it. Standards I and II could meet in the mornings and standards III and IV in the afternoons.

He decided to cycle to Ruwa-in to confront Mr. Mazigo with the problem. It would also be good to get away from these constant talks  
10 about sun and dust. If Mazigo did not give him a teacher Munira would have to abandon the school.

But just before he could leave for Ruwa-in to see Hazigo about the school's problems two things which Munira was later to remember happened in Ilmorog. At that time however, they only seemed out of character with  
15 the sunny somnolence of the old Ilmorog as he had known it. First came the tax-officer in a government landrover accompanied by two gun-carrying Askaris. Before the officer could get out of the landrover word of his arrival had gone round: all the men somehow managed to vanish into the plains. The officer knocked at the door of every house. In each place found only women and children. "All our men have gone to your cities", Complained the women. "Look at the sun and the dust and tell us if you would stay here." In the end the officer went to Abdella's place and over a drink of beer he talked incessantly about Ilmorog country. "It seems to be getting more and more depopulated. Every year that I have come here I have been met by few and fewer males. But this trip breaks all records."

SOURCE: Wathiang'o Ngugi, *Petals of Blood*. 84-85



9. The remarks of the **women** about cities indicate that the women were \_\_\_\_\_
- a) **genuine** in what they say
  - b) against the new type of life in **cities in general**
  - c) that the men really disappeared into the cities in order to avoid paying tax
  - d) that the government's demand always made the males abandon the old way of life.
10. What type of society is revealed in the above passage ?
- a) a transitional one
  - b) a primitive one
  - c) a feudo-capitalis one
  - d) a and c
11. The government officer in the above passage is presented as \_\_\_\_\_
- a) genuine man
  - b) a man of self interest
  - c) a man of duty
  - d) a sympathetic one
12. What do you think is the writer doing by presenting the above passage ?
- a) he is trying to create a true picture of a transitional society
  - b) he is simply presenting **an imagination**
  - c) he wants to write a history of his village
  - d) he wants to tell his reader that the people in the countryside are afraid of town people.
13. The pronoun "it in line five refers to
- a) the school
  - b) the problem
  - c) Munira's managing
  - d) the two years that had gone
  - of the school
14. The main clause in the sentence "But just before he could leave for Ruwa-in to see Mazigo about the school problems two things which Munira was later to remember happened in Ilmorog." is \_\_\_\_\_
- a) which Munira was later to remember
  - b) before he could leave for Ruwa-in to see Mazingo
  - c) to see Mazingo
15. The subject of the main clause in question number 14 is
- a) Munira
  - b) which
  - c) he
  - d) two things

VIII Read the following passage and answer the questions that follow  
by writing the letter of the correct choice on the separate  
answer sheet provided.

The old home I remembered was not in the least like this. My old home was much better. But if you asked me to recall its peculiar charm or describe its beauties, I had no clear impression. It was all there was to it. Then I rationalized the matter to myself, saying: Home was always like this, and although it has not improved still it is not depressing as I imagine; it is only my mood that has changed because I am coming back to the country this time with no illusions.

This time I had come with the object of saying goodbye. The old house our clan had lived in for so many years had already been sold to another family and was to change hands before the end of the year. I had to hurry there before new year's day to say goodbye forever to the familiar old house and to move my family to another place where I was working, far from my old home town.

At dawn on the second day I reached the gateway of my home. Broken stems of the grass on the roof, trembling in the wind, made very clear the reason why this old house could not avoid changing hands. Several branches of our clan had probably already moved away, so it was unusually quiet. By the time I reached the house my mother was already at the door to welcome me, and my eight-year old nephew, Hung-erh, was with her.

Though mother was delighted; she was also trying to hide a certain needs of sadness, She told me to sit down and rest and have some tea, letting the removal wait for the time being.

SOURCE : (1984, p. 115)

The Short Story Mimeo-graphed.

VIII THE OLD HOME

1. Why did the writer want to move away his family ?
  - a) The place was no more good.
  - b) the house has become so old that it was no more fit to live in.
  - c) it has been sold to another family.
  - d) It was no more possible for the mother to live alone.
2. How many days did it take the writer to arrive at his old house ?
  - a) only one day
  - b) two days
  - c) half a day
  - d) five days.
3. The mother was trying to hide that \_\_\_\_\_ :-
  - a) she felt depressed to leave the old house.
  - b) she did not want to go to another place.
  - c) she did not want to sell the old house.
  - d) she did not like to live in town.
4. The clan lived in the old house for \_\_\_\_\_ :-
  - a) two years
  - b) many years
  - c) a short period of time
  - d) 15 years.
5. The writer thought that the house had too much changed for \_\_\_\_\_ :-
  - a) the house became old
  - b) he had lived in a new environment
  - c) he had decided to sell it
  - d) the house had been repaired.
6. Which one of the following is among the reasons for selling the old house ?
  - a) the house got old.
  - b) several of the clans had already left the place.
  - c) the need for buying another house in the town.
  - d) a and b
7. The writer says that he had come to the place (village):-
  - a) in order to say goodbye to his old house.
  - b) to sell the house.
  - c) to take his family with him
  - d) a and c
8. Is the writer happy when leaving the old house for ever ?
  - a) Yes, he is.
  - b) No, he is not.
  - c) he is neither happy nor sad.
  - d) whatever feelings he may experience, he is convinced that the house had to be sold.

9. The mother was both delighted and also felt sad because :-
- a) while the meeting of her son made her happy, the departure made her feel sorry.
  - b) though she liked her son, she did not like the departure from the old house.
  - c) she had been sad for the clan had already left the place but now delighted by the sight of the son.
  - d) b and c
10. The writer wants to reveal in this short passage
- a) that the leaving of one's birth place makes people feel sorry.
  - b) people who live in a new place are dissatisfied when they come back to the old one.
  - c) people who are used to life in the town can no more tolerate the old way of life.
  - d) The disintegration of the old and the beginning of a new life.
11. The writer of the above passage is presenting a story which is \_\_\_\_\_
- a) relaxing
  - b) serious
  - c) neither relaxing nor serious.
  - d) some times relaxing and some times serious.
12. The man in the story :-
- a) can represent any one who changes from rural to town life.
  - b) can represent a man in society where rural life begins to be replaced by city life.
  - c) cannot represent any typical person in life.
  - d) a and b.
13. The phrase 'this time' in the beginning of paragraph two is used :-
- a) for emphasis
  - b) as a transitional word to join the first and the second paragraph.
  - c) as a contrast between what had been said before and what is to follow
  - (d) all of the above.
14. The word 'also' in line 20 the last paragraph is used to show that the mother :-
- a) had other feelings apart from being delighted.
  - b) was only sad
  - c) was both sad and delighted
  - d) a and c.
15. The conjunction 'though' in line 20, last paragraph functions as :-
- a) contrastive device
  - b) adding information
  - c) as concession
  - d) a and c.

77 Read the following passage and answer the questions that follow by writing the number and the letter of your correct choice on the separate answer sheet provided.

1801- I have just returned from a visit to my landlord - the solitary neighbour that I shall be troubled with. This is certainly a beautiful country in all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society. A perfect misanthropist's Heaven: and Mr Heathcliff and I are such a suitable pair to divide the desolation between us. A capital fellow. He little imagined how my heart warmed towards him when I beheld his black eyes withdraw so suspiciously under their brows, as I rode up, and when his fingers sheltered themselves, with a jealous resolution, still further in his waistcoat, as I announced my name.

10 'Mr Heathcliff? I said.

A nod was the answer.

'Mr Lockwood your new tenant, sir. I do myself the honour of calling as soon as possible after my arrival, to express the hope that I have not inconvenienced you by my perseverance in soliciting the occupation of Thrushcross Grange: I heard yesterday you had had some thoughts \_\_\_\_\_'

15 'Thrushcross Grange is my own, sir, 'he interrupted, wincing. 'I should not allow any one to inconvenience me, if I could hinder it-walk in'

20 The 'walk in' was uttered with closed teeth, and expressed the sentiment, 'Go to the Deuce': even the gate over which he leant manifested no sympathizing movement to the words; and I think that circumstance determined me to accept the invitation: I felt interested in a man who seemed more exaggeratedly reserved than myself.

25 When he saw my horse's breast fairly pushing the barrier, he did pull out his hand to unchain it, and then sullenly preceded me up the causeway, calling, as we entered the court, - 'Joseph, take Mr Lockwood's horse; and bring some wine.'

40 'Here we have the whole establishment of domestics, I suppose,' was the reflection, suggested by this compound order. 'No wonder the grass grows up between the flags, and cattle are the only hedgecutters.'

1. What was the name of the visitor ?
  - a) Mr. Heathcliff
  - b) Mr. Lockwood
  - c) Thrushersoss
  - d) Grange
  - e) Joseph
2. The place mentioned in the above passage is \_\_\_\_\_
  - a) densely populated
  - b) desolated
  - c) scarcely populated
  - d) inhabited by no one except by Mr. Heathcliff and his servants before the coming of the visitor
  - e) inhabited by no one.
3. The visistor come to the place to be .....
  - a) a tenant
  - b) the owner of the land
  - c) a servant
  - d) an advisor to Mr. Heathcliff
  - e) a land lord
4. The name of the servant mentioned in the passage is . \_\_\_\_\_
  - a) Heath cliff
  - b) Lockwood
  - c) Joseph
  - d) tenant
  - e) Michael
5. The two people are similar in that they both
  - a) prefer desolation
  - b) are land lords
  - c) reserved
  - d) a and c
  - e) b and c
6. The vistor came to know that Mr. Heathcliff wanted to share the desolation with someone because
  - a) it was announced on the radio
  - b) someone told him
  - c) Mr. Heathcliff wrote him a letter
  - d) He read it in a news paper
  - e) none of the above
7. The visitor accepted the invitation because \_\_\_\_\_
  - a) he wanted to study what type of person Mr. Heathcliff was
  - b) unless he did it, his goal may not be fulfilled
  - c) he thought that the man might be offended unless he did it
  - d) to know more about the place
  - e) none of the above

8. Mr. Heathcliff is \_\_\_\_\_ type of person.
- a) a friendly
  - b) a frank
  - c) a cold
  - d) an odd
  - e) none
9. Which one of the following can be deduced from the passage?
- a) although the two men have much in common  
it is obvious that the two men make good friends
  - b) whether the two men could make friends or not cannot be known
  - c) nothing is said about their friendship in the passage
  - d) Mr. Heathcliff is the type of person who can never make any friend
  - e) none
10. What does the writer want to convey in this piece of writing ?
- a) It is not surprising that there are a great deal of many anti-social people in society to which Mr. Heathcliff can be cited as an example
  - b) People have their own peculiarities
  - c) the message is not clear
  - d) The writer is not interested in conveying any message
  - e) It is not easy to know what is conveyed.
11. Which one of the following is based on the passage ?
- a) We know that Mr. Heathcliff is a cold type of person because of the way he acts.
  - b) We like Mr. Heathcliff from the way he acts.
  - c) Mr. Lockwood is more likeable than Mr. Heathcliff
  - d) a and c
  - e) all of the above
12. What type of society is revealed in this passage ?
- a) feudal society
  - b) capitalist society
  - c) feudo-bourgoise society
  - d) can't be known
  - e) a and b
13. What is the key sentence or summarizing sentence in the above passage ?
- a) there is no any key sentence given
  - b) the key sentence is not easy to locate
  - c) we should never expect a key sentence in a narrative essay
  - d) key sentences are not given most of the time in narrative essays
  - e) none

Appendix II C

VII Reading the following passage and answer the questions that follow by writing the number and the letter of your correct choice on the separate answer sheet provided.

5 New England, with its early start in textile manufacture, developed a highly skilled work force. But the cost of labour there has always been higher than in the piedmont. The gap was great in the early years of this century but has gradually narrowed so that today Northern wage rate average only 10 percent above those in the South. Moreover, the workers are less widely organized in the South and are willing to work more hours per shift, more shifts per day, more days per week.

10 The resulting contrast in labour costs between New England and the South effected a competitive disadvantage to the Northern mills. On this score witness what an official commission appointed by the commonwealth of Massachusetts had to say:

15 The commission finds that ... probably the major factor in causing competitive disadvantage in the commonwealth is wages and cost of labour.

20 The commission is of the opinion that a reduction of wages in the Northern mills is no solution to the problem as it feels that any reduction would be followed by a similar reduction of wages in the South. Unionization in the Southern industry is tending to narrow the gap in wage rates and will probably continue that trend in the future. The commission finds that the differential in productivity is one of the two major factors causing competitive disadvantage to the textile industry in the commonwealth .... The commission finds that the individual work load of the Northern worker is not as great in many instances as that of the Southern worker ... The commission finds that the existing Massachusetts laws tend to prevent the most effective and economical use of machinery by rendering third shift operations difficult .

14. What device has helped the flow of idea in the above passages ?
- a) the use of direct speech
  - b) the use of indirect speech
  - c) the use of cohesive devices
  - d) a and b
  - e) all
15. The phrase compound order refers to \_\_\_\_\_
- a) the taking of the horse and bringing of wine
  - b) walking and drinking wine
  - c) walking in and having a seat
  - d) having a seat and drinking wine
  - e) serving the man wine and his horse hay

- i. By what percent is the average wage rate greater in the north than it is in the south
  - a) 5%
  - b) 7-10%
  - c) 10%
  - d) 10 - 20%
  - e) not mentioned
2. Which mills were at disadvantage according to the passage ?
  - a) that of New England
  - b) that of Piedmont
  - c) that of northern mills
  - d) a and c
  - e) that of the south
3. The commission is of the opinion that the reduction of wages in the northern mills \_\_\_\_\_
  - a) can be a solution
  - b) cannot be a solution to the problem mentioned
  - c) can partially solve the problem
  - d) can cause a revolt among the workers
  - e) will result in slow down strike
4. What was the official commission's assumptions about unionization in the southern industry ?
  - a) that it is tending to reduce the gap in wage rates
  - b) that it will soon equalize wages in the northern and southern industries
  - c) a and b
  - d) all of the above
5. What was the disadvantage with the southern workers in the above passage ?
  - a) they were less widely organized
  - b) they were less paid
  - c) they were willing to work more hours
  - d) all of the above
  - e) none of the above
6. According to the official commission's opinion. What are the factors causing competitive disadvantage in the common wealth ?
  - a) wages
  - b) cost of labours
  - c) number of work hours
  - d) workers attitude towards number of work hours
  - e) a and b

7. Why is the official commission against reduction of wages ?
- a) reduction wages in the northern industries is likely to be followed by the same measure in the south
  - b) unionization in the south is tending to reduce wage rate and will probably continue
  - c) reduction of wages may provoke rages on the side of the workers
  - d) reduction of wages is against the government policty
  - e) reduction wages may reduce the workers buying power
8. Piedmont is \_\_\_\_\_
- a) in the south of England
  - b) in the north
  - c) in northern England
  - d) the capital city in the south of New England
  - e) a town in England
9. The commission's report is based on \_\_\_\_\_
- a) his findings through an investigation
  - b) his partial support of the workers
  - c) his support of the factory owners
  - d) a and b
  - c) none of the above
10. The passage is a reflection of \_\_\_\_\_
- a) mostly an objective data
  - b) merely the writer's opinion
  - c) the writer's mere creation
  - d) a and c
  - e) a and b
11. What type of writing do you think the passage can best represent ?
- a) a narrative essay
  - b) a descriptive form of writing
  - b) an expository one
  - d) a and b
  - e) none
12. It is difficult to disagree with the writer of the passage because \_\_\_\_\_
- a) The presentation is based on sound evidence
  - b) It is difficult to pin - poit any contradiction
  - c) the writer is a well known authority
  - d) both a and b
  - e) a and c

13. In the first paragraph, the writer is using the method of \_\_\_\_\_ in developing the paragraph
- a) putting the happenings according to their chronological order
  - b) compare & contrast
  - c) only comparing
  - d) Illustration
  - c) none
14. What part is the main clause in the sentence "New England, with its early start in textile manufacture, developed a highly skilled work force"
- a) The whole thing is the main clause
  - b) the part which is not underlined
  - c) only the underlined part
  - d) cannot be decided
  - c) England developed work force
15. What are the subject and verb in sentence No. fourteen given above ?
- a) England - start
  - b) highly skilled work force develop
  - c) New England - developed
  - d) the subject is England but it has no any verb
  - e) textile manufacture - develop

IX Read the following passage and answer the questions that follow by writing the number and the letter of your correct choice on the separate answer sheet provided.

5 Weather varies from day to day and climate differs from region to region because of variations in the amounts of weather and climate set forth in the previous section. And the climatic elements vary temporally and regionally because of the operation of the climatic controls. To be sure each of the climatic elements (Solar energy, temperature, precipitation and winds) also functions as a climatic control and influences each of the other elements, but there are other controls in addition.

10 The most fundamental control of both weather and climate is the unequal heating and cooling of the atmosphere in different parts of the earth. While the earth as a whole loses as much heat to space as it gains from the sun, some parts experience a net gain and others a net loss. This unequal heating occurs on a wide variety of geographic scales the largest and most important of which is the differential between high and low latitudes. But heating and cooling differences also exist between continents and occurs, between snow-covered and snow free areas, between forests and cultivated land, and even between cities and their surrounding country sides. These heating and cooling differences, and the air movement (winds) they induce represent the over-all general back-ground control of weather and climate. The more specific controls are derived from various geographic factors included are:

- a) latitude,
- b) distribution of continents and oceans,
- c) pressure and wind systems
- d) ocean currents.
- e) altitude
- f) local features

a) latitudinal Variations in Solar Radiations:-

20 Latitudinal differences in the amount of solar energy received are the most basic climatic control. In low latitudes the sun is high in the sky, there is least obstruction by the atmosphere, the Solar radiation is intense and the climate is Warm and tropical; in high latitudes the sun is lower in the sky, the solar radiation is weaker, and the climate is colder. The zone of maximum solar radiation shifts north ward during the year, there by producing the seasons.

SOURCE : Muluneh Woldetsadik

(Unpublished 1986 p. 20 - 21)

1. The climatic elements mentioned in the passage are \_\_\_\_\_
  - a) solar energy and temperature
  - b) temperature and precipitation
  - c) winds and solar energy
  - d) winds, solar energy, temperature and precipitation
  - e) none of the above
2. Why do the climatic elements vary temporally and regionally ?
  - a) because of climatic controls
  - b) the unequal heating and cooling of the atmosphere
  - c) because of climatic elements
  - d) a and b
  - e) all of the above
3. What is the relation between each climatic elements ?
  - a) they influence one another.
  - b) the function of one element by no means affect the other
  - c) their influence up one another is insignificant
  - d) b and c
  - e) none of the above
4. Where do we find the maximum difference in heating on the surface of the earth ?
  - a) on the equator and the tropics
  - b) in northern and southern hemisphere
  - c) between high and low latitudes
  - d) on the polar regions
  - e) none of the above
5. Apart from low and high latitudes, where else do cooling differences exist.
  - a) only between continents
  - b) sometimes between snow-covered and snow free areas
  - c) between contrasting areas
  - d) a and b
  - e) none of the above

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6. What are the various geographic factors from which the more specific controls are derived ?
- a) latitudes
  - b) distribution of continents and oceans
  - c) pressure, wind system and ocean currents
  - d) altitude and local features
  - e) all of the above
7. If we have an equal amount of heating and cooling everywhere on earth, there will be
- a) a great variation of weather everywhere
  - b) no variation between high and low latitudes
  - c) a little variation between high and low latitudes
  - d) only some variations here and there
  - e) none of the above
8. Which of the following is true according to the passage ?
- There is a cooling difference between \_\_\_\_\_
- a) Addis Ababa and Menagesha
  - b) The big, forest in the Ilubabor administrative region and the state farm 5 kms away
  - c) The top of the Ras Dashan and the village bellow
  - d) all of the above
  - e) none of the above
9. What is the purpose of the writer in presenting the above piece of writing ?
- a) to **impart knowledge**
  - b) to make us conscious against bad weather
  - c) **to give some** an advice to wear suitable clothes according to the condition of the weather
  - d) all of the above
  - e) none of the above
10. The above piece of writing is an example of \_\_\_\_\_
- a) a creative writing
  - b) a result of a **thorough study**
  - c) specifically a short story
  - d) a and b
  - e) all of the above

11. What is the main idea of the above passage ?
- a) Weather varies from day to day
  - b) Climate differs from region to region
  - c) Weather varies from day to day and climate differs from region to region
  - d) a and b
  - e) all of the above
12. What is the writer doing when he writes, "The specific controls are derived from various geographic factors: latitude, distribution of contents ... etc." in line 22 - 26
- a) classifying
  - b) defining
  - c) defining and illustrating
  - d) presenting argument
  - e) none
13. Read the following jumbled sentences and choose the right sequences from the given alternatives.
1. The most fundamental control of both weather and climate is the unequal heating and cooling of the atmosphere in different parts of the world.
  2. Some parts experience a net gain and others a net loss
  3. This unequal heating occurs on a wide variety of geographic scales
  4. While the earth as a whole loses as much heat to space as it gains
  5. The largest and most important of which is the differential between high and low latitudes.
- a) 1, 2, 4, 3, 5
  - b) 1, 4, 2, 3, 5
  - c) 1, 4, 3, 2, 5
  - d) 1, 4, 2, 5, 3
  - e) 3, 1, 4, 2, 5
14. The word 'there by' in the last sentence of the above passage indicates \_\_\_\_\_
- a) cause
  - b) effect
  - c) cause and effect
  - d) result
  - e) none of the above
15. What is the main idea of the last paragraph in the above passage ?
- a) the zone of maximum radiation shifts ward during the year
  - b) Seasons are produced by the north ward shift of the solar radiation
  - c) The most basic climatic control are said to be latitudinal
  - d) differences in the amount of solar energy received
  - e) a and b
  - f) a and c

VIII Read the following passage and answer the questions that follow by writing the number and the letter of your correct choice on the separate answer sheet provided.

5 The rate at which snow is converted into ice depends to a very great extent on temperature. This is readily observable in many winters in Britain. Heavy wet snow falling with temperature near the freezing point is converted to a very icy mixture on the ground. The process concerned is that the pressure between grains includes thawing followed by freezing when the water migrates into the voids between the grains. Dry **powdery** snow at low temperatures is converted to ice much more slowly, because the weight is less and the temperature lower, so that there is less chance of thawing and refreezing at grain margins. Embleton and King (1968) state that in the Alps snow with a specific gravity of about 0.08 may be converted to ice with a specific gravity of about 0.9 in 25 - 40 years while in Greenland the corresponding period is 150 - 200 years. The rate of conversion to ice is one of the characteristics which serve to distinguish temperature from old glaciers.

10 When an appreciable mass of ice is present it will start to move outwards its velocity principally on its surface gradient. Away from the centers of accumulation of ice, usually on lower ground the fate of the moving sheet of ice depends mainly on the balance maintained between the supply from the centre of dispersal and the rate of ablation in the marginal regions of the glacier or ice sheet. The nature of the glacial action varies with the position of the area concerned in relation to the ice sheet. Generally speaking the highlands from which the ice is dispersed are primarily regions of erosion (Plate 34). If the ice sheet covered the whole area there may have been a **general grinding** down of the surface.

SOURCE : (Sparks, B.W. 1972. pp. 360 - 361)

1. What is the rate that determines the rate at which snow is covered into ice ?
  - a) heat
  - b) temperature
  - c) pressure
  - d) a and b
  - e) none
2. At what point is there a less chance of thawing and refreezing ?
  - a) at 4°C
  - b) at rain margins
  - c) at higher temperature
  - d) all of the above
  - e) none of the above
3. What is one of the characteristics that distinguish ~~temperature~~ from cold glaciers ?
  - a) the rate of conversion to ice
  - b) velocity
  - c) gradient
  - d) specific gravity
  - e) none of the above
4. In what way does the nature of the glacial action vary ? It varies with
  - a) the position of the area concerned in relation to the ice sheet.
  - b) the ablation in the marginal region
  - c) the gradient
  - d) b and c
  - e) none of the above
5. Dry powdery snow at lower temperature is converted to ice at a much more slower rate because of its \_\_\_\_\_
  - a) weight being less
  - b) temperature being lower
  - c) great mass
  - d) all of the above
  - e) a and b
6. The two factors that play a role in determining the rate of conversion of powdery snow to ice are \_\_\_\_\_
  - a) the amount of weight and the degree of temperature
  - b) pressure and gradient
  - c) region and season
  - d) weight and pressure
  - e) weight and temperature

7. The result of the migration of water into the voids between the grains of ice will be
- a) melting and refreezing
  - b) thawing followed by refreezing
  - c) only melting
  - d) a and b
  - e) none
8. Heavy wet snow with high temperature is converted to ice \_\_\_\_\_
- a) much rapidly
  - b) much slowly
  - c) at the normal rate
  - d) at a much slower rate
  - e) at a more quick rate.
9. The snow and temperature \_\_\_\_\_ in the Alps than they are in Greenland
- a) dry, high
  - b) dry, low
  - c) wet, low
  - d) wet, high
  - e) none of the above
10. The above piece of writing is more probably from \_\_\_\_\_ book(s)
- a) Geography
  - b) a history
  - c) one of the natural sciences
  - d) from a work of fiction
  - e) a and c
11. The writer in the above passage wants to \_\_\_\_\_
- a) convey a piece of information
  - b) entertain the reader
  - c) teach the importance of snow
  - d) the effect of temperature on snow
  - e) none of the above
12. The main idea of the above passage is that
- a) temperatue determines the rate at which snow is converted into ice
  - b) without snow ice cannot exist
  - c) ice is formed from snow
  - d) without temperature neither snow nor ice can take place
  - e) none of the above
13. In the first paragraph of the above passage, \_\_\_\_\_
- a) the very first sentence contains the gist (the main idea)
  - b) the gist is not explicit
  - c) the main idea is not given
  - d) the main idea is implied
  - e) c and d

14. 'Which' in the sentence "the high lands from which ..." in line 10  
second paragraph refers to
- a) regions
  - b) high lands
  - c) the ice
  - d) erosion
  - e) none of the above
15. 'This' in the second line, 1st paragraph refers to \_\_\_\_\_
- a) heavy wet snow
  - b) ~~the~~ dependence of the rate of the conversion of snow into ice
  - c) the dependence of the rate of the conversion of ice into snow
  - d) temeperature
  - e) none of the above

Appendix III A

1. Answer key for the common cloze passages

Passage 1

1. in	11. lamp	21. how	31. the	41. and
2. is	12. and	22. of	32. put	42. was
3. hands	13. the	23. useful	33. hole	43. pope
4. hands	14. big	24. the	34. hot	44. out
5. cannot	15. he	25. hole	35. covered	45. tap
6. was	16. tap	26. pope	36. solder	46. out
7. was	17. of	27. then	37. solder	47. was
8. how	18. They	28. lamp	38. There	48. the
9. of	19. happy	29. away	39. the	49. smiled
10. tools	20. a	30. pope	40. to	50. and

Passage 2.

1. sun	11. noon	21. shortest	31. there	41. of
2. at	12. low	22. early	32. be	42. by
3. he	13. was	23. late	33. could	43. left
4. little	14. rent	24. you	34. time	44. who
5. he	15. tell	25. tell	35. any	45. ago
6. because	16. of	26. found out	36. first	46. from
7. people	17. the	27. advantages	37. with	47. to
8. by	18. was	28. the	38. bottom	48. was
9. when	19. in	29. on	39. water	49. glass
10. in	20. noon	30. could	40. a	50. instead

Passage 3

- |            |             |             |               |              |
|------------|-------------|-------------|---------------|--------------|
| 1. have    | 11. more    | 21. wasted  | 31. bad       | 41. as       |
| 2. parts   | 12. if      | 22. eat     | 32. heard     | 42. Have     |
| 3. a       | 13. to      | 23. to      | 33. countries | 44. number   |
| 4. died    | 14. will    | 24. a       | 34. rain      | 44. number   |
| 5. why     | 15. hungry  | 25. produce | 35. years     | 45. seeds    |
| 6. people  | 16. people  | 26. In      | 36. not       | 46. farmers  |
| 7. get     | 17. they    | 27. is      | 37. reason    | 47. these    |
| 8. are     | 18. is      | 28. wasted  | 38. of        | 48. produced |
| 9. One     | 19. Another | 29. to      | 39. price     | 49. of       |
| 10. people | 20. A       | 30. food    | 40. and       | 50. help     |

Passage 4

- |           |              |               |                 |                 |
|-----------|--------------|---------------|-----------------|-----------------|
| 1. a      | 11. that     | 21. about     | 31. choice      | 41. interesting |
| 2. write  | 12. do       | 22. insects   | 32. to          | 42. later on    |
| 3. during | 13. an       | 23. something | 33. merely      | 43. reason      |
| 4. first  | 14. that     | 24. the       | 34. interesting | 44. English     |
| 5. four   | 15. keep     | 25. have      | 35. a           | 45. diary       |
| 6. day    | 16. write    | 26. may       | 36. the         | 46. good        |
| 7. a      | 17. most     | 27. roused    | 37. of course   | 47. when        |
| 8. diary  | 18. happened | 28. something | 38. we          | 48. write       |
| 9. It     | 19. is       | 29. or        | 39. to          | 49. and         |
| 10. to    | 20. may      | 30. is        | 40. keep        | 50. really      |

Passage 5

- |            |            |               |             |            |
|------------|------------|---------------|-------------|------------|
| 1. that    | 11. who    | 21. kinds     | 31. had     | 41. the    |
| 2. clothes | 12. beans  | 22. The       | 32. animals | 42. used   |
| 3. of      | 13. But    | 23. the       | 33. would   | 43. long   |
| 4. to      | 14. slow   | 24. Ocean     | 34. and     | 44. tails  |
| 5. They    | 15. didn't | 25. used      | 35. gone    | 45. as     |
| 6. money   | 16. of     | 26. were      | 36. to      | 46. Africa |
| 7. money   | 17. made   | 27. the       | 37. to      | 47. are    |
| 8. found   | 18. But    | 28. something | 38. them    | 48. bars   |
| 9. man     | 19. all    | 29. cattle    | 39. cloth   | 49. and    |
| 10. wanted | 20. money  | 30. using     | 40. using   | 50. as     |

Passage 6

- |            |                  |              |            |                |
|------------|------------------|--------------|------------|----------------|
| 1. friends | 11. He           | 21. he       | 31. in     | 41. university |
| 2. them    | 12. in           | 22. office   | 32. the    | 42. at         |
| 3. are     | 13. a            | 23. and      | 33. the    | 43. also       |
| 4. money   | 14. Book-keeping | 24. has been | 34. used   | 44. He         |
| 5. their   | 15. of           | 25. ledger   | 35. he     | 45. starts     |
| 6. sew     | 16. is           | 26. book     | 36. for    | 46. he         |
| 7. shirts  | 17. records      | 27. one      | 37. And    | 47. can        |
| 8. these   | 18. in           | 28. another  | 38. money  | 48. at         |
| 9. who     | 19. for          | 29. and      | 39. this   | 49. the        |
| 10. money  | 20. After        | 30. finished | 40. course | 50. and        |

## Appendix III B

## 2. Size test answer key for the passages from the English text books

## Passage 7

1. years	11. cycle	21. the	31. Askaris	41. your
2. seemed	12. with	22. which	32. get	42. Look at
3. had	13. also	23. remeber	33. word	43. dust
4. that	14. away	24. that	34. gone	44. you
5. get	15. about	25. seemed	35. somehow	45. the
6. he	16. did	26. the	36. the	46. to
7. Standards	17. teacher	27. old	37. the	47. a
8. meet	18. abandon	28. known	38. In	48. It
9. standards	19. before	29. tax	39. only	49. more
10. the	20. Ruwa-in	30. Landrover	40. our	50. year

## Passage 8

1. much	11. as	21. been	31. old	41. moved
2. asked	12. only	22. and	32. on	42. unusually
3. peculiar	13. changed	23. before	33. reached	43. I
4. beauties	14. back	24. year	34. home	44. mother
5. impression	15. time	25. there	35. grass	45. door
6. to	16. time	26. to	36. in	46. my
7. matter	17. the	27. to	37. clear	47. was
8. was	18. goodbye	28. and	38. old	48. delighted
9. although	19. clan	29. to	39. changing	49. to
10. still	20.	30. was	40. our	50. of

Passage 9

- |               |                |                  |                 |               |
|---------------|----------------|------------------|-----------------|---------------|
| 1. beautiful  | 11. my         | 21. your         | 31. interrupted | 41. think     |
| 2. I          | 12. when       | 22. do           | 32. allow       | 42. to accept |
| 3. I          | 13. ice        | 23. calling      | 33. me          | 43. felt      |
| 4. a          | 14. then       | 24. after        | 34. it          | 44. who       |
| 5. from       | 15. up         | 25. the          | 35. in          | 45. than      |
| 6. A          | 16. sheltered  | 26. not          | 36. teetch      | 46. me        |
| 7. and        | 17. resolution | 27. persevenance | 37. Go          | 47. the       |
| 8. suitable   | 18. waistcoat  | 28. of           | 38. the         | 48. out       |
| 9. desolation | 19. name       | 29. you          | 39. leant       | 49. it        |
| 10. fellow    | 20. nod        | 30. is           | 40. to          | 50. me        |

Appendix III C

3. Cloze test answer key for the passages from the Geography text books

Passage 7

- |             |                 |                |               |                  |
|-------------|-----------------|----------------|---------------|------------------|
| 1. labour   | 11. and         | 21. had        | 31. reduction | 41. factors      |
| 2. higher   | 12. more        | 22. finds      | 32. a         | 42. the          |
| 3. The      | 13. shifts      | 23. facotr     | 33. in        | 43. commonwealth |
| 4. the      | 14. per         | 24. in         | 34. the       | 44. the          |
| 5. century  | 15. in          | 25. and        | 35. to        | 45. the          |
| 6. so       | 16. and         | 26. commission | 36. wage      | 46. as           |
| 7. rates    | 17. competitive | 27. that       | 37. continue  | 47. as           |
| 8. above    | 18. mills       | 28. in         | 38. future    | 48. worker       |
| 9. Moreover | 19. what        | 29. no         | 39. the       | 49. the          |
| 10. widely  | 20. by          | 30. for        | 40. one       | 50. to           |

Passage 8

1. vary	11. the	21. variety	31. These	41. in
2. of	12. of	22. largest	32. and	42. in
3. climatic	13. parts	23. which	33. induce	43. energy
4. each	14. the	24. high	34. background	44. basic
5. also	15. loses	25. heating	35. climatic	45. latitudes
6. control	16. space	26. exist	36. are	46. in
7. the	17. the	27. between	37. factors	47. least
8. are	18. a	28. free	38. of	48. the
9. The	19. a	29. cultivated	39. and	49. and
10. both	20. heating	30. cities	40. altitude	50. and

Passage 9

1. in	11. powdery	21. may	31. ice	41. and
2. Heavy	12. is	22. with	32. start	42. in
3. temperature	13. more	23. about	33. velocity	43. the
4. is	14. is	24. years	34. gradient	44. The
5. icy	15. lower	25. corresponding	35. of	45. action
6. The	16. less	26. years	36. on	46. of
7. the	17. refreezing	27. to	37. of	47. relation
8. thawing	18. and	28. the	38. ice	48. Generally
9. the	19. the	29. distinguish	39. balance	49. which
10. voids	20. specific	30. When	40. from	50. are

Appendix III B:

Answer key for the comprehension tests.

1. Answer key for the common passages:

P1	P2	P3	P4	P5	P6
1. a	1. a	1. .	1. a	1. d	1. c
2. c	2. b	2. a	2. b	2. b	2. b
3. b	3. b	3. b	3. d	3. c	3. b
4. d	4. b	4. 3	4. c	4. d	4. c
5. a	5. e	5. d	5. d	5. d	5. c
6. a	6. d	6. c	6. e	6. b	6. e
7. a	7. b	7. e	7. d	7. d	7. e
8. b	8.a	8. a	8. d	8. a	8. e
9. d	9. a	9. d	9. d	9. a	9. b
10. a	10. a	10. d	10. b	10. c	10. c
11. b	11. c	11. a	11. a	11. c	11. a
12. a	12. a	12. b	12. a	12. a	12. e
13. c	13. d	13. a	13. a	13. a	13. d
14. b	14. a	14. a	14. a	14. a	14. d
15. b	15. d	15. a	15. c	14. c	15. a

2. Answer key for the passages from the English text books:

P7	P8	P9
1. 3	1	1. b
2. b	2. b	2. b
3. a	3. a	3. a
4. d	4. b	4. c
5. c	5. b	5. d
6. b	6. d	6. b

P7	P8	P.9
7. d	7. b	7. a
8. b	8. d	8. c
9. a	9. b	9. b
10. d	10. a	10. a
11. b	11. b	11. e
12. b	12. a	12. a
13. b	13. c	13. b
14. d	14. c	14. e
15. c	15. c	15. a

3. Answer key for the passages from the Geography text books:

P7	P8	P9
1. d	1. c	1. b
2. a	2. d	2. b
3. a	3. b	3. a
4. c	4. a	4. a
5. c	5. d	5. e
6. e	6. e	6. a
7. b	7. b	7. b
8. d	8. d	8. a
9. a	9. a	9. d
10. b	10. a	10. a
11. e	11. c	11. a
12. a	12. d	12. a
13.	13. b	13. b
14. d	14. c	14. b
15. c	15. c	15. c

# Appendix IV A. Raw Score of Cloze and Comprehension for English Degree Students.

Code	P <sub>1</sub>		P <sub>2</sub>		P <sub>3</sub>		P <sub>4</sub>		P <sub>5</sub>		P <sub>6</sub>		P <sub>7</sub>		P <sub>8</sub>		P <sub>9</sub>	
	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.	cloze	Comp.
001	46	55	32	62	42	60	20	58	33	45	20	30	8	50	24	34	18	30
002	66	70	32	60	42	53	46	63	28	53	22	34	24	60	5	33	14	27
003	54	87	44	57	58	75	42	57	27	53	15	87	6	41	6	30	4	34
004	46	60	40	59	42	67	30	50	28	60	36	67	10	47	11	40	20	33
005	68	80	62	75	62	75	30	57	32	47	36	40	12	73	26	43	16	27
006	64	87	48	67	66	73	38	67	24	67	45	53	20	47	12	47	18	27
007	66	73	34	73	50	67	40	43	33	47	32	62	21	73	23	47	18	27
008	64	73	60	73	60	58	36	64	46	60	42	47	20	47	21	47	18	60
009	72	83	24	40	60	73	22	43	27	53	14	67	6	53	4	33	8	33
010	54	75	44	56	47	75	38	48	26	53	28	60	9	67	16	53	8	33
011	90	94	68	78	72	79	46	57	50	62	50	75	30	53	23	40	14	47

NOTES: P<sub>1</sub>, P<sub>2</sub>... P<sub>9</sub> means Passage one, Passage two, etc.

Comp. - Comprehension

The grade difficulty levels of passage 7, 8, and 9 are 6, 7, and 8 respectively.

-125-

## Appendix IV B: Raw score for English Diploma students

Code	P <sub>1</sub>		P <sub>2</sub>		P <sub>3</sub>		P <sub>4</sub>		P <sub>5</sub>		P <sub>6</sub>		P <sub>7</sub>		P <sub>8</sub>		P <sub>9</sub>	
	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.
001 E.D	66	77	38	57	48	58	36	64	27	47	36	60	20	47	6	46	20	
002 E.D	58	60	38	60	42	58	38	71	34	53	28	73	11	53	9	40	22	
003 E.D	58	80	44	60	48	50	26	64	38	16	40	57	18	40	14	27	18	
004 E.D	65	90	44	57	66	78	42	71	32	67	36	73	20	40	7	47	18	
005 E.D	52	70	42	63	40	60	16	50	18	40	32	73	12	38	4	20	4	
006 E.D	70	83	42	67	46	50	26	64	36	53	34	47	13	47	23	47	6	
007 E.D	52	69	30	50	14	29	14	23	16	35	36	60	14	53	3	47	4	
008 E.D	50	75	34	60	44	51	22	50	38	75	42	55	16	53	10	47	12	
009 E.D	70	87	42	60	58	68	38	50	36	55	40	67	24	53	25	47	6	
010 E.D	56	77	34	67	34	47	4	50	10	53	22	60	8	60	3	40	4	
011 E.D	53	77	34	58	46	62	32	64	37	57	42	67	24	53	18	18	14	
012 E.D	42	73	41	56	40	67	26	64	14	53	32	60	16	60	8	47	6	
013 E.D	46	80	32	67	32	53	22	50	24	37	32	67	20	33	12	40	20	
014 E.D	49	73	34	67	52	67	38	43	34	49	30	67	16	45	13	47	8	
015 E.D	62	75	52	66	50	65	32	57	35	48	42	73	3	60	6	33	10	
016 E.D	72	86	38	58	48	63	38	71	31	53	22	73	20	40	3	40	4	
017 E.D	72	86	60	80	62	73	46	71	41	51	38	73	22	40	25	40	16	

Appendix I: C: Raw score for Geography  
Examina Standards

Code	P		E		F		G		H		I		J		K		L	
	Comp	App	Comp	App	Comp	App	Comp	App	Comp	App	Comp	App	Comp	App	Comp	App	Comp	App
001 G-L	20	70	38	86	24	62	8	53	2	26	2	46	4	47	8	40	10	58
002 G-L	56	67	54	68	44	52	44	48	36	67	58	53	4	67	18	81	44	72
003 G-L	53	70	58	53	50	23	32	42	32	60	51	53	21	60	24	81	36	64
004 G-L	44	60	44	50	32	81	16	45	24	56	25	65	21	44	18	32	24	62
005 G-L	141	60	38	64	40	42	20	57	22	53	32	60	23	40	14	47	34	64
006 G-L	62	75	30	55	44	55	18	43	24	47	26	60	10	60	6	57	18	55
007 G-L	58	60	46	64	50	48	34	43	24	60	50	80	30	30	32	53	32	47
008 G-L	64	80	42	58	36	58	18	57	29	53	44	60	26	55	14	58	30	72
009 G-L	44	56	26	40	32	45	4	14	30	54	34	47	26	60	24	44	52	64
010 G-L	62	73	38	47	32	42	8	33	41	47	16	33	21	60	12	26	36	64
011 G-L	40	60	20	35	32	42	6	29	34	40	12	60	17	55	28	46	36	40
012 G-L	51	67	36	40	46	60	16	57	35	67	22	67	23	60	24	51	36	72
013 G-L	44	53	34	47	32	42	14	29	2	47	16	53	17	57	26	57	34	61
014 G-L	44	56	24	48	18	67	14	36	8	46	22	50	4	53	8	47	12	58
015 G-L	51	60	24	42	28	42	24	38	27	53	16	60	11	33	16	73	8	81
016 G-L	57	73	26	46	38	50	22	50	39	60	51	60	17	55	16	67	34	61
017 G-L	60	53	28	53	36	57	26	43	10	46	6	67	18	47	15	35	16	55
018 G-L	67	57	46	53	48	69	28	70	62	54	44	60	24	33	16	67	38	73
019 G-L	23	47	8	27	6	26	4	24	14	21	2	33	11	33	16	7	24	17
020 G-L	41	55	32	55	30	42	16	57	2	53	3	53	18	26	20	47	26	64
021 G-L	52	73	34	67	36	42	8	43	3	51	34	53	16	46	34	57	32	55
022 G-L	67	57	58	72	44	74	32	64	22	41	31	61	21	73	32	53	32	50
023 G-L	61	53	32	46	43	55	16	52	32	53	24	47	22	42	16	47	23	24
024 G-L	45	53	34	66	30	50	12	36	14	24	16	44	11	47	10	57	3	36
025 G-L	40	84	36	53	42	62	26	36	36	47	22	73	11	83	14	47	36	102
026 G-L	61	73	44	63	54	59	28	50	14	47	36	73	14	82	18	60	32	111
027 G-L	108	60	32	53	12	54	14	24	15	25	26	53	3	46	20	47	20	108
028 G-L	53	73	44	36	42	58	18	50	36	53	22	46	26	50	22	73	38	72
029 G-L	37	64	34	54	26	33	12	66	15	67	12	36	7	67	18	146	22	45
030 G-L	46	80	26	47	46	67	8	56	34	47	21	47	11	36	16	17	17	41
031 G-L	64	73	25	43	46	53	26	50	20	57	26	57	17	14	14	14	14	14
032 G-L	67	66	47	57	45	26	57	16	16	27	18	37	18	73	6	116	24	74
033 G-L	58	80	44	66	46	64	38	50	49	16	46	53	16	29	46	26	27	107
034 G-L	77	84	1	46	50	36	57	30	73	34	47	73	47	28	37	38	107	107

Notes: G-L - Geography diploma  
The grade at the end of each paragraph is the  
average of 10 and 12 respectively.

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Appendix IV D: RAW DATA FOR GEOGRAPHY  
STUDENTS

Code	P <sub>1</sub>		P <sub>2</sub>		P <sub>3</sub>		P <sub>4</sub>		P <sub>5</sub>		P <sub>6</sub>		P <sub>7</sub>		P <sub>8</sub>		P <sub>9</sub>	
	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.	close	Comp.
001	44	67	22	47	30	67	20	36	7	40	22	53	9	43	12	25	6	30
002	48	60	20	40	32	75	14	43	18	46	12	60	15	47	14	73	26	55
003	32	40	24	33	32	45	16	57	23	53	26	40	20	43	10	53	24	33
004	64	67	58	47	<del>44</del>	67	18	57	32	67	32	40	18	60	8	40	14	73
005	37	53	20	53	40	52	26	36	30	50	28	<del>20</del>	26	60	12	53	5	36
006	48	60	32	33	44	55	20	39	35	53	14	<del>60</del>	19	67	8	40	32	36
007	64	73	48	40	44	58	22	42	18	53	<del>22</del>	33	23	30	24	60	36	55
008	44	53	20	40	34	50	20	38	49	47	6	<del>63</del>	23	47	12	53	22	36
009	37	60	18	30	16	25	16	45	11	26	22	60	11	60	16	80	<del>86</del>	55
010	40	75	24	53	48	59	18	36	26	32	24	<del>60</del>	23	60	28	60	24	36
011	64	73	40	58	42	50	26	36	27	42	20	47	21	67	20	30	30	55
012	36	60	5	53	15	58	24	57	4	47	4	<del>63</del>	2	53	2	12	2	60
013	50	60	20	40	13	25	24	57	25	47	22	<del>53</del>	16	60	24	67	24	26
014	62	73	34	40	54	64	24	36	52	62	54	<del>67</del>	5	40	14	47	18	47
015	63	73	52	57	54	63	32	43	38	53	50	60	30	53	28	53	28	67
016	64	80	42	60	62	72	36	43	50	63	56	60	37	40	38	60	22	18

Appendix V A

C.D \_\_\_\_\_

Questionnaire

INSTRUCTION

Answer the following questions by putting a tick mark ( ) in the space provided except when a response is required.

1. Where did you attend your junior and senior high school ?

junior (7 1 8) \_\_\_\_\_ Administrative region \_\_\_\_\_  
town \_\_\_\_\_ city \_\_\_\_\_  
senior \_\_\_\_\_ (9-12) town \_\_\_\_\_ city \_\_\_\_\_

2. Family back ground

Could your parents or guardians with whom you lived while attending high school read and write English ?

a. yes / /                      b. no / /

3. If they did, did they know enough English to help you improve your reading ?

a. yes / /                      b. no / /

4. Did you have areading comprehension lesson in your junior and senior secondary school ?

Junior:    Yes / /                      ,    No / /

Senior :    Yes / /                      ,    No / /

5. If your answer to question number 4 is yes, which of the following takes were performed by the teacher and the students ?

/ / - The teacher only explained the meaning of the difficult words and the students read the text and then answered the comprehension questions which were later checked by the teacher.

/ / the teacher taught the meaning of the difficult words and then read the comprehension passages explaining the ideas (in each passage).

/ / The teacher explained only 3 or four words, asked some general questions so as to draw attention towards the reading and the rest was done by the students whose answers are later checked by the teacher.

6. If you think that the above choices are unsatisfactory, please state here how the procedure was

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-----

7. If at all the students were to read the reading passages during their reading comprehension lessons, did they read loudly or silently ?

a. loudly / /      b. silently / /

8. Were you given assignments to read books other than your text book while in high school ?

a. Yes / /      b. No / /

9. If the answer to no. 8 is yes, did your teacher ask you to make a review of the book assigned ?

a. Yes / /      b. No / /

10. Do you read English works of fiction during your free time ?

a. Yes / /      b. No / /

11. If your answer to question no. 10 is yes, how often ?

a. once a month / /      b. twice a month / /  
c. once in two months / /      d. once in more than 2 months / /

12. If your answer to question no. 11 is either a, b or c, can you name any other books you have read during the last semester ?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Appendix V 8

THE RESULT OF THE QUESTIONNAIRE

Items	Number of Response	Mean (X)	Standard Deviation	Test statistics t-test*	Significance level 0.05	Conclusion
a) Addis Ababa Gov.	12	23	10.7AVSB	1.61	"	No difference
b) Outside A.A. Mission	6	10.2	3.4AVSB	0.00	"	"
c) Outside A.A. Gov.	60	25.2	7.1BVSb	1.53	"	"
a) Family speak English	21	23.0	8.1	1.5	"	"
b) Family don't speak Eng.	58	25.7	6.7		"	"
a) Family Give Assistance	20	21.7	8.0	2.91	significant	there is a significant difference
b) Family did not give Asst.	47	25.8	0.8		"	"
a) Had Reading Comp. lesson	41	26.1	6.9	1.62	Not significant	there is no significant difference
b) Did not have comp. lesson	24	24.8	7.3		"	"
1	23	35.5	6.7	1.67-1.53	"	Not significant
2	49	26.0	6.7	1.63-1.64	"	"
3	9	27.7	7.7	2.33-0.76	"	"
a) Read loudly	33	25	7.9	0.17	"	"
b) Read silently	38	26.3	0.3		"	"
a) Do outside reading	27	25.8	7.4	0.60	"	"
b) Do not do outside reading	34	24.4	7.8		"	"
a) Book review	24	24.5	6.6 AVSB	0.17	"	"
b) No book review	34	24.8	7.0 AVSB		"	"
a) Read fiction	44	24	7.5 AVSB	1.26	"	"
b) Do not read fiction	49	25.9	7.0		"	"
a) Never	-	-	-	-	-	-
b) Once in a month	11	29.9	9.2	1.72	Not significant	No difference
c) Twice a month	12	24.0	5.2	2.17	significant	there is a significant difference
d) More than twice	14	23.4	5.7	0.56	Not significant	No difference

\* t-calculated = 2  
 If t-calculated is greater than t-tabulated there is a significant difference  
 If t-calculated is less than t-tabulated there is no significant difference

DECLARATION

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

Name:- Mendida Barkesa

Signature 