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READABILITY LEVEL ASSESSMENT OF TIGIRINYA TEXTBOOK
FOR GRADE FOUR STUDENTS

By

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SCHOOL OF GRADUATE STUDIES

ADDIS ABABA UNIVERSITY

June 2004



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A thesis submitted to the school of graduate studies of Addis Ababa University
in Partial fulfillment of the requirements for the degree of Master of Arts in
Linguistics.

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ACKNOWLEDGMENTS

My deepest and heart felt thanks goes to my advisor Dr. Abebe G/Tsadik who helped me during the various level of the study. I am extremely grateful to him for his constructive comments and suggestions which were very important for the improvement of the content and form of the study.

My thanks also goes to NUFU project for funding my education and the present study. I am also grateful for the whole staff of department of linguistics for their kind help and cooperation during my whole study.

I am also deeply indebted to my mother Weynarg Tsegay, my brother Kahasu Yimulaw, my wife Gezach Hailu and my children Frezgi and Semhal for their unreserved encouragement and help during my study.

I would like to express my gratitude to my friends Molla Tsegaye and Meressa Assefa for their encouragement and kind help during my study.

Finally, my thanks goes to all students, teachers and directors (especially Wofri Selam Elementary School Community) that contributed in various ways to the successful completion of the study.

ABSTRACT

The principal objective of this study was to assess the readability level of Tigrinya textbook for grade four students. For doing so, the readability level of the textbook was computed using the Fog Index readability formula. In order to assess the comprehension level of the target students and the readability of the textbook, three cloze tests were administered to Wofri Selam elementary school fourth grade students. In order to see the possible effect of grade difference on the result, the tests were administered to third and Fifth grade students. Interviews were also conducted with the students to gather their opinions about the textbook's readability level. Finally, readability checklist was used to gather Tigrinya teachers' opinions about the readability of the textbook.

The finding from the Fog Index readability formula indicated the textbook is appropriate for ninth grade students rather than for grade four students. The result of the cloze tests also indicated that the comprehension level of the students (including fifth grade students who took the tests) was at a 'frustration level'. This means that the students couldn't comprehend the textbook even with the help of their teacher. The findings from interviews revealed that the textbook readability level was beyond the learners' level. The interviewees attributed this to presence of long and difficult words and sentences; lack of proper text organization and layout. Finally, the checklist's result also showed that teachers rated the textbook to have fair level of readability.

Considering all the findings, it is recommended that the textbook readability level should be lowered to the appropriate level in the coming edition. This can be done by:

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Considering all the findings, it is recommended that the textbook readability level should be lowered to the appropriate level in the coming edition. This can be done by:

- * Presenting passages centered learners' background, experiential and cultural knowledge.
- * Supplying enough number of charts, pictures and lists.
- * Rewriting the passages to make the organization more explicit and relevant for the intended learners.
- * Replacing difficult words and sentences by those already frequently used and familiar to learners.

Replacing difficult words by relatively easier and frequently used ones and avoiding irrelevant details, attempt was made by the present researcher to simplify the first passage used in the study. Accordingly, the passages readability level was lowered to fifth grade and the target students' comprehension level was raised to instructional level. This means that the students can comprehend the text with the help of their teacher. So the simplified passage is recommended as possible sample passage appropriate to the intended grade.

Finally it is also recommended that till the textbook readability level is improved, Tigrinya language teachers should be informed about the readability level of the textbook so that they will take their own measures in simplifying the textbook's contents. This can be done by preparing a sort of workshop or seminar for the local teachers.

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CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Before 1992, a linguistically wealthy nation, Ethiopia, was using Amharic as medium of instruction at the primary stage for both native and non-native speakers of the language. In 1992, however, following the change of the political condition of the country, the Transitional Government of Ethiopia passed a policy decision on the use of local languages as medium of instruction at the primary level in regions where the native tongue of the population is not Amharic.

Consequently, the language reform of the education system in Ethiopia was introduced during the first year of the Transitional Government. The change “has been undertaken at a remarkably swift pace” (Cohen 2000:115). As Fisseha 1994 says, within two and half months time, the Ministry of Education produced syllabuses, textbooks, and teacher’s guides by translating the existing educational materials in Amharic to each regional languages.

It is believed that these changes were undertaken in the absence of adequate preparation and infrastructures. This was done without public consultation, in the absence of adequate facilities, sufficient teachers’ training and adequate number and quality of appropriate textbooks for each level. This may be the reason why Boothe and Walker quoted in Cohen 2000:251) say

Two challenges which Ethiopia face in its drive to implement mother tongue education for all her people are: to provide adequate materials in each language, and to ensure that education leads to development.

Tigrinya is one of the languages that have been used as medium of instruction at the primary stage of education. Though there were books, magazines written in Tigrinya it is after the language reform of the education system that formal textbooks for primary stage started being produced in the language. Since then a number of textbooks including the target of the present research were produced.

1.2 STATEMENT OF THE PROBLEM

The present textbooks at the first cycle of primary stage are almost the only available aid in the hand of both the learners and the teachers through which the given curriculum is implemented. In turn, for effective utilization of textbook, readability is one of the factors to be considered. Readability could help or hamper the learning process. This is due to match or mismatch between the linguistic competence demanded by the textbook and the actual ability of the language among the learners.

Textbooks should be effective vehicles for enhancing the quality of the whole teaching learning process. For example, Wallace (1993) says text book should:

- present content which is familiar and of interest to the learners,
- be at the appropriate language level

On the other hand, however, a number of studies declare that most of the textbooks and other academic writings are too difficult for the intended level. On this regard Perera

writes the following

Considering all the difficulties of vocabulary, grammar and discourse structure that academic writing presents, it is not surprising that there are numerous studies suggesting that the textbooks used in schools are often too difficult for the pupils they are intended for

(1982 :132)

These complexities of the text create unnecessary burden on the readers and cause confusion and consequently result in misunderstanding and misinterpretation of concepts.

So, for the enhancement of achievement in education in general and for the success of the readers in particular, textbooks readability should be assessed by different readability measures.

It is from the point of view of the above mentioned issues that the present research raised the issue of readability level of textbook prepared for Tigrinya language.

1.3 OBJECTIVE OF THE STUDY

The objectives of the study are:

- to investigate the readability level of the target textbook and
- to identify the comprehension level of the target learners.

Based on the above objectives, the following question will be asked

- is the target textbook readability level appropriate to the intended grade level?
- is the target readers comprehension level match with language competence demand of the textbook?



1.4 SIGNIFICANCE OF THE STUDY

There are studies in English and Amharic like Tsegaye's (1982), Mendida's (1998), Berhe's (1989), Genene's (1994), and Getachew's (1994) that directly or indirectly dealt with readability. However, the present study is the first attempt in assessing readability level of textbook prepared in Tigrinya.

Hence, it is hoped that the present study will help to promote the pedagogical role of textbook:

- making teachers and other concerned bodies know the existing readability level of the textbook and
- Suggesting ways of improving its readability level by pointing out areas of intervention for the future.

More importantly, the present study will make some pertinent suggestions on ways of writing textbook reducing if possible eliminating unnecessary linguistic complexities.

1.5 DELIMITATION OF THE STUDY

The study is limited to assessing the readability level of fourth grade textbook prepared for Tigrinya language. In doing so, one elementary school from Endamehoni woreda of the region was selected for the cloze tests and interviews with students. In addition, readability checklist was distributed for fourth grade Tigrinya teachers through out Endamhan Woeda. Finally, the readability level of the target textbook was tested using Fog Index readability formula in terms grade level.

1.6 LIMITATION OF THE STUDY

The findings of the study would have been more reliable had the population involved in the tests, interviews and readability checklist been more. But this couldn't be done due to time and financial constraints.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter discusses some basic issues of readability, indexes of readability and tools of readability measure. First, brief definition of readability is presented. Next, some indexes of readability are shortly reviewed. Finally, brief discussion of tools of readability measures is given.

2.1 READABILITY

Different scholars define readability in different ways. For example, readability for Hildreth (1958) is “the relative difficulty of a reading material”; Harris (1983) views readability as “comprehensibility of a text”; Nuttall (1982) explains readability as “the combination of structural and lexical difficulty”; Stephen (2000) also understands readability as “description of the ease with which a text can be read.”

The definitions given above are either vague or limited in scope. For example, definition given by Hildreth and Stephen don't explain what “relative difficulty” and “description of ease” respectively are. On the other hand, concept of readability is beyond Harris's comprehensibility and Nuttall's structural and lexical difficulty. Rather, Chall and Dall present clear and comprehensive definition of readability. Chall and Dall quoted by Williams, Leung, Kent & Heazlewood (2002:6) explain readability as follows:

In the broadest sense, readability is the sum total (including interaction) of all those elements with in a given piece of print that affect the success which a group of readers have with it. The success is the extent to which they understand it, read it at optimum speed and find it interesting.

In this definition three important aspect of readability components (comprehension, fluency and interest) are included. Reading comprehension is a process of meaning making through the interaction of the reader with the print. In this meaning making process, say Gambrell, Collins and Pressley (2002:2) readers comprehend text by acquiring, confronting and creating meaning. Agreeing with Gambrell et al and Anderson, Pilypas (1997) also says reading comprehension is the correspondence between the way in which a message is encoded by the writer and the way in which it is decoded by the reader.

The second readability component -fluency, refers to reading faster and smoother. According to Taylor & Wahlstrom (2001: 2) fluency is the extent to which a person can read a given text at optimum speed. In Carroll's view three factors important to determine fluency are: duration of fixation, span of material fixated and the proportion of regressive eye movement(1986).

The third component has something to do with the motivational factors which affect interest. It is unquestionable that students sustain their engagement if they get appropriate and interesting texts. This motivation to read in turn plays a crucial role in the development of comprehension skill.

Having brief discussion of readability, it is worth considering factors that affect readability. Hence, the next section assesses some readability factors.

2.2 INDEXES OF READABILITY

In this section, some factors that affect textbook readability are reviewed briefly. Of the common factors that affect readability of a textbook, word frequency, word length, type of word, sentence length, type of nominal construction, negative construction, coordination use & text organization are discussed in this work. In addition, the contribution of readers' prior knowledge, interest and motivation in textbook readability are also briefly discussed.

2.2.1 WORD FREQUENCY

Frequency of words is a functional attribute that deals with how words are ordinarily used. Regarding the process of using a word Carroll writes the following

The process of using a word, either in comprehension or in production seems to require that we search for and locate that item in our mental dictionary and retrieve it for one or another possible use.

(1986:149)

In doing so, says Carroll, our permanent memory for words puts frequently used words in more accessible locations than infrequent ones. When Carroll clarifies his idea using supportive physical analogy, he compares the where about of some one's car key and his cross country skis in the same house. It is the frequently used item that we put in more convenient place than rarely used items.

Words that are frequent are more or less likely to be familiar to majority of the readers. According to Abedi and Hejri (2000) readers who encounter familiar words in turn will be likely to read a text as fast as they can. This is because these words and their meanings are believed to be in a state of greater readiness than less often words and meanings. On the contrary, however, readers' task will be difficult if they have to divide their attention for both comprehending the message and coping with difficult and unfamiliar vocabulary.

2.2.2WORD LENGTH

Acknowledging Zipf (1949), Kucera and Francis (1967), Abedi and Hejri (2000:3) argue that word length can serve as measurement of word familiarity. As frequency of occurrence decreases words are likely to be longer. The more words get long the more the likely of their being morphologically complex. Moreover, though not always, it is true that short words are familiar and that long words are more technical Perera (1982:115). Thus why word length is equated with difficulty.

So, under a normal condition (excluding the exceptionally difficult short words and exceptionally simple long words) it seems likely that while shorter and familiar words are usually easier to read and comprehend, longer and difficult words make the reading and comprehension more demanding

2.2.3 TYPE OF WORD

The other factor that affects readability is type of word (abstract or concrete). No matter how a given word is frequent or long, concrete words are believed to be easier for understanding. Melissa Holland quoted by Horning (1987:2) says independently of length and frequency, more concrete words are easier to understand and remember.

2.2.4. SENTENCE LENGTH

Length of a sentence is one of the indexes for syntactic complexity to predict readability. Readability of a prose segment is influenced by the number of propositions in the segment; the more the number of propositions in a given sentence the longer the sentence is.

Long and complex sentences places burden upon readers' syntactic abilities and Short Term Memory capacity. There is no precise measurement of Short Term Memory Capacity but it is believed that it is limited in terms of both the number of items it stores and the time of length it holds the items. This is why sentence length should match with the short Term Memory Capacity of the reader. On this regard Perera says:

If any grammatical constituent exceeds the capacity of the readers short term memory, therefore, he will not be able to process all the words in the constituent together and will have difficulty in perceiving the grammatical relationship with in the sentence and hence, in arriving at its meaning.

(1982:127).

2.2.5 TYPE OF NOMINAL CONSTRUCTION

According to Abedi & Hejri (2000), noun phrases with several modifiers are potential sources of difficulty. They contain many semantic elements and they are also supposed to be syntactically ambiguous. Accordingly, they may delay reader's comprehension. In this regard, long grammatical subjects are said to have special difficulty. Perera's reason for this is, they may leave the reader in doubt about the word that does the action of the verb. (1982:128)

2.2.6. NEGATIVE CONSTRUCTION

Referring to Leahy (1995), Siddall and Williams (2002) say that negative sentences are hard to read and process than other types. They take too much time for the mind to process. Specially concealed or hidden negative constructions make the processing problem more severe. In this regard, young readers are at ease to be misled by sentences which don't have clear negative marker but that are semantically negative. Fore example, studies show that sentence with hidden negative form like hardly and rarely are interpreted with positive meaning (Perera 1982).

2.2.7. COORDINATION USE

Children are believed not to have problem in using the coordinating conjunctions in ordinary use. But problem comes when writers use the same conjunction for different purposes in the same material (Perera 1987). If the writer uses for example, 'or' in his first example to link two words which refer to the same thing and he uses another 'or' to

contrast two things in the same material confusion might follow. Consequently, misunderstanding and misinterpretation of a given concept follows.

2.2.8 TEXT ORGANIZATION

Sometimes there are occasions when having knowledge of all words and sentences meaning doesn't be guarantee for understanding of the gist of the text. According to Perera (1982) people may remember a vivid example without having ideas of the generalization it was intended to exemplify. This problem usually comes from lack of the way how a text is organized,

A given prose can be organized in different ways. A paragraph might have general statement followed by a number of examples as supportive of the mentioned truth; another paragraph might begin by detail evidence and followed by concluding sentence. Presenting two opposing views consequently or presenting a series of facts followed by opinions and interpretation is also possible.

If the writer does not consistently follow vivid organization for the reader, and if readers fail identifying the type of paragraph, it will be reading with out comprehension. Thus why Gambrell et al say "knowledge of text structure is an important factor in fostering comprehension. Readers who are unaware of the structure don't approach a text with any particular plan of action" (2002: 41).

2.2.9 BACKGROUND KNOWLEDGE

A reader is believed to have general world knowledge, text organization knowledge and topic specific knowledge. Hence, based on the believe that prior knowledge of the subject will be conscious in the reader's mind during comprehension, text based on readers prior knowledge is believed to be more readable than others. Readers who already know something about a subject find it easier to process new information on the subject Carroll (1986).

Sigal (2003) also says that different studies confirmed that subjects better comprehend and remember passages that are similar in some way to their native culture or that are deemed more familiar to them.

2.2.10 MOTIVATION

Motivation and interest are highly interrelated and interdependent. If a given reader has purpose and he thinks, that he can get what he wants from a given textbook, he might be motivated and develop interest in reading it. On the other hand, a reader might develop situational interest by external appearance of a textbook or part of its internal part and this might develop motivation. Readers' engagement in reading is affected by type of text. Usually appropriate and interesting text influence readers to sustain their engagement.

Books that are compelling bring situational interest that induces an immediate desire for interaction with it; texts that invite real world interaction evoke readers intrinsically. Hence, students are likely to be alert, attentive and excited in the presence of such

motivating and interesting texts. For Wade, Buxton and Kelly (1999) interesting textbooks are books that have:

- information that is important;
- information that is unexpected;
- capacity to connect the text information with the reader's prior knowledge or experience;
- imagery and descriptive language.

Lack of adequate explanation and background information, difficult words, on the contrary are believed to be the possible causes for uninteresting textbook.

2.2.11TEXTBOOK LAYOUT AND ILLUSTRATIONS

Readers usually tend to process a text hierarchically. So, it is worthy putting pertinent points in heading, sub heading and topic sentence. In this regard, Siddall & Williams write “Readers tend to process a text hierarchically, so important points should be placed in headings, subheadings, topic sentences and lists (2002:21).

Moreover, to support readers with visual information and summarized figures, textbooks should have appropriate illustrations. Numbered paragraphs and lines of a passage are also said to be helpful for readers in reducing their effort to get specific information from the passage.

So, it is in line with the above mentioned readability factors that the readability level of the target textbook- grade four Tigrinya textbook, is assessed. This is done by using readability measures tools which are the topic of the next section.

2.3. READABILITY MEASURE TOOLS

2.3.1 READABILITY FORMULAS

Quinn (2001:1) says “readability formulas are mathematical equations that correlate various physical features of a passage with standard measures of reading comprehension”. Numbers of letters per word, number of syllable per word and number of words per sentence are the common physical features considered in the equation. In other words, readability formulas are yardstick used to find out reading level of certain textbook to certain target group. They give objective judgment of a given textbook’s readability level in terms of grade level or year of education.

Readability formulas were first used in the 1920s in USA in response to problem of publishing textbooks that match reading abilities of school children Quinn (2001). Now a day however, readability formulas are being used in different countries for different documents.

In Ethiopia, there are some studies made using readability formulas. Of these few of them are Tsegaye’s (1982), Mendila’s (1988), Berhe’s (1989), Genene’s (1994) and Getachew’s (1994). All the above mentioned studies focus on learners’ comprehension ability and textbooks’ readability levels.

The particular focus of Tsegay’s (1982) study was on comprehension ability of Addis Ababa University Freshman students. In his study he found that comprehension ability of Addis Ababa University social science freshman students was extremely poor. In similar development, the research carried out by Mendida (1988) under the title “A comparison of the reading level of Bahir Dar Teacher’s college freshman students with

the reading level expected of them” revealed that the students reading ability was below the expected standard. Berhe’s (1989) readability level study of 10th grade textbooks also indicated that History and Geography textbooks were above the students’ reading ability. Genene’s (1994) work was on a comparison of the reading abilities of Junior secondary schools students with the reading level required of them. He concluded that learners reading ability was extremely low even using simplified test. Finally, Getachew (1994) in his work that focus on effectiveness of 10th grade Amharic textbook’s reading passages showed that the passages were beyond the students reading ability.

Now a days, cognizant of possible reading difficulties presented by virtue of different styles of writing, there are a number of new and adapted readability formulas. In this study Gunning Fog Index is used for the reason mentioned in the next chapter.

But, readability formulas are blamed for not both being complete and effective in measuring readability level. Readability formulas are not complete for not measuring other type of text (like poem), graph and charts of a text. They are not also effective for they are not taking into account conceptual difficulties and text organization. So objective judgment (using readability formulas) and subjective judgment should be used side by side for reliable result. Thus the present research uses other tools side by side with readability formula to compensate the shortcomings.

2.3.2. CLOZE PROCEDURE

Another tool for testing readability level is the cloze procedure. This is a procedure borrowed from psychology to refer human ability to complete familiar but in complete



patterns Williams et al (2002). The tool works in the same way as filling broken circle by virtue of its shape and pattern familiarity in the presence of a number of gaps. In Rye's terms as quoted in Pilypas (1997:2) "a broken circle is usually recognized as a circle because its shape is so well-known that people readily fill in the gaps mentally". In other words, Taylor quoted by Weir (1990:4) says a cloze producer is "any single occurrence of a successful attempt to produce accurately a part deleted from a message (any product), by deciding from the context that remains what the missing part should be."

Some scholars for example, Dattmann (1974) & Heaton (1990) believe that the technique is effective in providing the measure of a reader's success in interacting with a certain text. In this regard, reading process efficiency is viewed from the point of view of a reader's effective guessing of the missing words. This in turn is based on "adherence to language conventions, consistency and simplicity in writing style and background of the readers" Williams et al (2002:6).

Referring Guillemele, Williams et al (2002:6) say the degree of reader's success in predicting missing ideas from the text is correlated with successful communication with the author through the reader's effective comprehension of the passage. While guessing a given reader is supposed to integrate skills that follow:

- recognizing words;
- using semantic, syntactic and at times stylistic information to infer and predict;
- drawing meaning from outside the context of the immediate sentence;
- skimming to recapitulate on what has been read;

is considering the exact words. As far as sampling is concerned the common one is three passages ; one from the beginning , the middle and the end.

The present study used 7th word deletion considering synonyms to words in the answer keys. As far as sampling in concerned, the present study followed the common agreement- taking three passages with 250 words each, from the beginning, the middle and the end.

Criteria to explain score is another issue of this method. According to Heaton (1990) the three levels are:

- i. the independent (i.e. a book can be used by readers independently);
- ii. the instructional (i.e. a book is appropriate in class with the teacher); and
- iii. the frustration (i.e. a book is far difficult even with the teacher).

Scores that correspond with the above levels according to Heaton (1990) are:

- i. above 53
- ii. 44-53%
- iii. below 44 respectively

And this study used this scale.

2.3.3. COMMONSENSE INDIVIDUAL JUDGMENT

Another possible tool that can be used in readability assessment is gathering common sense individual judgment of the textbook users. This tool is very important in cross checking findings of other instruments and identifying the textbook users feeling and attitude to wards the target textbook. Thus it is believed that no readability estimate

CHAPTER THREE

3. METHODOLOGY AND PROCEDURE

3.1. INTRODUCTION

According to the remarks given in the introduction, fourth grade Tigrinya textbook is prepared with the objectives of developing pupils' language skills, and introducing them with introductory literary and linguistic notions.

The textbook was piloted in 1997 and after modification; it was first produced as a textbook in 1999. The textbook has 20 reading passages. The passages focus on philosophy, development, health and social affairs. They are presented in the form of prose and poem. In addition, there are a number of exercises that have different linguistic contents. For further information about the textbook the factual details are given below.

Factual Details about the Textbook

1. Title	Tigrinya
2. Author	Mekonnen Mohammed
3. Publisher	Department of Curriculum of the region
4. Price	4.75 Birr
5. N ^o of pages	221
6. Components	Teacher's guide
7. Length/units	20 units/ chapters
8. Target skills	speaking, reading, writing & listening
9. Target learners	native and non-native learners

- | | |
|--------------------|---|
| 10 Target teachers | fluent speakers of the language |
| 11. purpose | developing the skills, literary and linguistic notions. |

To assess the extent of readability of the textbook, and comprehension level of the target students, a triangulated research design was followed. Readability formula was used to assess the readability of the textbook; cloze procedure tests were administered to assess both the readability level of the textbook and comprehension level of the subjects of the study. Moreover, readability checklist and interview questions were used for teachers and students respectively to gather their opinions about the textbook readability level.

3.2 READABILITY FORMULA

For two reasons, the present study used the Fog Index readability formula. First, the formula accounts most of the linguistic factors of readability. Second, the formula is simple for calculation.

The set of procedure followed in calculating readability level of the textbook are:

1. Select a sample passage of about 100 words long. For a lengthy piece of writing select several different 100 word passages(For Harris (1980) and Rye (1982) taking one from near the beginning, the middle and the end is satisfactory representation) then average the Fog Index..
2. Count the number of words in the selected passage
3. Divide the number of sentences in to the number of words to determine the average sentence length.

4. Count number of long words in the passage. These are words of three or more syllables. But do not count words in which affixes form the third and final syllable, hyphenated words or compound words.
5. Add the average sentence length and the number of long words (totals from steps 3 and 4).
6. Multiply this total by 0.4 to obtain the Fog Index of a passage
7. Round off the nearest whole number. This is the Gunning –Fog Index for a passage
8. Calculate the Fog Index of a book by using the formula:

$$\text{The Fog Index of a book} = \frac{\text{Sum of the index of the sampled passages}}{\text{Total number of sampled passages}}$$

Based on the above procedure, taking three sample passages (see appendix 1 for the passages) from the beginning, the middle and the end of the textbook, readability level was calculated. Following is a table that shows selection of the passages from the textbook.

Table One

I. Passages selected for readability Assessment

Passage No	Page number	Number of words	Number of sentences
1	2	105	9
2	90	100	9
3	207	99	7

44-53% , and below 44 for the independent, the instructional and the frustration levels respectively.

3.4. INTERVIEW

Interview was conducted with a randomly selected sample of the fourth grade students from Wofri Selam Elementary School. The choice was made from those who took the tests. The sample size was thirty two (32), which is above 20% of the subjects. While 18 of them were males the rest were females. Almost all the interviewees were 11-13 years old.

The questions were nine in number aiming at gathering information regarding their textbook's vocabulary and syntactic difficulties. In addition, there were questions about the textbook's text organization, and about the cover, format, print size and picture of the textbook. Moreover there were questions that ask students opinions on the strong and weak sides of their textbook. Attempt was made also to make the questions simple and clear as can be seen the English translation of the question in (Appendix 9).

The interview was conducted in Tigrinya in a certain free class in the opposite shift of the interviewees. The interview took about 16 hours. The researcher told to every interviewee about the objective of the interview. Moreover, attempt was made to approach the interviewees in a friendly way so that they feel comfort to express their opinions freely and frankly. The subjects' responses were recorded and all the relevant answers were jotted down on the spot. Finally, responses were described by looking for patterns and categories.

3.5 THE READABILITY CHECK LIST

Based on the readability factors identified by Conner (2003), readability checklist was prepared for fourth grade Tigrinya teachers of Endamehoni Wereda. The readability checklist was distributed to 45 fourth grade Tigrinya language teachers found in 25 elementary schools. Of these, 40 teachers responded. The respondents' age range from 27-50; while 25 of the respondents were females, the rest were males. The respondents teaching experience of the subject ranges from 3-10 years.

The items in the checklist were presented in clear and simple language (see Appendix 10). The items were 34 in number. While the first five items were about the textbook's vocabulary presentation, item 6-11 dealt with syntactic presentations of the target textbook. The next five items (12-16) were about concept development of the textbook. Following these, come seven items (17-23) that focus on relevance of contents and appropriateness of their presentations in the textbook. There were also items (24-30) that aim at gathering the respondents' opinions about the textbook general layout and design. Finally, item 31-34 were about factors related to motivation.

In addition to the above items, respondents were given open-ended questions to express their feelings about the strong and weak sides of the textbook.

The scales 'excellent', 'good', 'fair', poor and 'unacceptable' were given value 5,4,3,2 and 1 respectively. Then, all items were computed for the mean using the formula below:

$$M = \frac{\sum Efi}{n}$$

Efi

where

M= mean

Xi- Score

is beyond the linguistic competence of fourth grade students.

4.2 FINDINGS FROM THE CLOZE TESTS

Following the procedure shown in the previous chapter (3.3), each test was given for 50 students for each grade level. (See appendix 2, 3 and 4 for the cloze tests and Appendix 5 for the answer keys). The aggregate score of each student was calculated. (See appendix 6, 7 & 8 for the row score). For example, the aggregate score for the first test given for the 3rd grade students was 1044 which was computed out of 5000, which is the maximum score of 50 students. The mean of this score was 20.88 by dividing 1044 by 50.

Table Four

Cloze Test Findings

Grade	Test	N^o of students	Total score out of 5000	Mean	Average mean
3	1	50	1044	20.88	19.04
	2	50	960	19.2	
	3	50	852	17.04	
4	1	50	1922	38.44	33.64
	2	50	1641	32.82	
	3	50	1484	29.68	
5	1	50	2203	44.06	40.16
	2	50	1952	39.04	
	3	50	1870	37.4	

Similarly, the average mean of the 2nd and 3rd tests given for 3rd grade students were computed and the results were 19.2 and 17.04 respectively. Finally, the average mean of the three tests was calculated to be 19.04 by adding each average mean and dividing by three.

Like wise, the average mean for 4th and 5th grade students' results were computed and the results were 33.64 and 40.16 respectively. As we can see the above table (table four), all grade levels results show that the target students comprehension level was at frustration level. But what is interesting is, within the same category the results show significant difference. While 5th grade students result was near to instructional level, grade 3 students results was very low within the frustration level.

The findings indicate that all 3rd, 4th & 5th grade students have no capacity to comprehend the textbook. According to the findings, the students can't understand the textbook even with the help of their teachers. In other words, the textbook's readability level is beyond the subjects' comprehension level.

4.2. FINDINGS FROM THE INTERVIEWS

As mentioned in section 3.4, interviews were conducted with randomly selected sample students who took the tests with the objectives of gathering opinions on their textbooks:

- vocabulary and syntactic difficulties;
- text organization &

- layout and design.

All the interviewees reported that they have Tigrinya textbook borrowed from the school. More than half (62.5%) of them also said that they do read and understand their textbook. Unfortunately this is quite contrary to the close test results as shown in section (4.2) and responses given to other questions below.

More than half (59.3%) of the interviewees responded that their textbook has a number of long and difficult words. Similarly, near two third (62.5%) of the respondents reported that their textbook also has many different long and complex sentences that have many clauses in them. Hence, majority of the interviewees said that the vocabulary and syntactic difficulty of their textbook is not appropriate.

Likewise, three- fourth (75%) of the respondents said that their textbook usually presents topics that they don't know and (75%) of the respondents also said the textbook's manner of presentations does not activate and exploit the learners prior knowledge and experience. In addition, half (50%) of the respondents reported that new concepts are not usually presented one at a time and the passages are not substantiated with proper supportive ideas. Because of this, most of the respondents reported that they are not happy with their textbook.

Regarding the textbook's layout, around two-third (62.5%) of the respondents said that the cover, format and print size of their textbook are good, while expressing that the pictures and illustrations are not vivid and few in number. The respondents said they would like their textbook to have more illustrations that support the ideas in the passages. When the interviewees answer the questions "Do you think your textbook is appealing and



eye catching” half (50%) of the respondents said it is difficult to put their textbook as appealing and eye catching.

62.5% and 78.1% of the interviewees said that presentations of tales and presentation of some culture related passages respectively are the strong side of the textbook. As far as its weak sides are concerned, 71.8%, 78.1%& 59.3% of the respondents blamed their textbook for:

- its long and difficult words
- its long and complex sentences
- not inviting students to be active participants respectively.

More over, 53% & 50% of the interviewees said that their textbook doesn't give many and proper examples and doesn't have clear and enough illustrations respectively.

4.4 FINDINGS FROM THE READABILITY CHECK LIST

With the objective of gathering information about the target textbooks vocabulary and syntactic presentations, conceptual development, relevance of contents and appropriateness of their presentations, layout and design, readability checklist was distributed to the subject teachers. Then responses for the items were analyzed in group based on the issues they considered. Hence, a mean of group was computed by adding the individual means and then dividing by the number of items in the group. The analysis of the responses of the teachers is given in (Appendix 11).

The first five items (item 1-5) focused on vocabulary presentations. Regarding this, the respondents' average opinion was fair. 50% of the respondents said that the

textbook is poor in presenting appropriate contexts and using appropriate words based on students' vocabulary knowledge. Similarly, 45% of the subjects said that the textbook is poor in using frequently used words. On the other hand, 50% and 47.5% of the respondents said that the textbook is fair for using short words and using concrete words respectively.

The next six items were about syntactic presentations. While 42.5% and 47.5% of the respondents said that the textbook is poor at using fair amount of clauses and using appropriate number of modifiers respectively; 47.5% of the respondents declared that the textbook is fair in providing with sentences written in a formal style and in using positive sentences. In the same group, when 50% of the subjects reported that the textbook is fair in using few and appropriate conjunctions consistently, near half of the respondents rated the textbook poor in using appropriate sentences. When we come to the average mean (calculated following the procedure specified in chapter three (3.5)) of the items, the respondents rated the syntactic presentations of the textbook fair.

When we proceed, we get some five items that considered concept development of the textbook. Near half (45%) of the respondents reported that the textbook's way of introducing new concepts sequentially and using lower level of abstraction in defining concepts is poor. Similarly, the textbook was rated poor by 47.5 of the respondent with regard to introduction of abstract concepts, accompanying with concrete examples and avoiding irrelevant details. Moreover, half (50%) of the respondents rated the textbook poor in suing simple language to state important complex relationship. Yet, the average mean of the respondents' responses with regard to the textbook conceptual development

was neither definitely poor nor fair (2.73 average mean) though it slightly went toward fair.

The average mean showed that the textbook present relevant concepts in appropriate way fairly. But the textbook was rated poor, by 47.5% of the respondents in presenting appropriate topics, by more than half of the respondents (52.5%) in presenting contents based on students prior knowledge and still by near half of the subjects (47.5%) in presenting passages that touch reader's personal life.

The following seven items were about the textbooks layout and design. The textbook was rated poor by 42.5 % and 47.5% of the respondents in presenting appropriate heading and table of contents respectively. Similarly, relevance of illustrations and spacing of concepts in a text were rated poor by 45% of the subjects and half of the respondents respectively. Moreover, almost one-fourth of the respondents (22.5%) and other one-fourth of the respondent (25%) said the textbook's glossary and means of identification of important terms is unacceptable. Yet, the computed average mean (2.81) was near to fair.

The final groups were motivation related items. The average mean indicated that the textbook was fair in this respect, yet 42.5%, of the respondents rated the textbook poor in providing positive models for both sexes, racial and ethnic groups, and its being appealing and eye catching. The textbook was also rated poor by 45% of the respondents regarding the attractiveness of its cover, format and pictures. With respect to its style and type of language used half of the respondents said the textbook is poor.

The respondents listed a number of weak and strong sides of the textbook. To begin with the strong side, more than half (57%) of the respondents said that:

- the textbook presents passages that have relation with the students culture
- the textbook presents some tales that are interesting
- the textbooks format and print size is good
- presents different type of exercises

As far as the weak sides of the textbook are concerned near two-third (65%) of the respondents blamed the textbook for having many long words and complex sentences. Most (75%) of the respondents also reported that there are sentences that have more than 30 words in a given sentence. And this is in line with the interviewees' response.

The other issue raised by most (70%) of the language teachers as a weak side of the textbook its way of presenting lessons. They said that in most parts of the text, textbook way of presenting lessons couldn't activate students' background knowledge and experience. This too is in line with the students' response.

Having seen the findings in detail, summary of the findings, concluding remarks as well as possible recommendations are the issues of the next chapter.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

In order to assess the fourth grade Tigrinya textbook's readability level and to assess the comprehension level of the students, readability formula, cloze tests, interviews and readability checklist were used as measuring tools. Hence, findings from each tool are summarized as follows:

The textbook readability level is computed to be 9.14 grade level. This means the textbook is appropriate for grade 9. For the fact that this numerical finding cannot be considered as an exact measurement, the true difficulty level is believed to vary between a grade plus or minus from the calculated figure. No matter whether it is a grade above or below, according to the readability formula used, the textbook's readability level is by far difficult for the intended grade level.

The finding in chapter four section (4.2) shows that the fourth grade students who took the cloze test scored an average of 33.64. In a similar way, 3rd and 5th grade students who took the same tests scored average mean 19.04 and 40.16 respectively. These average mean are under the category of frustration level in the sense that it was defined in section (2.3.2). It means that the students (including 5th grade students) do not have the capacity to understand the target textbook even with the help of their teachers.

The interview findings indicated that the textbook has long and difficult words and sentences; could not relate learners' background knowledge with new concepts and has poor layout.

The analysis of teachers' checklist indicated that (4.4), the textbook is fair in vocabulary presentations, syntactic presentations, relevance of contents and appropriateness of their presentations and motivation related factors. In this analysis, it became clear that the conceptual development of the textbook and layout and design of the textbook are neither in the category of fair nor poor definitely though they are near to fair. Finally when we consider the average mean of the groups' means, it is almost under the category of fair (2.9). So the respondents rated the textbook readability level fair. This means the textbook's readability level is neither poor nor good but of moderate level.

5.2. CONCLUSION

So far, an attempt has been made to determine the readability level of fourth grade Tigrinya textbook. In doing so, the textbook's readability level was measured using the Fog Index; cloze tests prepared from the textbook were administered to fourth grade students. This was done to determine the comprehension level of the target students and the readability of the textbook. In order to see the effect of one grade up and down on the result of the cloze test, the same tests, for the same number of grade 3 & 5 students, were given following the same procedure. Following these, interview was conducted with the target learner to get their opinions about their textbook readability level. Finally, readability checklist was distributed to the language teachers to gather their opinion on the textbook readability level.

The information gathered by using the above tools is computed and analyzed based on the procedures specified in chapter three. Hence, the following conclusions are made following the findings.

According to the finding from Fog Index, the readability level of fourth grade Tigrinya textbook is by far above the intended grade level. The finding showed that the textbook would be appropriate for ninth grade students. This may be due to the fact that the textbook's linguistic competence demand is beyond the actually existing linguistic competence of students of the grade level. In other words, the textbook is full of long and difficult words and sentences. The fact that the textbook's being full of difficult words and sentences is also confirmed by both students' and teachers' opinions. The possible

cause for producing a textbook with such difficulties might be due to inadequate information among the textbook writer(s) about the target learners' linguistic competence.

The cloze tests findings also indicated that let alone fourth grade students, fifth grade students' comprehension level of the textbook was at the frustration level. As it is defined in section (2.3.2) this means the learners can't comprehend their textbook even with the help of their teachers. This means the passages in the textbook are not presented in such a way that the learners can use appropriate contexts and their background, experiential and cultural knowledge. The possible cause for this failure might again be lack of proper need analysis survey before writing the textbook.

The findings from the interviews and readability checklist also revealed that the textbook was not good for the intended grade. This is so due to the presence of many long and difficult words and sentences, lack of appropriate text organization, layout and design, absence of linking contents with students background, experiential and cultural knowledge. This shows that the textbook is beyond the intended level both in terms of linguistic and textual factors. This might be the result of absence of proper preparation and consultation between the textbook writer, local teachers and target students.

To sum up, all the findings seem to complement and supplement to each other. The textbooks readability level was above the intended grade; students' comprehension level of the textbook was at frustration level, and both students and teachers responded that the textbook's readability level was not good. So, the present study concluded that the readability level of fourth grade Tigrinya textbook is beyond the intended grade level.

5.3 RECOMMENDATIONS

Following the above findings, the researcher proposes the following recommendations as possible solution to the problems.

The readability level of textbooks should be made suitable for the appropriate level in the coming edition. This can be done through the following processes of modification and reform:

- presenting passages/topics/ that centered learners background knowledge, experience, need, interest and ability. This can be done either by conducting need assessment study or by preparing consultation workshops and seminars with local subject teachers from different corners of the region so that there will be sharing of ideas among the teachers and textbook authors about students' related factors.
- supplying enough number of charts, pictures, photos, lists that support the written contents clarification.
- rewriting the passages to make their organization more explicit and relevant for the intended learners.
- improving the orthography of the language in order to contribute to the overall standardization of the language. In particular to ensure that the orthography and the script facilitate the readability of textbooks, among other factors, by establishing a means for marking gemmination.



- eliminating irrelevant details in order to reduce the time and effort that a reader has to invest to grasp the relevant information and to avoid confusion.
- replacing difficult words and sentences by those already frequently used familiar to the learners.

By applying the above recommendations, attempt was made to simplify the first passage used in the study. Hence, the readability level of the passage was lowered from 8th grade to 5th grade; comprehension level of the students was raised from frustration to instructional level. This means the students can understand the passage with the help of their teacher. So, the simplified passage is recommended as sample appropriate passage to the intended grade. See appendix 15 & 20 for simplified passage and its English translation respectively; appendix 2 for the original & 12 for the English translation of original passage. See also appendix 19 for the difference between original and simplified passages in terms of findings.

Finally, until the textbook readability level is lowered by the textbook editors, the Curriculum Department of the region should inform the language teachers about the readability level of the textbook, by preparing a sort of short workshop. This will help the subject teachers to take measures in supplementing the textbook and giving a simplified account of conveying the information contained in the textbook in their own language.

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መኮንን መሐመድ /1990/ ትግርኛ። 4^ኛ ክፍሊ መፅሐፍ ተማሃራይ፣ አዲስ አበባ፣ ት.መ.ማ.ማ.ድ።

ጌታቸው አዱኛ /1984/ «ለአስረኛ ክፍል የተመረጡ የአማርኛ ቋንቋ ማስተማሪያ ምንግቦች የብቃት ደረጃ»። አዲስ አበባ፣ አዲስ አበባ ዩኒቨርሲቲ የሁለተኛ ዲግሪ ማሟያ ፀሐፍ።

Appendix 1

Passages used for Readability Formula

Passage one

ሓዳ ግዘ ሓዳ ሰብኣይ ንሓዳ ሊቅ ኣብ ዓለም ካብ ዝርከቡ ሃብትታት እቲ ዝዓበየ ኣየናይ ከምዝኸነ ንክገልፁሉ ከምዚ እንትብል ሓቱቶም፡- «በዙሕ ዝረኣኹምን¹ ዝፈተንኩም ስለዝኸንኩም እቲ ኣብ ዓለም ኣዝዩ ዝበለፀ ሃብቲ ኣያናይ ምኽኑ ክትነግሩኒ ምኽኣልኩም'ዶ?» በሎም፡፡ እቶም መስተውዓሊ ኣቦ ብዛዕባ እቲ ዝቀረበሎም ሕቶ ብዕምቆት ቁሩብ ምስ ሓሳቡ ከምዚ ክብሉ፡፡ መለሰሉ፡፡ «ዓብዪ ሕቶ'ዮ ሕቶኻ፡፡ ኣብ ዓለመ ካብ ዝርከቡ ሃብቲታት እቲ ዝዓበየ ትምህርቲ'ዩ» በልዎ፡፡

ሓታቲ «ከመየኢሉ?» ብምባል ደጊሙ ሓተተ፡፡ እቶም ሊቅ ከዓ «ከመይ ዝብል ለባም» ብምባል «ትምህርቲ ከይኸብደካ ሸክሙ ፈኩስ ከይስረቀካ እውን ስፍርኡ ከይርከብ እዮ፡፡ ትምህርቲ ኣብ መንጎ ሰብ እንክለኻ የመልክዐካ በይንኻ ክትኸውን ከለኻ የዘናግዐካ፡፡ ብወለድካ ድኻ እንተ ነበርክ ምስ ሃብታማት የመዓራርየካ ዝቀንኣልካ ሰብ እንተሊኡ ክወሰዲልካ ወይ ክስርቀካ ከይክእል እዮ፡፡

Passage Two

ቁንጨ መብዛሕቱ ጊዜ እንሰሳትን ወዲሰብን ኣብ ዝነብርሉ ከባቢ እዩ ዝርክብ፡፡ ሓዳ መዓልቲ ቁንጨ ምስ ትጂንን ቁማልን ኣብ መንገዲ ተራኺቦም ስለምታ ተለዋዊጦም ወግዲ ጀመሩ፡፡ ብዛዕባ መዓልታዊ ተግባርምን ምስ ሕብረተሰብ ዘለዎም ሓፈሻዊ ርክብን ከመያያጡ ኮምዝግባእ ተሰማሚፆም ቆፀሮ ሓዙ፡፡ ብመሰረት ቆፆሮኦም ተራኺቦም ነቲ

¹ The underlined words are long words.

ምይይጥ ዝመርሕ ካብ ስልስቲኦም ሓደ ክመርፁ ከምዝግባእ ተዘራረቡ። ትኻን ተመሪፀ ኣቦ መንበር ኮነ። ንቀደም ኣቦመንበር ፈቂድሉ ዝተዛረበ ቁንጨ ኣዩ። ኣይተ ቁንጨ « ብሓቂ ንኣይ ከምዝርዳእኒ ኩሉ ብብዓቕሙ ሸቂሉ እዩ ዝበልዕ ዘሎ። ንምንታይ ድኣኢያ ንሕና ስሪሕና ዘይንበልዕ?» ብምባል ተዛረቡ። ዘረብኡ ብምቕፃል ከዓ ንኣብነት ድሙ፣ ክልቢ፣ ደርሆ፣ ብዕራይን ኣድግን ኩሎም ምስላባት እዩም ዝነብሩ ኮይኑ ግና እዘም ዝዘርዘርኩዎም ኩሎም ብዝተፈላለዩ መልክዕ ንወዲሰብ ይጠቕሙ እዩም።

Passage Three

ሓየሎም ኣብ ወርሓ ነሐሴ 1948 ዓ.ም. ካብ ኣቡኡ ደጃዝማች ኣርኢያ ገብርኣዝጋብሔር ንኣዲኡ ወይዘሮ ሮማን ኣየነውን ኣብ ዞባ ምዕራብ ፍሉይ ስሙ ዓዲ ነብሪ ኣድ ተወልዱ። ናይ ቀደማይ ብርኪ ትምህርቱ ኣብ ዓዲ ነብሪኢድ ወዲኡ። ብድሕሪኡ ኣብ ከተማ ዓዲግራት ይቕመጡ ምስዝነቡሩ ሓው ኣይተ ሓጎስ ኣርኢያ ኮይኑ ኣብ ቤት ትምህርቲ ለዕለዋይ ብርኪ ኣግኣዚ ትምህርቱ ኣጠናቂቁ። መማህርቱ ከምዝሕብርዎ ሓየሎም ብዓንተውኡውን ወፅዓ ስለዝፀልእ ንሰብውን ክብድል ኣይፈቱን ነይሩ። ፈታዊ መሓዝቱ፤ መተዓብይቱን መምህርቱን እዩ ነይሩ። ሓየሎም ከብ ብወጋሕትኡ ዳርፊ ቅልስ ሃደንን ኩዕሶ እግርን የዘውትር ነይሩ። ብፍለይኳ ሃደን ኣብ እዋን ክረምቲ ካብ ኣብኡ ብረት እናወሰደ ምስ ወዲ ዓባይ ሓፍቱ ብርሃነ መስቀል ብምኾን ሃደን ይሃድን ከምዝነበረ ብሰፊሑ ይውረየሉ።

Appendix 2

Cloze Test one

አብዚ ካብዚ ብታሕቲ ቀሪቡ ዘሎ ምንባብ ንዘለው ባዶ ቦታታት ዝስማዕመዎም ቃላት ምላእ።

ንሓደ ባዶ ቦታ ብሓዳ ቃል ጥራሕ ይመላእ

ሓደ ግዜ ሓደ ሰብኣይ ንሓደ ሊቅ ኣብ ዓለም ካብ ዝርከቡ ሃብትታት እቲ ዝዓበየ ኣየናይ ከምዝኾነ ንክገለፁሉ ከምዚ እንትብል ሓተቶም፡- “ብዙሕ ዝረኣኹምን ዝፈተንኩምን ስለዝኾንኩም እቲ ኣብ _____ 1 ኣዝዩ ዝበለፀ ሃብቲ ኣየናይ ምኾኑ ክትነግሩኒ _____ 2 _____” በሎም። እቶም መስተውዓሊ ኣቦ ብዛዕባ እቲ 3 ሕቶ ብዕምቆት ቁሩብ መስሓሰቡ ከምዚ _____ 4 መለሰሉ። “ዓብዩ ሕቶ’ዩ ሕቶኻ። ኣብ ዓለም 5 ዝርከቡ ሃብትታት እቲ ዝዓበየ ትምህርቲ’ዩ።” በልዎ። _____ 6 “ከመይኢሉ? ብምባል ደጊሙ ሓተተ። እቶም ሊቅ _____ 7 “ከመይ ዝብል ለባም!” ብምባል “ትምህርቲ ከይኸብዳክ _____ 8 ፈኩስ ከይስረቐኻ እውን ስፍርኡ ዘይርከብ እዩ። _____ 9 ኣብ መንጎ ሰብ እንክለኻ የመልክዐክ በይንኻ _____ 10 ክለኻ የዘናግዐኻ። ብወለድኻ ድኻ እንተነበርኻ ምስ _____ 11 የመዓራርየኻ፤ ዝቀንኣልኻ ሰብ እንተሊኡ ክወሰደልኻ ወይ _____ 12 ዘይክእል እዩ። እምባኣር ብዘይ ቃል ዓለም _____ 13 ካብ ዝርከቡ እቲ ካብ ኩሉ ዝበልፀ _____ 14 ትምህርቲ ከምዝኾነ ከረጋግፀልኻ እኽእል” ኢሎም መለሰሉ። _____ 15 ሓታቲ በቲ ዝተውሃቦ መልሲ ሰለ ዘይዓገበ _____ 16 ብምግራም እንደገና እዚ ዝስዕብ ሕቶ ሓተቶም። “_____ 17 ሊቅ! ገንዘብክ ኣበይ ትገድፎ? ኣነ ኣብ _____ 18 ዕድመይ ክርድኦ ዝኸኣልኩ እቶም ገንዘብ ዘለዎም _____ 19 ካብቶም ምሁራት ፀብለል ኢሎም ከስርሖኦም እዩ” _____ 20 ። እቶም መስተውዓሊ ሊቅ ግና

«እዚ እትብሉ» 21 ላዕሊ ላዕሊ ክትሪኦ እንተለኻ ሓቂዩ ዝመስል 22

አኣዕሚቹካ ክትሓስብን ክትምርምርን እንክለኻ ኣብ ዓለም 23 በዓል ወርቂ በዓለ

ትምህርቲ ተሓጉሱ ከመዝሓድር 24 :: ከመይ እንተበልካ ሃብቲ ገንዘብ ምሳ ሃብቲ

25 ከመዓራሪ ኣይኸእልንዮ:: ገንዘብ ሸኽሙ ከብድ ስክፍታኡ 26 ኣብ

ልዕሊ ምጂኑ ኣብ መንጎ ሰብ 27 ካለኻ ብዘዕብኡ ክትሓሰብ ትሻቐል፤

በይንኻ እንተኸንካ 28 ንዕኡ ክትሓስብ ካሊኦ ዋኒንካ ትርስዕ:: ንኣብነት 29

ሃብታማት ሰባት ወርቂ ተተርኢስም እናሓደሩ እንክለው 30 ከይረኽቡ

ንዓለም ይሓልፍዎ:: በቲ ሓደ ወገን 31 ሃብቲ ዘይብሉም ምሁራት ሰበት

ካብቶም ፋና 32 ዝኸኑ ፈላስፋታት ዝተመሓላለፈሉም ውርሻ ፍልጡት

እናተኸፈሉ 33 ረሲዖም ብፍልጠት እናረወዩ ብፍስሃ መዋእሉም ዝሓልፉ 34

::»

Appendix 3

Close Test Two

አብዚ ካብዚ ብተሕቲ ቀሪቡ ዘሎ ምንባብ ንዘለው ቦዶ በታታት ዝስማዕመዎም ቃላት ምልእ።

ንሓደ ባዶ ቦታ ብሓዳ ቃል ጥራሕ ይመላእ።

ቁንጨ መብዛሕቱ ጊዜ እንሰሳትን ወዲሰብን አብ ዝነብሩሉ ከባቢ እዩ ዝርከብ።
ሓደ መዓልቲ ቁንጨ ምስ ትኃንን ቁማልን -----1 መንገዲ ተራኺቦም ሰላምታ
ተለዋዊጦም ወግዲ ጀመሩ።-----2 መዓልታዊ ተግባርምን ምስ ሕብረተሰብ
ዘለዎም ሓፈሻዊ-----3 ክመያየጡ ከምዝግባእ ተስማሚያም ቆፀሮ ሓዙ።

ብመሰረት -----4 ተራኺቦም ነቲ ምይይጥ ዝመርሕ ከብ ሰለስቲአም -----
-5 ክመርፁ ከምዝግባእ ተዘራረቡ። ትኃን ተመሪፁ አቦመንበር ----- 6።

ንቅደም አቦ መንበር ፈቂድሉ ዝተዛረበ ቁንጨ'ዩ ። አይተ -----7 «ብሓቂ ንዓይ
ከምዝርድአኒ ኩለ በብዓቕሙ ሸቂሉ'ዩ -----8 ዘሎ። ንምንታይ ድኣ ኢና ንሕና
ሰራሕና -----9?» ብምባል ተዛረበ። ዘረብኡ ብምቅፃል ከዓ ንአብነት -----10
ከልቢ ደርሆ ብዕራይን አድግን ኩሎም ምስ -----11 እዩም ዝነብሩ ኮይኑ ግና እዞም
ዝዘርዘርኩዎም -----12 ብዝተፈላለዩ መልኪዕ ንወዲሰብ ይጠቅሙ እዩም። ንሕና
-----13 ንሰባት እንህቦ ሓገዝ ይኹን ረብሓ የለን። -----14 ሸክሚ ሰብ ኮይንና
ክንነብር የብልናን። እንተገደደ ----- 15 ንባዕልትና ክኢልና ብደመርሃፅና ክንነብር
አሉና።»ኢሉ ----- 16 ደምደመ።

ቀዒሉ ዝተዛረበ ድማ ቁማል እዩ። « ----- 17 ከምዝመስለኒ» በለ አይተ
ቁማል « አያ ቁንጨ -----18 ኩሉ ልክዕ'ዩ። ዝንቀፈ የብሉን። ንሕና ሰራሕና -----
19 እናተገብአና ደምስብ እናማፀይና እንነብረሉ ምኽንያት የለን። -----20 ጥራሕ

እውን አይኮነን ንዓይ ዘሕዝነኒ። ኩላትና -----21 ኣነ ሰብነተይ ንፁህ ኣብርኣሲ ምኻኑ
 ወዲሰብ -----22 ኣበሳ የብለይን። ማለትውን ፍታነይ አይጨኑ ኣብዝሓደርኩሉ -----
 23 ገዛ ይኹን ክዳውንቲ ሰብ አየበላሹን። ክብረይ -----24 ፅፍረይ ከሊኦ ዝነበር
 እየ። አያ ቁንጭን -----25 ትኋንን ግና እዞመ ኣብላዕሊ ዝዘርዘርኩዎም ጌጋታት ---
 -----26 ዝምልከቱ ብምኋናም ክትእረሙሎም ይግባእ።» ኢሉ ርእይትኡ -----
 27።ቁንጨ ንኣቦ መንበር እንተይፍቀደ በርደግ በለሞ «እቲ ----- 28 ግልፂ ክኸውን
 አለዎ ..» ኢሉ ዘረብኡ ክቅፅል ----- 29 ኣቦመንበር ሰነ-ስርዓት ንኸሕሉ ሓበረሉ።
 «ስነስርዓት አይተ ----- 30 መቸስ ኣቦመንበር እንተይፈቅደልኻ ምዝራብ ጌጋ ምኋኑ
 -----31 ኢኻ። ሓዚ'ውን እንተኾነ ኮፍ በልም ብአግባብ -----32 ግለፅ» በሎ አያ
 ትኋን።

ቁንጨ ሰነ-ስርዓት -----33 ንኸዛረብ ኣቦመንበር ዝሃቦ ሓበሬታ ተቀቢላ ኮፍ
 -----34 « ግርም ! ኩላትና ከምእንፈልጦ ንወዲሰብ ፀገም ፈጢርሉ -----35 ናይ አያ
 ትኋን ደምን ቀልቀልንዮ። ምክንያቱ ----- 36 ብትንሕ ብምኋኑ ዓዲ እዩ ዘሕድግ።
 እዚ -----37 ንኹላትና ዘሕፍርን ዘሕንኽን ተግባር'ዩ ኢሉ እየ -----38። »ኢሉ
 ተዛረበ።

Appendix 4

Close Test Three

አብዚ ካብዚ ብተሕቲ ቀሪቡ ዘሎ ምንባብ ንዘለው ቦዶ በታታት ዝስማዕመዎም ቃላት ምልኡ።

ንሓደ ባዶ ቦታ ብሓዳ ቃል ጥራሕ ይመላእ።

ሓየሎም ኣብ ወርሒ ነሐሴ 1948 ዓ.ም ከብ ኣቡኡ ደጃዝማች ኣርአየ ገ/ሄርን ኣዲኡ ወ/ሮ ሮማን አየነውን ኣብ ዞባ ምዕራብ ፍሉይ ስመ ዓዲነብርኣድ ተወልደ። ናይ ቀዳማይ ብርኪ ትምህርቱ ኣብ ዓዲ ነብርኢድ _____ 1። ብድሕሪኡ ኣብ ከተማ ዓደግራት ይቅመጡ ምስ _____ 2 ሓው ኣየተ ሓጎስ ኣርአያ ኮይኑ ኣብ _____ 3 ላዕለዋይ ብርኪ ኣግኣዚ ትምህርቱ አጠናቂቁ። መማህርቱ _____ 4 ሓየሎም ብዓንተውኡውን ወፅዓ ስለዝልእ ንሰብውን ክብድሉ _____ 5 ነይሩ። ፈታዋ መሓዙቱን መተዓብይቱን መምህርቱን'ዩ ነይሩ።

_____ 6 ከብ ብወጋሕትኡ ደርፊ፣ቅልስ፣ሃደንን ኩዕሶ _____ 7 የዘውትር ነይሩ። ብፍላይ'ኳ ሃድን ኣብ እወን _____ 8 ከብ ኣቡኡ ብረት እናወሰደ ምስ ወዲ _____ 9 ሓፍቱ ብርሃነ መስቀል ብምኃን ሃድን ይሃድን ከምዝነበረ _____ 10 ይውረየሉ።

ሓየሎም፣ተመሃሮ ቤት ትምህርቲ ኣግኣዚ ኣብ _____ 11 ምንቅቕስ ተምሃሮ ኢትዮጵያ ተሰሊፎም አንፃር ሃይለስላሴ _____ 12 ዝገበር አባል ማህበር ቀዳሞት ተምሃሮ ኢትዮጵያውን _____ 13 ብዙሕ ግዜ ይእሰርን ይፍታሕን ነይሩዩ። ስርዓት- _____

14 ብዙሕ ከይፀንሐ ውድቀቱ ምስተግሃደ'ውን ሓዱሽ ካባ_____ 15 ንዝተቐልቀለ ደርግ ክዳፋእ ጀመሩ።

ሓየሎም ቅድሚ_____16 መይዳ ምውፅኡ፡ ደሃይ ገድሊ ትግራይ እናተኸታተለ_____17 ዝጠናኸረሉ አገባብ እናመቻቸወ ፀኒሑ'ዩ። ኣብ 1967 ዓ.ም_____ 18 መይዳ ከይዱ። ገድላዊ ተልእኾኡ ድማ ተራ_____19 ከይኑ'ዩ መሲሱዎ። ናብ ቃልሲ ከብ ዝፅንበረላ_____20 ጀመሩ ዝዓረፈላ መዓልቲ አይነበረትን።

ኣብ ወርሒ_____21 1968 ዓ.ም ምስ ነበልባል ኣብ ዝተገብረ ኩናት_____22 ሴሮ ተሳቲፉ። ኣብ ኩናት ሴሮ ከም_____23 ተጋዳላይ ጥራሕ ዘይኮነስ ከምዓብዪ በዓል ተሞክሮ_____ 24 ተዋጊኡ። ድሓር መኸትል መራሒ ጋንታ ድማ_____25።

ኩናት ሴሮ ዕውት'ዩ ነይሩ። ሞራል ተጋደልቲ_____26 ዘይኮነስ ሞራል ህዝቢ'ውን ክብ ዘበለዩ ነይሩ።_____27 ሰነ ኣብ ምዕራብ ትግራይ ከባቢ ኣድያቦ 28 _____መረፍ መሳፍንቲ ዘይተገመተ ፀገም ስለዝፈጠሩ፡ ሓየሎም _____29 ጉጅለ ናብቲ ቦታ ተንቀሳቀሰት። ቅድሚ ኩናት _____30 ሓየሎም ነቲ ቦታን ንትሕዘዝዩ ፀላእን ንኸፅንዕ_____31 ::

Appendix 5

Answer Keys for the Cloze Tests

<u>Test 1</u>	<u>Test 2</u>	<u>Test 3</u>
1. ዓለም	አብ	ወዲ አ
2. ምክኒክላክም	ብዛዕባ	ዝነበሩ
3. ዝቀረበሎም	ርክብ	ቤት ትምህርቲ
4. ክብሉ	ቆጆኦም	ኮምዝሕብር
5. ካብ	ሓዳ	አይፈቱን
6. ሓታቲ	ኮና	ሓየሎም
7. ከዓ	ቁንጨ	እግርን
8. ሸኽመ	ዝበልዕ	ክረምቲ
9. ትምህርቲ	ዘይንበልዕ	ዓባዩ
10. ክትኸውን	ድመ	ብሰፊሑ
11. ሃብታማት	ሰባት	ጎድኒ
12. ክሰርቀካ	ኩሎም	ክቃለሱ
13. ኣብ	ግና	ስለዝነበረ
14. ሃብትስ	ኩለሻዕ	ኃይለስላሴ
15. እቲ	ባዕልትና	አጥሊቁ
16. ግን	ዘረቡሉ	ናብ
17. ክቡር	ንዓይ	ቃልሲ
18. መዋእል	ዝዘረቦ	ናብ
19. ሰባት	ክንበልዕ	ተጋዳይ
20. በሎም	ንሱ	ዕለት

21. ዘለኝ	ከምእንፈልጦ	ሰነ
22. ግንኝ	ዝፀሎኡ	ኣብ
23. ካብ	አይሻይን	ተራ
24. ኣይትረስዕ	ሓልዩ	ኮይኑ
25. ትምህርቲ	ኣያ	ኾነ
26. ብዙሕ	ንኣኻትኩም	ጥራሕ
27. ክትርከብ	አቅረበ	ዓስርተሰልስተ
28. ከዓ	ነገር	ተረፍ
29. ብዙሓት	እንትብል	ዝነበራ
30. ታሕሳስ	ቁንጨ	ምውላዕ
31. ከዓ	ትፈልጥ	ይላኣኽ
32. ዓለም	ሓሳብካ	
33. ድኽነት	ሓሊው	
34. ኣለው	በለሞ	
35.	ዘሎ	
36.	ጨንኡ	
37.	ካዓ	
38.	ዝእምን	

Appendix 6

Grade Three Students' Row Scores of the Cloze Tests

Code Nº	Test one	Test two	Test three
1	38	46	07
2	0	49	49
3	42	12	17
4	05	46	38
5	41	47	20
6	16	0	47
7	42	14	20
8	13	50	39
9	46	51	10
10	06	47	20
11	40	19	10
12	17	46	57
13	10	0	20
14	24	40	41
15	52	19	0
16	08	40	53
17	20	17	25

18	46	48	46
19	0	04	27
20	50	49	50
21	0	0	06
22	52	48	07
23	0	03	09
24	48	44	17
25	02	07	06
26	25	0	04
27	59	03	03
28	0	0	0
29	05	0	06
30	20	06	15
31	0	0	05
32	56	44	19
33	15	0	06
34	03	08	0
35	13	17	15
36	37	06	05

37	0	0	03
38	20	13	0
39	22	06	0
40	21	15	16
41	22	24	17
42	20	12	11
43	0	15	15
44	31	04	13
45	14	12	04

46	07	06	10
47	16	04	14
48	12	10	09
49	05	06	07
50	03	03	14
Total	1044	960	852
Mean	20.88	19.2	17.04
G.mean 19.04			

Appendix 7

Grade four Students Row Scores of the Cloze Tests

Code Nº	Test one	Test two	Test three
1	30	60	21
2	12	78	82
3	70	12	21
4	19	75	79
5	80	50	34
6	30	13	76
7	70	14	37
8	25	70	75
9	70	83	28
10	16	71	24
11	62	25	22
12	33	76	69
13	32	08	45
14	27	65	64
15	80	19	27
16	09	60	61

17	35	30	30
18	83	60	76
19	11	21	27
20	78	60	67
21	06	17	20
22	86	70	17
23	11	17	23
24	90	72	17
25	02	21	20
26	39	15	17
27	87	03	16
28	02	15	12
29	05	12	20
30	84	06	29
31	08	21	15
32	87	72	19
33	15	08	20
34	17	32	14

35	27	31	15
36	65	20	19
37	12	07	17
38	50	27	11
39	36	06	12
40	35	15	16
41	50	24	20
42	45	12	11
43	14	15	15
44	45	18	13

45	14	12	18
46	07	06	10
47	30	18	14
48	26	27	20
49	05	06	21
50	03	03	28
Total	1922	1641	1484
Mean	38.44	32/82	29.68
G.mean			33.64

Appendix 8

Grade Five Students' Row Scores of the Cloze Tests

Code Nº	Test one	Test two	Test three
1	82	72	22
2	25	84	90
3	70	26	25
4	29	80	78
5	80	64	44
6	34	27	76
7	70	28	50
8	26	80	79
9	84	83	28
10	30	73	36
11	64	37	36
12	33	80	76
13	33	21	50
14	36	70	74
15	81	32	28
16	22	67	68

17	42	37	44
18	83	74	76
19	25	21	39
20	80	72	69
21	20	17	34
22	86	70	31
23	21	21	37
24	90	72	31
25	16	21	34
26	39	22	24
27	87	17	16
28	16	22	19
29	15	16	34
30	84	20	29
31	22	21	29
32	87	72	33
33	20	18	24
34	27	40	20

35	30	42	29
36	65	27	26
37	19	14	24
38	57	34	18
39	36	20	20
40	40	22	23
41	50	38	34
42	45	16	21
43	28	15	29
44	45	18	27

45	21	19	18
46	21	20	10
47	30	32	28
48	26	31	30
49	15	10	22
50	16	17	28
Total	2203	1952	1870
Mean	44.06	39.04	37.4
G.mean			40.16

Appendix 9

Interview for Students

Background

Sex _____

Age _____

Do you have your own Tigrinya textbook _____?

If 'no' have you borrowed from the school _____?

If yes for how many students is it _____?

1. Do you read and understand your textbook?

2. Do you think that words' level of difficulty in your book is appropriate?

3. Do you think that the length and complexity of sentences in the textbook is appropriate?

4. What is your opinion about organization of ideas in the passages?

5. Do you think that your textbook exploits you prior knowledge and experience to introduce you with new concepts?

6. Do you like the cover, format, print size, pictures and illustrations in your textbook?

7. Do you think that your textbook as the whole is appealing and eye catching?

8. What are the strong sides of your textbook?

9. What are the weak sides of you textbook?

Appendix 10

Addis Ababa University
School of Graduate Studies
Department of Linguistics
Readability Checklist for Teachers

Dear teacher,

The readability checklist is prepared to assess the readability level of Tigrinya textbook for grade four students. The study is believed to have great contribution in the effort of improving the readability level of the textbook. Your genuine responses fore the question in turn has vital role in making the findings of the study more reliable.

Thank you in advance

Directions

Put a tick mark on your choice.

Please rate the question in the check list using the rating system the follow:

Excellent 5

Good 4

Fair 3

Poor 2

Unacceptable 1

Personal background

Sex _____

Age _____

Tigrinya language teaching experience _____

No.	Item	Excellent	Good	Fair	Poor	Unacceptable	No. Opinion
	The textbook:						
1	uses frequently used words						
2	uses short or medium size words						
3	uses concrete rather than abstract words						
4	presents appropriate contexts to determine meaning of difficult words						
5	uses appropriate words based on students vocabulary knowledge						
6	uses fair amount of clauses in a given sentence						
7	uses appropriate number of modifiers in a given noun phrase.						
8	provides with sentences written in formal style and language.						
9	uses positive sentences.						
10	uses few and appropriate conjunction consistently.						
11	uses appropriate sentences to the students' level.						
12	introduces abstract concepts by accompanying them with many concrete examples.						
13	introduces new concepts one at a time with examples for each.						
14	uses lower level of abstraction in defining concepts or terms.						
15	avoids irrelevant details.						
16	states important complex relationships using simple language.						
17	presents topics appropriate to the readers in terms of age and maturity.						
18	presents contents based on students/ prior knowledge.						
19	relates students' experiential knowledge with the subject matter to be presented.						
20	presents passages that have relation with the readers culture.						
21	presents passages that have connection with the readers' daily activities.						
22	presents passage that touch readers' personal life.						
23	links new concepts with the readers' prior knowledge or /and experiential background.						
24	presents headings and subheadings in such a way that they define the content.						
25	presents its table of contents in such a way that it provides a clear overview of the contents.						
26	presents glossary of the technical words.						
27	presents charts, graphs and illustrations in the way they are easy to read and they are supportive of the textual material.						

28	uses appropriate print size to the level of the students.						
29	presents concepts spaced appropriately through the text, rather than being too many in too short a space.						
30	uses italic or bold face type for easy identification of the important terms.						
31	is appealing and eye catching.						
32	Presents the cover, format, print size and pictures in such a way that they capture readers attention.						
33	uses interesting writing style and colorful languages.						
34	provides positive and motivating models for both sexes as well as other racial and ethnic groups.						

What are the strong sides of the textbook?

What are the weak sides of the textbook?

Thank you

Slightly adopted from Conner’s (2003) readability checklist

Appendix 11

Analysis of findings from the readability checklist

No	Item The Textbook:	Excellent		Good		Fair		Poor		Unacceptable		Mean	Group mean
		5		4		3		2		1			
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1	uses frequently used words.	2	5	10	25	10	25	18	45			2.9	2.97
2	uses short or medium size words.	3	7.5	9	22.5	20	50	8	20			3.17	
3	uses concrete rather than abstract words.	5	12.5	8	20	19	47.5	8	20			3.25	
4	presents appropriate contexts to determine meaning of difficult words	1	2.5	9	22.5	10	25	20	50			2.77	
5	uses appropriate words based on students vocabulary knowledge.	4	10	3	7.5	13	32.5	20	50			2.77	
6	uses fair amount of clauses in a given sentence.	1	2.5	12	30	10	25	17	42.5			2.92	3.00
7	uses appropriate number of modifiers in a given noun phrase.	4	10	8	20	9	22.5	19	47.5			2.92	
8	provides with sentences written in formal style and language.	4	10	8	20	19	47.5	9	22.5			3.17	
9	uses positive sentences	0	0	13	32.5	19	47.5	8	20			3.12	
10	uses few and appropriate conjunction consistently.	3	7.5	6	15	20	50	10	25	1	2.5	3.00	
11	Uses appropriate sentences to the students' level	7	17.5	3	7.5	10	25	19	47.5	1	2.5	2.9	2.73
12	Introduces abstract concepts by accompanying them with many concrete examples.	0	0	8	20	13	32.5	19	47.5			2.7	
13	Introduces new concepts one at a time with examples for each.	2	5	4	10	16	40	18	45			2.5	
14	Uses lower level of abstraction in defining concepts or items	2	5	8	20	12	30	18	45			2.85	
15	Avoids irrelevant details.	3	7.5	6	15	11	27.5	19	47.5	1	2.5	2.77	

16	States important complex relationships using simple language.	4	10	6	15	10	25	20	50			2.85	
17	Presents topics appropriate to the readers in terms of age and maturity.	3	7.5	8	20	10	25	19	47.5			2.87	
18	Presents contents based on students' prior knowledge.	2	5	7	17.5	10	25	21	52.5			2.75	
19	Relates students' experiential knowledge with the subject matter to be presented.	2	5	7	17.5	22	55	9	22.5			3.05	
20	Presents passages that have relation with the readers culture.	7	17.5	6	15	18	45	9	22.5			3.27	
21	Presents passages that have connection with the readers' daily activities.	3	7.5	9	22.5	19	47.5	9	22.5			3.15	2.99
22	Presents passage that touch readers' personal life.	0	0	12	30	9	22.5	19	47.5			2.82	
23	Links new concepts with the readers' prior knowledge or experiential back ground.	3	7.5	7	17.5	19	47.5	10	25	1	2.5	3.02	
24	Presents headings and subheadings in such a way that they define the content.	8	20	5	12.5	10	25	17	42.5			3.1	
25	Presents its table of contents in such a way that it provides a clear overview of the contents.	4	10	7	17.5	10	25	19	47.5			2.9	
26	Presents glossary of the technical words.	0	0	9	22.5	10	25	12	30	9	22.5	2.47	
27	Presents charts, graphs and illustrations in the way they are easy to read and they are supportive of the textual material.	5	12.5	5	12.5	11	27.5	18	45	1	2.5	2.87	2.81
28	Uses appropriate print size to the level of the students.	5	12.5	5	12.5	21	52.5	9	22.5			3.15	
29	Presents concepts spaced appropriately through the text, rather than being too many in too short a space.	1	2.5	8	20	12	30	19	47.5			2.77	
30	Uses italic or bold face type for easy identification of the important terms.	1	2.5	6	15	12	30	11	27.5	10	25	2.42	
31	Is appealing and eye catching.	5	12.5	7	17.5	11	27.5	17	42.5			3.00	
32	Presents the cover, format, print size and pictures in such a way that they capture readers attention.	4	10	8	20	9	22.5	18	45	1	2.5	2.9	2.99
33	Uses interesting writing style and colorful languages.	5	12.5	5	12.5	10	25	20	50			2.87	
34	Provides positive and motivating models for both sexes as well as other racial and ethnic groups.	6	15	6	15	11	27.5	17	42.5			3.02	
Grand mean													2.9

Appendix 12

English Translation of Passage One

The World's Greatest Gift

Once upon a time a man asked for a scholar to tell him what the world's greatest gift is as follows:

"For you know many things and you have many experiences would you please tell me the world's greatest gift?" asked the man. Thinking for a while the thoughtful scholar responded "your questions is great! The world's greatest gift is education."

"How?" requested the man. "It is being wise to ask the how. You know, education is not difficult to carry; you cannot be stolen for its place is remote to reach. Education makes you smart when you interact with people. It entertains you when you are alone. If you are from poor family education makes you be equal with rich people. Education cannot be taken or stolen by those who envy at you. So, honestly I can assure you that education is the greatest gift of all" explained the scholar.

The man who did not satisfy by the answer given asked with surprise. "Dear scholar how about education? In my experience I have been observing that people that have money are employing scholars and living better lives than them." Said. The thoughtful scholar said "what you said seems superficially true however, when you think and investigate it in detail, don't forget that in this world those who are knowledgeable live happier than those who possess money. If you say how, education and money cannot be the same.

You know, the more you have money the more restless you become; the more nightmare times you spend. This is why for example big money owners usually leave the earth being ever sad. On the other hand, scholars usually get satisfied by the wisdom they get from the world's renown philosopher and this makes them forget their poorness. Thus, they leave the world being happier than money owners.

Appendix 13

English Translation of passage Two

Let's Work to Live

Tick is usually found in areas where animals and human beings live. Once upon time he met bedbug and louse and greeted each other. They begun chatting and reached at agreement to have an appointment so that they could deal with their daily activities and about their relationship with the society.

They met again based on their appointment. They commenced the discussion by agreeing to have a chairperson, and they elected bedbug.

The chairperson gave the chance first to Ato Tick, and accordingly Tick asked "as to my understanding, every one is feeding oneself by working hard according to its ability why do not we therefore work hard and feed ourselves?" He kept on saying "cat, dog, hen, ox and donkey for instance, live with and serve to human being in many ways, but neither do we support nor we are valuable to human being. We should at least serve our selves by working hard."

Next louse continued the discussion and commented that "what Ato Tick said was correct. I agree with him. There is no reason that we can always live by drinking man's blood. What matters me again is that I am clean; my waste doesn't smell; I don't pass my water everywhere; I keep my dignity and serve myself; I have nothing for which man can blame. All the things I mentioned earlier are your problems, Ato Tick and Ato Bedbug, there fore need to think over your problem."

Ato Tick was annoyed and stood up without asking permission from the chairperson. “: every thing should be clear;” shouted Ato Tick. The chairperson interrupted Tick’s shout. “Please keep the regulations, Ato Tick you know that it is wrong to speak with out permission, so now let you sit down and express your ideas properly” ordered the chair person.

Accepting what was said by the chair person, Ato Tick sat down and murmured “Ok! As we all know it is Ato Bedbug’s pungent waste and frequent piercing and sucking of blood which has created a problem for human being. And I believe that this is shameful for us ” said Ato Bedbug.

Appendix 14

English Translation of Passage three

Hayelom

Hayelom was born from his father 'Dijazmatch' Araya G/her and mother Wezero Roman Ayenew at Adinebri-id- a village found at western zone in August 1948 E.C.

After completing his primary school at Adinebri-id, he moved into Adigrat in which his brother Hagos Araya had lived, and attended his secondary school at Agazi senior secondary school. His the then classmates witness that since he from the very beginning disgusted oppression, did not want even to impose others. He rather was a man who liked his friends and classmates.

Hayelom, commencing from his early days, used to listen to music, play football and 'killis' (a type of traditional game) and be engaged in hunting-for which he was widely recognized as he together with his aunt Berhene-Meskel, took weapon from his father and went for hunting in the summers.

Since Hayelom was one of the members of the first Ethiopian students union that struggled against the Hailessilassie regime, he used to visit the jail for several occasions. After the fall of Hailessilassie's regime, he started questioning again to the Derg's regime which came by wearing only a new garment.

Before he went for fighting, he attentively was following the situation of the Tigrian people's liberating front and was designing means as to how the struggle could be

strengthened. He then joined the liberating front in 1967 E.C. and began his mission by serving as lay military.

In 1968 E.C. he for the first time took part in war with 'Nebelbal' (enemy's group name) at the battle of Sero, where he not only did fight as a lay military but also as an experienced warrior. And consequently became vice Ganta (a type of military rank) leader.

The battle of Sero was successful for not only the motivation of the Tigrian liberation front fighters was great but also as the commitment and motivation of the people was so high.

Heyelom was sent to study a certain area around Adiyabo, in western Tigray where some reminiscent of the feudal ruling classes created certain problems on June 13, 1968 E.C. Hayelom made an important investigation which was unexpected considering his experience.

Following his study, Hayelom's military group was sent to get rid of the remaining class members.

Appendix 15

Simplified form of Passage One

ዝግበየ ሃብቲ ዓለም

ሓጎስ ተማሃራይ ቤት ትምህርቲ ወፍሪ ሰላም እዩ። ኣይተ በርህ እውን ኣብ ወፍሪ ሰላም መምህር እዮም። ሓጎስ ብዘዕባ ዝግበየ ሃብቲ ዓለመ ክፈልጥ ድልየት ነይርዋ። በዚ መሰረት ድማ ንመ/ር በርህ ሕቶታቱ ብዝስዕብ መልኪዕ ብምቅራብ ሓተተ።

“መ/ር ንስኹም ፈላጥ ኢኹም እሞ ኣብ ዓለመ እቲ ዝግበየ ሃብቲ ታይ እዩ?” ኢሎ ሓጎስ ሓተተ። መ/ር በርህ ድማ አስተውዕል ኣቢሎም “ሕቶኽ ኣብይ እዩ። ኣብ ዓለም ካብ ካብዝርከቡ ሃብትታት እቲ ዝግበየ ትምህርቲ እዩ” በልዋ።

“ከመይ ኢሉ?” ብምባል ሓጎስ ደጊሙ ሓተተ። “ከመይ ዝብል ለባም” ብምባል ትምህርቲ ምስ ሰብ እንኳኣኻ የመልክዐካ በይንኻ ክትኸውን የዘናግዐካ። ትምህርቲ ፈለጥን ሃብተምን ይገብረካ። ካሊእ ድማ ትምህርቲ ካይኸብደካ ሽክሙ ቀሊል ከይሰረቐካ እውን ቦቱኡ ዘይርከብ እዩ። ስለዚ ድማ ብዘይ ምግናን ትምህርቲ ናይ ዓለምና ዝበለፀ ሃብቲ እዩ” ኢሎም መለሰሉ።

“ገንዘብኽ መምህር? ገንዘብ ዘለዎም ሰባት ካብ ሙሁራት ፀብለል ኢሎም ከስርሕዎም እየ ዝርእ” በለ ሓጎስ። መ/ር በርህ ድማ “እቲ እትብሎ ዘለኻ ላዕላይ ላዕላዩ ሓቂ ይመስል። ኣዕሚቅኽ እንትረእ ግን ኣብ ዓለመ ካብ በዓለ ወርቂ በዓለ ትምህርቲ ተሓጊሱ ይነብር። ገንዘብ ሽክሙ ከበድ ስክፍቱኡ ብዙሕ እዩ። ንኣብነት ብዙሓት ሃብታማት ወርቂ ተተርኢሎም እና ሓደሩ ታሕጓስ ከይረኸቡ ንዓለም ይሓልፍሙ። በቲ ሓደወገን ድማ ካብቶም ፋና ዓለመ ዝኸኑ ፈላስፋታት ዝተመሓለፈ ፍልጠት እናተኸፈሉ ድኽነቶም ረሲዖም ብፍልጠት እናረወዩ ብፍስሃ መዋእሎም ዘሕልፉ ኣለው።

Appendix 16

Simplified Passage used for Readability Formula

ዝፃበየ ሃብቲ ዓለም

ሓጎስ ተማሃራይ ቤት ትምህርቲ ወፍሪ ሰላም እዩ። ኣይተ በርህ እውን ኣብ ወፍሪ ሰላም መምህር እዩም። ሓጎስ ብዘዕባ ዝፃበየ ሃብቲ ዓለም ክፈልጥ ድልየት ነይርዋ። በዚመሰረት ድማ ንመ/ር በርህ ሕቶታቱ ብዝሰፈሰ መልኪዕ ብምቅራብ ሓተተ።

“መ/ር ንስኹም ፈላጥ ኢኹም እሞ ኣብ ዓለም እቲ ዝፃበየ ሃብቲ ታይ እዩ?” ኢሎ ሓጎስ ሓተተ። መ/ር በርህ ድማ ኣስተውዕል ኣቢሎም “ሕቶኽ ኣብይ እዩ። ኣብ ዓለም ካብ ካብዝርኮቡ ሃብትታት እቲ ዝፃበየ ትምህርቲ እዩ” በልዋ።

“ከመይ ኢሉ?” ብምባል ሓጎስ ደጊመ ሓተተ። “ከመይ ዝብል ለባም” ብምባል ትምህርተ ምስ ሰብ እንኮላኻ የመልክዐካ በይንኻ ክትኸውን የዘናግዐካ። ትምህርቲ ፈለጥን ሃብተምን ይገብረካ። ካሊእ ድማ ትምህርቲ ካይኹብደካ ሸክሙ ቀሊል ከይሰረቐካ እውን ቦቱኡ ዘይርከብ እዩ።

Appendix 17

Cloze Test four (For the Simplified Passage)

አብዚ ካብዚ ብተሕቲ ቀሪቡ ዘሎ ምንባብ ንዘለው ባዶ ቦተታት ዝስማዕመዖም ቃላት ምለእ።

ንሓደ ቦዶ ቦታ ብሓደ ቃል ጥራሕ ይመለእ

ሓጎስ ተማሃራይ ቤት ትምህርቲ ወፍሪ ሰለም እዩ። ኣይተ በርህ ድማ ኣብ ወፍሪ ሰለም 1 እዮም። ሓጎስ ብዛዕባ ዝግበዩ ሃብቲ ዓለም 2 ድልዩት ነይርዎ። በዚ መሰረት ድማ ንመምህር በርህ 3 ብዝስዕብ መልኪዕ ብምቅራብ ሓተተ።

«መመህር ንስኹም 4 ኢኹም ኣብ ዓለም እቲ ዝግበዩ 5 ታይ እዩ?» ኢሉ ሓጎስ ሓተቶም። መ/ር 6 ድማ አስተውዕል ኣቢሎም «ሕቶኻ ዓብይ እዩ። 7 ዓለም ካብ ዝርከብ ሃብትታት እቲ ዝግበዩ ትምህርት 8» በልዎ።

«ከመይ ኢሉ?» ብምባል ሓጎስ ደጊመ 9 ። «ከመይ ዝብል ልባም» ብምባል «ትምህርቲ ምስ 10 እክለኻ የመልክዐክ በይንኻ ክትኸውን ክለኸውን የዘናግዐካ። 11 ፈለጥን ሃብተምን ይገብረካ። ካሊእ ድማ ትምህርቲ 12 ሸክሙ ቀሊል ከይስረቐካ እውን ቦቱኡ ዘይርከብ 13 ። ስለዚ ድማ ብዘይ ምግናን ትምህርቲ ናይ 14 ዝበለፀ ሃብቲ እዩ «ኢሎም መለስሉ።»

«ገንዘብኻ 15 ? ገንዘብ ዘለዎም ሰባት ካብ ሙሁራት ፀብለል 16 ክሰርሖም እዩ ዝርእ» በለ ሓጎስ። መምህር 17 ድማ «እቲ እትብሉ ዘለኻ ለዕላይ ለዕላይ 18 ይመስል። ኣዕሚቕኻ እንትረኣ ግን ኣብ ዓለም 19 በዓል ወርቂ በዓል ትምህርቲ ተሓጊሱ ይነብረ። 20 ሸክሙ ከቢድ ስክፍቱኡ ብዙሕ እዩ። ንኣብነት 21

_____ ሃብተማት ወርቂ ተተርኢሶም እናሓደሩ ታሕጓስ ኮይረኸቡ 22 ገዳም
ይሓልፍዋ። በቲ ሓዶ ወገን ድማ ካብቶም 23 ዓለም ዝኾኑ ፈላስፋታት
ዝተመሓላለፈ ፍልጠት እናተኸፈሉ 24 ረሲዖም ብፍልጠት እናረወዩ ብፍስሃ
መዋእሎም ዘሕ ለፋ 25 ፡፡»

Appendix 18

Answer Keys for the Simplified Cloze Test

- | | |
|------------|-----------|
| 1. መምህር | 14. ዓለምና |
| 2. ክፈልጥ | 15. መምህር |
| 3. ሕቶታቱ | 16. ኢሎም |
| 4. ፈላጥ | 17. በረሃ |
| 5. ሃብቲ | 18. ሐቂ |
| 6. በርሀ | 19. ካብ |
| 7. ኣብ | 20. ገንዘብ |
| 8. እዩ | 21. ብዙሐት |
| 9. ሓተተ | 22. ንዓለም |
| 10. ሰብ | 23. ፋና |
| 11. ትምህርቲ | 24. ድኽነቶም |
| 12. ከይኸበደካ | 25. ኣለው |
| 13. እዩ | |

Appendix 19

Grade Four Students' Row Scores of the Simplified Passage's Cloze Test

1. 30	20.70
2. 26	21.26
3. 70	22.80
4. 33	23.35
5. 80	24.80
6. 44	25.25
7. 72	26.30
8. 37	27.70
9. 65	28.33
10.35	29.44
11.60	30.60
12.49	31.39
13.39	32.70
14.34	33.22
15.75	34.24
16.28	35.41
17.50	36.65
18.82	37.36
19.33	38.40

39.43

40.42

41.57

42.52

43.28

44.45

45.24

46.11

47.37

48.33

49.12

50.10

Total 2226

Mean 44.5

Appendix 20

Summary of the Original & Simplified Versions Results

Tools	Original	Simplified
Fog Index readability formal	7.76	5.16
Cloze test	38.44	44.52

Appendix 21

Simplified form of Passage One

The worlds Greatest Gift

Hagos is a student at wofri-selam elementary school. Ato Berhe too is a teachers at the same school. Hagos has had the interest to know about the world's greatest gift. Based on this, Hagos presented his questions to Ato Berhe as follows.

"Teacher, for you are knowledgeable, what is the world's greatest gift?" asked Hagos. Thinking for a while, the teacher responded "your question is great: the world's greatest gift is education."

"How?" requested Hagos again. "It is being wise to ask the how. You know education makes you smart when you interact with people: it entertains you when you are alone; it makes you rich and knowledgeable. Education is not also difficult to carry. You cannot easily get stolen your education for it is too remote to reach. Thus, education is really our world's greatest gift" explained Ato Berhe.

"What about money?" Hagos continued asking." I have been observing while people that have money are employing scholars." "What you said seems superficially true; however the reality is those who have knowledge live happier than those who possess money. You know, the more money you carry, the more restless you become. This is why for instance big money owners usually leave the earth being ever sad. On the other hand, scholars usually get satisfied by the wisdom they get from the world's renown

philosophers and this makes them forget their poorness. Thus, they leave the world being happier than money owners.”...

Appendix 22

Summary of findings from the interviews

Question 1

- Yes, I do read and understand well (20 Interviewees)
- Yes, I do read and understand but there are some difficult words and sentences.
(6 interviewees)
- No, the textbook is difficult to read and understand. (6 interviewees)

Question 2

- Yes, words level of difficulty of the textbook is appropriate (5 interviewees)
- There are both long and short words. So the textbook is of medium level in this regard.
(8 interviewees)
- Words level of difficulty of the textbook is not appropriate. It has many long words.(19 interviewees)

Question 3

- The length and complexity of sentences in the textbook is not appropriate. It has many long and difficult sentences. (20 interviewees)
- The textbook's sentence length and complexity is of medium level.
(9 interviewees)
- The length and complexity of sentences in the textbook is appropriate.
(3 interviewees)

Question 4

- The textbook begins from what we know (8 interviewees)
- The textbook begins from what we do not know (20 interviewees)
- The textbook goes from simple to complex. (10 interviewees)
- The textbook goes from complex to simple. (16 interviewees)
- The textbook present many concepts at once.(16 interviewees)
- The textbook presents topics that we do not know. (24 interviewees)

Question 5

-I do not think that the textbook exploits our prior knowledge and experience to introduce us with new concepts. (25 interviewees)

-I think the textbook exploits our prior knowledge and experience to introduce us with new concepts. (7 interviewees)

Question 6

-Yes I like its cover, format, pictures and illustrations (3 interviewees)

-Yes I like the cover print size and format but the picture and illustrations are not clear.

The textbook should have more illustrations that support the ideas in the passage.

(20 interviewees)

-I do not like the cover, format, and illustration. (2 interviewees)

-I do not like the pictures and illustrations (18 interviewees)

Question 7

-Yes it is appealing and eye catching (7 interviewees)

-No, it is not appealing and eye catching. (16 interviewees)

-Considerably it is appealing. (9 interviewees)

Question 8

- Presentations of tales (25 interviewees)

-Presentation of some culture related topics (20 interviewees)

Question 9

-It has long and difficult words as well as sentences.(23 interviewees)

- It has long sentences. (25 interviewees)

-It does not invite students for participation. (19 interviewees)

-It does not give adequate examples. (17 interviewees)

-It does not have clear and enough illustrations. (16 interviewees)

Declaration

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

Name Mehari Yimulaw Gebregeorgis

Signature  _____

Place: Institute of Language Studies, Addis Ababa University

Date of Submission June 11,2004

Confirmation

I the under signed, declare that this thesis has been submitted for examination with my approvals as a university Advisor.

Name Dr. Abebe G/Tsadik

Signature _____

Place: institute of Language Studies, Addis Ababa University

Date: June 2004