

**ADDIS ABABA UNIVERSITY**  
**INSTITUTE OF LANGUAGE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**  
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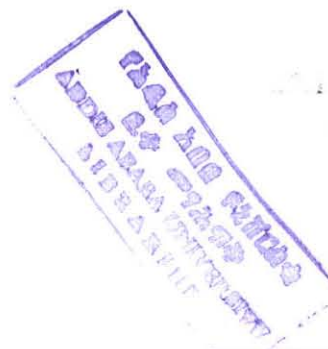
***RISK-TAKING IN ORAL PRODUCTION OF SOMALI AND NON-SOMALI STUDENTS***  
**(COMPARATIVE STUDY)**

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*June, 2009*  
*Addis Ababa*

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(COMPARATIVE STUDY)**

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SCHOOL OF GRADUATE STUDIES

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(COMPARATIVE STUDY)

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**Acronyms**

S- Somalia

N.S- Non-Somali

EFL- English as a foreign language

ESL- English as a Second Language

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## Abstract

*This study aimed to find out the risk taking nature of Somali and non-Somali students in their oral production (a comparative study). Therefore, an attempt was made to find out whether there was a risk-taking difference between them and the main cause of their current level of risk-taking difference. The subjects of the study were six Somali and six non-Somali students at Jijiga preparatory school.*

*Individual, pair and group speaking tasks were designed and administered to know whether or not there is a risk-taking difference between them. Video and audio recordings were also used for additional information. Besides, a 16 item questionnaire and an interview with seven questions were used to know the main cause of their level of risk-taking difference.*

*The results of the findings show that there is a risk-taking difference between Somali and non-Somali students. The Somalis were found to be higher risk-takers than the non-Somalis. The cause of their risk-taking difference is attributable to be their family and cultural backgrounds. Finally, based on the findings, recommendations were given.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Back ground of the Study

Ethiopia is a country of many nations with different cultures, regions and languages. Somali, for example, is spoken in Somali regional state, which is one of the largest and the least developed regions in Ethiopia. It occupies a large geographical area in the east and southern part of Ethiopia with an area of 271970.91 square km and the population is 4,439,147 (according to 2007/8 National census report). This region shares a boarder with the republic of Kenya, Djibauti and Somalia and with Oromia and Afar regional states of Ethiopia. The Somalis have their own culture (way of life) that they developed for a long time and transferred from generation to generation. Even though the great majority of the people who live in the region are Somalis, There are also other people who live together coming from other areas like Amhara, Oromo, Tigray, Gurage, etc.

Modern educational system was introduced in Ethiopia in 1909, but religion oriented traditional system still dominates in some parts of the country. In Somali regional state, for example, children are sent to Quranic schools before they go to modern schools. In modern school system of Ethiopia, English is a required subject starting from grade one through high schools and is also used as a medium of instruction in high schools, colleges and universities.

According to the new educational policy, every region has given the right to give education with the learners' mother tongue from grade one up to grade 8. Based on this, Somali language is using as a medium of instruction up to grade 8 and English is given as a subject. However, there are some private schools that use English as a medium of instruction starting from grade 7 even from grade 5. Moreover, there are different private English language schools that students learn out of their regular classes. The teaching systems of these private schools is also different one from the other. Therefore, students come to high school level with different English language learning backgrounds in addition to their different ethnic groups and family or cultural backgrounds.

Because this region is one of the least developed regions, students who scored less scores in General Secondary Educational Certificate Examinations compared with students in the other regions, are allowed to be placed in preparatory classes where the courses focus more on preparing students for university entrance examination. In preparatory classes, English courses focus on the consolidation of the work done so far in developing the students' English language skills. The courses also aim to help students develop their using the target language fluently.

## **1.2. Statement of the Problem**

The saying, "You can no more learn a language without making mistakes than you can learn to play tennis without ever hitting the ball in to the net," by Brown (1989) in Dornyei (2001) is true in a foreign or second language learning. In order to be successful in a foreign or second language learning, it is necessary to be willing to say something in the target language without worrying to much about making mistakes, because according to Heyde (1977:288) in (Beebe 1983: 44). speaking is an active skill which requires risk taking.

Recent studies in language education have shown that success or failure in learning a second or foreign language is attributed not only to cognitive differences but also to different affective factors. Of the potentially significant affective factors identified by researchers, risk taking is one. Risk-taking (The willingness or readiness to try out something in the target language even if specific language knowledge is lacking and without worrying too much about making mistakes) strongly influences and is considered as one of the important parts in learning a second and foreign language.

According to Harmer (1983:201), in language classes verbal participation is considered to be important to develop the language ability of students. Having this in mind, when we come to the Ethiopian situation, communicative language teaching, learner centered teaching, learner autonomy, active learning, etc. are current buzz words in educational areas. All these have implications for risk-taking. On the contrary, different classroom MA thesis studies such as Abebech (2005), Lakachew (2003) and Abreham (2006) indicate that students have a passive role in the English language class and their level of performance in using English language is low

despite the number of years they are exposed to it. Other studies like Alamirew (1992), Daniel (2007) and Tesfaw (2007) indicate that English is taught like other subjects and there is the teachers' control over the lesson. Still other studies like Sissay (1999) show that mostly teachers focus on accuracy work.

All these and other findings indicate that there are problems on the side of students to be willing to assume risks and also in facilitating promotive and helpful classroom environment and other situations on the side of the teachers. In fact, the researcher hasn't seen (got) any local research studies carried on risk taking except Berhanu's study (article) in Ethiopian Journal of languages and literature (1995) and Tesfaye's MA thesis (1998). Tesfaye's study focuses on Freshman English course book. This shows that there are no sufficient studies carried on students' risk-taking and a further study is needed. This is part of the reasons that initiated the researcher to conduct a study on risk taking nature of students at preparatory level.

As to the observation and long time teaching experience of the writer of this paper in government high schools in the region which this study was carried out shows, mostly there are different (two types) of learners in English language learning with in the same classroom atmosphere and educational system but different ethnic groups and family or cultural backgrounds i.e. the Somalis on one side and the non-Somalis on the other side. According to the researcher's observation in the language teaching, the Somali students are not shy, not inhibited, do not afraid and worry about making mistakes, do not care about criticism, they are out going/talkative/ and straight forward, they interact with their teachers and with any one with power without any restriction, etc. On the other hand, most of the non-Somali students were observed being shy, reserved, afraid of making mistakes and having care for criticism, tongue-tied, reluctant to participate in the speaking activities, having a problem of interacting with their teachers and with individuals with power, etc.

Therefore, the researcher got/observed/ a great gap between the two groups of students in learning the English language. That is why the present study focused on the nature of risk-taking of these two groups of students and finding the main cause of their difference (a comparative study). This is also the main reason which initiated (motivated) the researcher for the present study.

## **1.2. Objectives of the Study**

The general objective of this study is to compare the nature of risk-taking between Somali and non-Somali students.

More specifically, it attempts to:

- Identify whether or not there is risk-taking difference between these two groups of students.
- Look into the level of risk-taking of these two groups of students.
- Find out the main cause of their current level of risk-taking (If the comparison shows difference).

Hence, the study attempted to answer the following basic questions.

### ***1.2.1. General Question***

What is the nature of Somali and non Somali foreign language learners' risk-taking behavior?

### ***1.2.2. Specific Questions:***

1. Is there a risk-taking difference between these two groups of students?
2. What is the level of risk-taking of Somali and non-Somali EF learners?
3. What is the main cause of their current level of risk-taking? (If a difference is found in the comparison).

## **1.3. Scope of the Study**

The study is delineated to see the risk-taking nature of six Somali and six non-Somali grade 12 students in Jijiga preparatory school.

## **1.4. Limitation of the Study**

Because of time and financial constraints, the research was unable to take a representative sample of students in the school mentioned and compare their risk-taking nature as a whole.

## **1.5. Significance of the Study**

With regard to students' nature of risk-taking while speaking in English in our country so far, sufficient studies have not been carried on. Especially in high schools almost no study has been carried out. The study can hopefully be important in terms of the following points:

1. It is believed to give insight to English language teachers about the roles that they should play, the techniques that they should use in the classroom, the treatments that they should give for the students' language use and the consequences of all these on the learners' level of risk-taking in their oral language production.
2. The study may also shade light on the oral tasks that curriculum designers and text book writers use while they design and write course materials to make them helpful for students motivated to assume risk.
3. Finally, the researcher believes that the study can be a base and open doors for researchers and will initiate them to conduct further work on students risk-taking behavior.

### **1.6. Organization of the Study**

This paper has five parts. The first chapter is the introductory part of the paper. The second part, which is a review of related literature, deals with some important ideas that are taken from different sources. In the third chapter, the methods that were used in gathering the necessary data are presented. The fourth chapter portrays the data and the last chapter is devoted to the conclusions and the recommendations.

### **1.7. Definition of Terms**

The following terms are defined in accordance with the way they are used in this paper.

- **Risk- taking-** (Feeling confident enough to) trying something out in the target language without worrying too much about making mistakes.
- **Length of speech/amount of talk/-** It is taken in terms of the number of words that are uttered by the students (speakers).
- **Turn- taking.** Act or work alternatively or in succession one after the other.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. The what of Risk-taking

According to the Oxford English dictionary, risk is defined as hazard, danger, exposure to mischance or peril. Beebe (1983:39) defines risk-taking as “A situation where an individual has to make a decision involving choice between alternatives of different desirabilities; the outcome of the choice is uncertain; there is a possibility of failure.”

Bem (1971) in Beebe (1983:39-40) also phrased it as “Taking a risk... may be viewed as a selection of one alternative or cause of action from among many in which the consequence of that choice could leave the individual in a worse position than if he had selected otherwise or not selected at all.” What we understand from the above all definitions is that, the decision maker may be exposed to some amount of failure because of uncertainty.

With regard to defining risk-taking in relation to language learning, some writers gave their own definition with the same essence. According to Tesfaye (1998:12), many authors mention risk-taking like Rubin (1975), Ellis and Sinclair (1989) and Lightbow and Spada (1993) but a few define it in light of language learning as, “The willingness or readiness in trying out something in the target language even if specific language knowledge is lacking and without worrying too much about making mistakes.”

The following sentence given by Beebe (Ibid:50) strengthens what Tesfaye said above “... although many of us in ESL use the term risk-taking, no one has attempted to give a general definition.” He added, “Risk-taking is defined in social psychology as: ‘a choice with an uncertain outcome and a prospect of failure,’ can not be so easily defined in second language learning.”

With regard to measuring risk taking, Beebe (1983) tried to define and measure risk-taking in terms of a number of factors such as number of attempts to use particular grammatical structure like WH questions with auxiliary Do inserted. Then, he measured risk-taking by calculating the number of times subjects attempted to insert Do in a WH question over the number of questions

they produced. The other is using amount of talk used by the interviewee with each interviewer. The amount of information volunteering (the number of times each interviewee volunteered some new information not explicitly required by the question asked) is the other factor used by him. Besides, he also measured risk taking by using avoidance i.e. non-use of a structure in a context where the structure was obligatory (for the grammaticality of the question) but not attempted.

## **2.2. The role of Risk-taking in Language Learning**

It is generally accepted by researchers in the field of language learning that risk-taking fosters language learning and language use. For example, Brown (1994), Beebe (1983), Ely 1986 in Beebe (Ibid), Dornyei (2001), Huileng (1997), etc. claimed this situation and they characterized it as one of the qualities of good language learners. Again, Beebe (1983:63) claimed this saying, "Nothing ventured, nothing gained." Moreover, "Learners have to be able to tryout hunches about the language and take the risk of being wrong," Arnold, S. (1999:10) and Brown (1994:140) has also the same belief. Dornyei (2001:88) holds also the same belief and states, "Let's not forget that the foreign language is the only school subject in which one cannot even say a simple sentence without the danger of making serious mistakes."

Similarly, Rubin (1975) in Tudar (1996:38) listed seven main strategies that characterize the learning behavior of successful language learners. Among these four of them are highly related to risk-taking:

1. The good language learner is willing and accurate guesser.
2. The good language learner has a strong drive to communicate or to learn from communication.
3. The good language learner is often not inhibited.
4. The good language learner tends to meaning.

Many writers claim that no learning is likely to happen without the learners experience some amount of risk. Hence, all kinds of learning, especially, productive uses of Foreign language learning can be seen as risk-taking involvements.

As many researches showed, the key point to accomplish the goal on speaking a fluent language is to take-risk inside and outside if the FL-classroom. An out going and risk taking person inclining to take the advantage of learning the language.

Huileng (1997:39-40) states, "It is generally agreed that fluency is an essential requirement for communicative competence. It is also agreed that excessive concern with accuracy will raise the affective filter and block fluency." Therefore, to overcome such obstacles it is necessary to give to learners an opportunity to use the language freely, even if they make mistakes. Although it may be too awkward to make a mistake, a good learner should require this characteristic to succeed in foreign language.

With regard to this, Brown (2001:166) says "Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks." (on line source). Similarly, Beebe, (1980:40) claims:

*Learning to speak a foreign or second language involves taking the risk of being wrong, with all its ramifications. In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside of the classroom... they feel looking ridicules; they fear the frustration coming from the listener' black look.... Given these realities, we must conclude that all second or foreign language learning involves risk-taking.*

These quotations imply that risk-taking is a crucial interactive process to learn a language in second or foreign language classroom and it requires learners' willingness to appear foolish.

According to online source, Brown (2001:428) explains that what is important in risk-taking is not simply taking the risks. But it is in learning from the failure. Learners (risk-takers) should be willing to accept possible failure in their attempt. Then, they must assess all the facets of the failure and turn into an experience that teaches them something about how to calculate the next risk. In such a way they can master the language gradually. On the contrary, the reverse will happen if learners are not willing to take a risk or as Beebe (Ibid:45) stated that fossilization, or the relatively permanent incorporation of certain patterns of errors, may be due to a lack of willingness to take risks. It is because of this that some learners develop a negative feeling

towards learning a foreign language and resort to risk-avoiding strategies. Their avoidance behavior also impedes success in language learning.

### **2.3. Levels of risk-taking in oral Production (of English as a foreign language)**

Eventhough it is claimed that risk-taking is one of the qualities of successful language learners and it fosters language learning, there are different levels of taking a risk. Hence, not all levels are desirable. With regard to this Beebe (1983:39) states “Every human being takes risks. However, not every human being takes the same number of risks and equally risky choice.” This general claim implies that the presence of different risk taking levels and factors that can affect the risk-taking behavior of individuals and there exists a risk-shift.

With regard to levels of risk-taking, many authors (for example, Ely (1986), Bem, (1971), Beebe (1983), Brown, (1994), Ellis (1994), etc. to mention but neither of them clearly show the delimitation of these levels. Beebe (Ibid) tried to show better than the others what these risk-taking levels are. Though it is difficult to show the delimitation or yardstick point among them, the levels of risk-taking mentioned by many writers are high, moderate and low risks. Moreover, they also mentioned the possibility of having riskier or extremely high or low risks (conservative risks).

Here, one point what should be clear is that, when it is said high, low, moderate and conservative risk-taking, it may not be a permanent and fixed behavior of an individual or learner. This is because of many factors that can influence risk-taking behavior. For example, Brown, (1965) in Beebe (Ibid: 42-43) claims, “Individuals in group discussion will alter their risk-level.”

**High-risk-** Based on Beebe (Ibid: 48), high risk means there is a high probability of failure, because risk is defined as a situation in which the outcome is uncertain and there is a probability of failure. High risk- takers are those who are willing to take chances and make a decision on minimal information, even at the risk of high probability of making mistakes.

There may be an assumption that high need achievers to be high risk-takers; But based on some studies, Beebe (Ibid: 41) claims that high need achievers are not high risk takers, but most probably moderate risk-takers. Such high risk-taker learners take wild gambles. Therefore, high-risk doesn't indicate high success.

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**Low-risk-** Low-risk situation shows that there is very little risk, the chance of error is low, the chance of exposing one's personal view to criticism is low. As to Beebe (Ibid:58-59), "Low risk-taking involves hopping for guaranteed success, not realistic strategy in today's world, and certainly not a desirable outcome of educational process." This is because, according to him (Ibid:40), "Learning to speak a second or foreign language involves taking the risk of being wrong."

This implies that in learning to speak a target language, the learner must involve to tryout to say something that he/she is unsure of instead of showing silence. The learner who is silent in the classroom is unwilling to appear foolish when mistakes are made. According to (*Oxford 1990 a, 1990b; H.D. Brown 1994 a) in Arnold, S. (1999:63)*, "It is more useful for language learners to take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uninformal risks." For example, those who require absolute certainty before making a decision and who are not willing to tryout something in the target language are low-risk-takers.

**Moderate-risk** – It is a risk-taking level and it is believed by many writers to be the best level though they do not clearly show what this moderate risk-taking is. For example, Brown (1994), Larsen Freeman and Long (1999), Beebe (1983), Ely (1986) in Beebe (Ibid), etc. claim that moderate risk-taking facilitates language learning.

Beebe said that it is difficult to describe an optimal level of risk-taking for all individuals and situations. However, in a general sense he justifies by saying, "we endorse moderate risk-taking as the optimal behavior, where students strive for success, keeping a limited reliance on chance and a realistic appraisal of their own skill." (ibid: 59) From this we can understand that chance and skill factors involved may affect the extent to which risk can be taken.

Beebe (Ibid: 59), accepted that moderate risk-taking as the best strategies overall by saying, "Experience and intuition lead us to assume that moderate risk-taking in a language learning is the best overall strategy." He added, "Given the definition of risk as a possibility of failure, our common sense leads us to favor moderate risk-taking as a goal in the classroom."

Besides, Beebe (Ibid:41) claims, "These individuals (moderate risk-takers) like to be in central and like to depend on skills. They do not take wild, frivolous risks or enter no-win situations. They also shy away from low-risk situation." This is to mean that moderate risk-takers are willing to take enough risks and make accurate and intelligent guesses, but do not take wild and unnecessary chances. They adopt a risk which is fifty percent approximate chance of success i.e by using partially acquired skill or knowledge.

In general, moderate risk-taking is considered by most writers as the characteristic of good language learners. For example, Beebe (Ibid:46), "I think that most good language learners have a healthy self-esteem which leads them to be less prone to expecting that their normal errors make them look foolish. In other words, I think they perceive speaking as a more moderate risk than do unsuccessful language learners who may view it as extremely high or low risk."

In addition to the above mentioned risk-taking levels, the literature implies that there may be riskier or extremely high or low (conservative risk-taking situation). For example, Bem (1971:12-13) in Beebe (Ibid: 47), "Those who have high fear of failure tend to be extremely low-risk takers." Furthermore, Beebe explained that such extremely high or low risk-taking is not a desirable behavior. Similarly, those who may view risk as extremely high or low risk are considered as unsuccessful language learners.

Brown (1994:140) explained such situations as "A learner might be too bold in blurring out meaningless verbal garbage that no one can quite understand, while success lies in an optimal point where calculated guesses are ventured."

## **2.4. Factors Influencing Risk-taking**

Bem (1975) in Beebe (1983:41) divided external factors influencing risk-taking behavior in to three categories. The situation, the individual and the social setting. Following this categorization, Beebe gave some what more detailed literature than Bem. Based on this, factors involving the individuals (personality) factors include motivation to achieve need for approval, age, sex, locus of control and self esteem. Situational variables include: the degree of skill versus the outcome, the influence of prior experience (success versus failure, and the number of trials), the value of the reward and the degree of interest the participant has in the task. Factors involving social setting which affect risk-taking behaviors encompasses group versus individual settings.

It is believed that the individual/personality factors strongly influence the second or foreign language learning. Some of these factors that are especial importance for first or second language learning are: anxiety, self-esteem, motivation, inhibition and extroversion/introversion. Beebe (ibid:41 and 49) believed that there is correlation between personality or affective variables and risk-taking.

### ***2.4.1. Risk-taking in oral Production and some Affective Factors***

#### **2.4.1.1. Anxiety and the Risk of Speaking in EFL**

Research findings state the relationship between risk-taking and anxiety. Arnold (1999:63) considered risk-taking as one of the correlates of language anxiety. Ellis (1994:522) claims, "Anxiety arising out of poor performance, communication apprehension, the fear of negative evaluation is likely to have a debilitating effect on foreign or second language learning."

Similarly, Arnold (1999:8) states, "Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self doubt, apprehension and tension." He further added (Ibid:9) "When anxiety is presented in the classroom, there is a down spiraling effect. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance."

All the above explanations are about debilitating or harmful anxiety, that has a negative effect in the language learning and risk-taking. With regard to this, Arnold (Ibid:63) claims, "students who

are highly anxious about the frequent ambiguities of language often suffer reduced risk-taking ability.”

Writers like Tudor (1996), Ellis, (1994), Arnold (1999) Alwrite and Bailey (1990), Brown (1994), mentioned different types of language anxieties. Debilitative and facilitative (harmful and helpful) and trait and state are the main one's. Debilitative anxiety, takes the learners in a negative way to flee the new learning task, to adopt avoidance or to decrease participation i.e not to take a risk., The fear of making mistakes is one source of anxiety, because of this, some learners decide to stay silent rather than risk committing.

In contrast, facilitative anxiety has an important role in the learning of a foreign language by motivating them to 'fight' the new learning tasks and it gears the learner for learning. Researchers claimed that students with this type of anxiety are likely to adopt risks.

The other types of anxieties are 'state' and 'trait' anxiety. According to Brown (1994:141-142) and Arnold (1999:60), state anxiety, is a kind of anxiety produced in relation to a specific situation. It is also believed to have much to do with the foreign language learning.

Trait anxiety- is a more permanent characteristics of the learner's personality. These are like:

1. Fear of 'loses oneself' in front of the classroom community.
2. The competitive nature of the classroom.
3. The threatening nature of teachers' questioning.
4. a mismatch between learners' prior learning experience and the current learning practice.

It is clear that these factors have a negative effect to the learners to assume risks. This implies that to reinforce risk-taking, it is necessary to minimize the source of anxiety and enhance the source of facilitative anxiety. In relation to this, Dufeu (1994:89-90) in Brown (2001:150) states, "To reinforce risk-taking, it is necessary to develop an ample effective framework to overcome learner's anxiety of learning a target language," (on line source). To sum up, anxiety is one cause of student's risk-taking behavior. I.e. The presence or absence of debilitative or facilitative anxiety, determine the risk-adopting or risk- taking behavior of learners.

#### **2.4.1.2. Extroversion and Introversion and the Risk of Speaking English as a Foreign Language**

Many researchers claimed that there is a relationship between risk-taking and extroversion and introversion. They relate extroverts as risk takers and report that extrovert students are likely to be worry less about accuracy and have a tendency to participate in the class and to take risks with their language. They are generally impulsive individuals and like to take chances. Brown (1994:145-146) reported that risk-taking is one of the behavioral characteristics of extroverted personality. In relation to this Arnold (1999:11) holds:

*There is sometimes an erroneous conception between inhibition and extroversion. Extroverts are often stereotyped as being outgoing and talkative and, therefore, better language learners, since they are more likely to participate openly in the classroom and seek out opportunities to practice. Introverts, by implication, might be considered, too self-restrained.*

On the other hand, with regard to the relationship between success in language learning and extroversion and introversion, Arnold (Ibid: 11) holds that it is difficult to draw a firm conclusion.

Little Wood (1984:64) too, lists some communicative advantages that out going (Extrovert) personality people may enjoy:

- Involvement in social interaction.
- Usually they attract more attention from their teacher.
- Less inhibited when asked to display their proficiency in order interviews.
- They may perform more confidently in communication situation.

Still there are other evidences that support and claim the above ideas. All imply that extroversion is promotive and related to risk-taking.

#### **2.4.1.3. Self-esteem and the Risk of Speaking English as a Foreign Language**

It is generally claimed that there is a closely connected relationship between risk- taking and self esteem. Arnold (1999:62) defined self-esteem as “A Self-judgment of worth or value based on feelings of efficacy, a sense of interacting effectively with one’s own environment.” Brown (1994:136) claimed self-esteem as the crucial factor in Foreign or second language learning.

Krashen (1981) in Arnold, J. Z. (1994:12). Mentioned the relationship between self-esteem and oral production in ESL performance. He claimed that a person with high global self-esteem tends to achieve better, because the person would not feel embracement if he makes mistakes. Similarly, many writers also claimed this that a person with such self-esteem is not daunted by the possible consequences of being laughed at. On the other hand Arnold (1999:62) claims, "Unsuccessful language learners often have lower self-esteem than successful language learners.". Many authors such as Alwrite and Bailey (1991), Tudor (1995) also have a similar belief.

Arnold (Ibid: 120) and Heyde in brown (1994:137) described self-esteem on three more specific levels: general or global (which refers to the general feelings of self worth.), situational (that refers for example the persons' feeling of competence in school or work.) and task (the feeling of self worth in a particular subject or task for example, one's feeling or competence in English, Maths, etc.) self-esteem. Heyde in brown (Ibid, 137) Investigated their effects on the oral performance of American students studying French as a foreign language. The finding shows that learners with high self-esteem performed well in French.

Generally, the literature shows a closely connected relationship between self-esteem and risk-taking. Those who have high self-esteem have an opportunity to assume risks.

#### **2.4.1.4. Motivation and the Risk of speaking English as a Foreign Language**

A lot is said and written by researchers and psychologists about the importance of motivation for successful language learning. Cook (2001:118) claimed that both instrumental and integrative types of motivation may lead to success, but lack of either causes problems. Arnold (1999:13) also holds similar to Cook's claim. According to Wajnrbj (1992:31), however, the past belief of categorizing motivation in to instrumental and integrative and the correlation between integrative success and instrumental-less success seems to fail to reflect the true complexity of motivation. He added, "What has emerged is what ever the basis of the motivation of the learner, its level high or low has an impact on expected learner roles. High motivated learners are more likely to synchronize their roles with the teacher's roles; and more likely to cooperate with the teachers in the various processes, involved in classroom learning."

Similarly Rubin (1975) in Beebe (1983:46) claimed that motivation is one of the crucial of good language learning. "The good language learner seems to have a high motivation to communicate." Beebe (Ibid: 41) also said that persons with high motivation to achieve are moderate risk takers.

In general, there is a relationship between motivation and risk-taking. If learners are with high motivation are likely to assume risks and those who are less motivated are not.

#### **2.4.2. Tasks and learners level of risk taking in their oral English production**

Many writers define what language learning task is and its importance for a second or foreign language learning. Nunan (1987) in wajnyb (1992: 129) defines, "Task is a piece of meaning focused work involving learners in comprehending, producing or interacting in the target language." Similarly, Richards et al. cited in Nunan (1989) defines the concept of tasks or language learning tasks as activities or actions which are carried out as a result of processing or understanding language.

A shift from accuracy focused to fluency development or to meaning transfer language teaching has also changed the way the language teaching materials to this meaning focused work. The tasks are believed to give to students a chance to do by themselves. Based on this, many writers like parrot (1993), Little wood (1981), Bygate (1987), ur (1981), and Harmer (1983) proposed different types of activities that can help learners for negotiating meaning and developed their fluency while completing the tasks. These are information gap activities, problem solving activities, role-play activities, Project based activities, jigsaw activities, etc.

With regard to the familiarity of the content of the tasks Atkinson ( 1995:132) says, ✨ It is helpful for her (the learner) if she is familiar with the vocabulary and structures that necessary for completion of the task and it is helpful if the information she need to use it familiar to her." This general claim indicates that if students are over burdened with the new linguistic content, their comprehension of the target language or assuming risk will be blocked to the learner to handle than which are entirely unfamiliar.

On the other hand, William and Burden (1997) and Atkinson (1995) suggest the importance of providing students with language learning tasks which are not difficult and not to be low but there should be sufficiently challenging.

*There should be a challenge of something. The challenge is determined by the level of difficulty of the activity compared to the language abilities back ground knowledge and intellectual abilities of students. If the challenge in the task is felt to be too difficult and unlikely, to be achieved, students may not participate. If the challenging felt to be low there may be reduced participations due to boredom. Successfully completing a task is likely to increase motivation, which intern makes further success possible ( Atkinson 1995 132)*

Generally, the familiarity the challenging of the tasks and the interest of the learner they have on the tasks may help them to assume risks. There fore, the important thing for communicative oral tasks is they should not be beyond the level of the learner.

#### ***2.4.3. The Classroom Atmosphere and its Effect on Students' Level of Risk Taking***

The classroom atmosphere plays a great role in facilitating or disrupting the language learning that occurs there. Many studies claim that language learning usually best occurs in a non threatening classroom environment. They recommended that there should be a relaxed, Supportive learning environment in order for a student feel relaxed enough to make them willing to try to speak English. Especially the interrelationship among students and between the teacher and students is likely to be crucial. With regard to this Thomas, (1987:29) claims, "The way that participants in classroom interaction feel about each other, and about the situation they are in has an impartment influence on what actually goes on in classroom. Feelings and attitudes can make for smooth interaction and successful learning or can lead to conflict and the total breakdown of communication." Wajnryb (1992:58) has also the same belief and claims, "People learn best when they are relaxed, comfortable, unstressed, interested and involved what is going on in the classroom." Stevick (1989:53), explained the negative result of a bad languages classroom atmosphere as "Learners hold to hesitate and use smaller vocabulary when they feel their audience is unfriendly."

Besides, Williams and Burden (1997:2002) claim, language classroom in particular need to be places where learners are encouraged to use the new language to communicate, to try out new ways of expressing meanings, to negotiate, to make mistakes without fear, and to learn from successes and failures. Emotionally, a suitable environment for language learning should be one that enhances the trust needed to communicate and which enhances confidence and self esteem.

For the classroom atmosphere to be promotive for students to assume risks and say something in English without any fear, a teacher has a greater role to play and he/she is the main person to facilitate, encourage, and make conditions right for learning. With regard to this, Williams and Burden, (1997:197) say, "Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and alienation and do not facilitate personal, social or academic growth."

According to the above explanation, the traditional belief that the classroom is the place where the teacher 'knows' and the students 'don't know', therefore, the teacher should say a lot and students listen, is one barrier for good classroom atmosphere. Therefore, instead of being considering himself/herself as a figure of authority, a teacher must facilitate the classroom for learners to learn. That is why Wajnryb (1992:28) claims "One can't teach a language- the best one can do is to make the conditions right for others to learn." This is because according to Thomas (1987) "The only purpose of classroom interaction is to provide conditions for learning." The facilitation includes encouragement and assisting rather than pouring something into the learners mind.

Similarly Ely (1986:23) in Tudor (1996:3) said, "Simply exhorting students to take more risks and participate more may not be effective. Apparently, before students can be expected to take linguistic risks, they must be made to feel psychologically comfortable and safe in their learning environment."

In general, there are ample evidences that show the positive relationship of students among themselves and the students and the teacher can facilitate their foreign language speaking. On the other hand, if the opposite is true in the language classroom, the willingness of students to participate in oral activities will disrupt and their will not assume to take risks.

#### *2.4.4. Students' level of Risk-taking in Group and Pair work Activities*

The literature in the area claims that there is a relationship between learners oral participation or risk-taking and group size.

It is obvious that in traditional methods of teaching, the teacher's talk takes much of the class period and students do not have enough time and opportunity to practice. Alwrite and Bailey (1991:139) claims, "Observations of many different classes, both in content area subjects and in language construction, consistently show that teachers typically do between one half and three quarters of the talking done in classrooms." Hence, it is usually taken as the main reason for students' low achievement in oral speaking abilities.

However, now a days, there is a shift to learner centeredness, cooperative language learning, etc. Therefore, it is believed that such current methods of learning/teaching can minimize the problem and promote the learners willingness to participate. This is from the belief that if learners are allowed to cooperate with each other towards a certain goal, their expectancy of success is likely to be higher than if they are to work individually.

Cooperation motivates group members, because the knowledge that one's unique contribution is required for the group to succeed in increasing one's efforts. With regard to this, Dornyei (2001:100-101) listed some reasons for the favorable impact of cooperation on motivation and he states, "Cooperation fosters class group cohesiveness. When students work together, they tend to like each other regardless of ethnic, cultural, class or ability, differences. This is because in cooperative situations students are dependent on each other and share common goals, which in turn create a feeling of solidarity and comradely supportiveness."

Beebe (1983:48) says that risk- taking varies according to the social setting. i.e group versus individual setting. This is to mean that there s a risk shift when individuals are put in group.

Based on J.A.F Stoner's work, (1961), on the phenomenon of the risk-shift, Beebe (1983:42) states, "Individuals take greater risk in group discussions than they do by themselves on the very same task." Similarly, Brawn Claims in Beebe (1983:42-43), "The society values risk-taking.

Individuals in group discussion will alter their risk levels to appear and feel just as risky as the next person.”

There is also another additional evidences that show the advantage of group work. Byrne (1987:53) for example, claims that the most fluency work will be done in groups.

*To get the students to use the language freely and to try to express their own ideas, we need them to work on their own and in pairs or groups. Surely they will get the opportunities to talk in this way and, very importantly, they will not feel that the teacher is listening to them waiting to correct any mistake.*

What we understand from Byrne’s idea is, there is autonomous in cooperative group work and students have to work a lot without immediate supervision of the teacher. This is very important especially for shy and linguistically less secured students, because cooperative situations have a positive emotional tone, i.e. they generate less anxiety and stress. Therefore, in such a situation students will have the opportunity to assume risks.

Long and Portner (1985:207-225) cites five benefits of group work compared with the lockstep/teacher fronted instruction:

1. to increase language practice opportunity
2. to improve the quality of student talk
3. to help to individualize instruction.
4. to promote a positive affective climate.
5. to motivated learners.

Different classroom research studies proved that there is relationship between risk-taking and group size. For example, Doughty and Pica (1986) in Alwrite and Bailey (1991:148) did a study with college students of EFL. Their aim was to know whether small groups and dyads (Pairs) would produce more modification compared with lock step/teacher fronted teaching/. Therefore, the results of the study showed that there was a significantly greater (nearly four times greater) occurrences of meaning in small group and pairs activity than in lock step. This implies that there is a risk-taking difference in a pair and small group compared with the entire class (individuals).

#### *2.4.5. Teacher's Interpersonal Behavior and its Effect on learner's level of Risk-Taking in EFL*

Teacher's interpersonal behavior has a great role to play in the language classroom for students to assume risks. With regard to this, Williams and Burden (1977:73) claims, "If learning is to be successful, it is crucial that teachers establish in their classroom a climate where confidence is built up, where mistakes can be made without fear, where learners can use the language without embarrassment, where all contributions are valued and where activities to feelings of success, not failure."

The above quotation implies that teachers have to organize an appropriate a welcoming learning environment, boosting learner's confidence, enhancing and encouraging learner's positive self esteem and a feeling of 'I can' or 'I am capable of doing', and make the classroom an anxiety free zone. Such teacher's behavior will make learners participate actively and take a risk. If a teacher, on the other hand, has an authoritarian behavior and openly criticizes learner's language and try to correct each and every single mistake, the learner's attempt to take a risk hinders. (They will become unwilling to communicate in the target language for fear of being ridiculed).

Williams and Burden (1997:64) listed some techniques that teachers can use to facilitate language acquisition and are important for oral language production. These are:

- boosting their confidence,
- displaying a personal confidence, interest on each other,
- enhancing their self-esteem,
- fostering on the learners a sense of belonging to classroom community,
- helping learners to develop a feeling of confidence in their ability to learn,
- by value responses from learners and praising them appropriately,
- encouraging learners to respect the feeling of each other,
- not criticizing on the side of the teacher, and encouraging that learners and teachers are partners in learning,

Therefore, teachers have an influential effect in a target language oral production. Especially, having a positive and friendly relationship between learners and a teacher is essential. Byrne (1987:53) advices teachers to act as an ordinary person instead of being a teacher in the classroom.

#### *2.4.6. Family and Cultural Background and its Effect on Students' Level of Risk-taking*

There is an ample evidence that for many learners of English as a foreign or second language, aspects of their native culture heavily influence their overall English proficiency. With regard to this, Tudor, (1996:143-144) claims the following. "The way in which a learner will perceive and react to a given pedagogical option is closely related to the assumptions which he brings to his language study from his socializations and prior educational experiences."

Rubin (1983) in Tudor (1996:39) also has the same belief. As Cortazzi (1990) in Tudor (1996:143), students' deep-rooted expectations formed by their socializations in their home culture i.e in the family and with other members of the society at the very early stage of development and bring to the language classroom have greater influence in the language teaching. Especially, if it is together with expectations developed within the framework of formal educations in the same culture, there is a strong reinforcement of beliefs. These are the sets of beliefs such as how language should be taught and learnt, what good teaching or education is, the roles of teachers and learners, interpersonal norms, etc.

Every society makes an effort to teach its children those standards of conduct and behavior that are considered good or bad or socially desirable and undesirable. Children are also rewarded for acts that are considered as desirable and are punished for acts that are considered undesirable. As a result, they are expected to have acquired such norms of their own culture. In some societies for example, children are influenced by the cultural beliefs like 'not to speak among people' is a sign of modest and they continue becoming shy. As a matter of fact, such situations truly have effects on risk-taking situation. This is because, according to Duffy and Matikainen (2000:40), each culture is unique and we learn from our culture such things as when and how to speak, when to be silent, how to approach strangers, elder, etc. and these have influence on our learning.

In some societies, children may not have an opportunity to express their ideas and are not allowed to interact with elders even with their parents in many issues openly. Flowerdew (1999) has investigated this as follows:

*Society is higherarchially ordered, with due respect show for age, seniority and rank. In this type of interdependent relationship, peers and especially superiors, must always be accorded 'face' and not caused to lose it through overt and public criticisms. In other wards priority must all the time be maintained. The individuals' social and professional status automatically bestows him or with authority. To such an extent that subordinates tend to assume that the boss is always right, purely by virtue of their standing.*

With regard to the above idea, Murphy, in Flowredew (1999), writes how the concept of 'face' carried over in to the academic milieu in Hong Kong students and influence them. He reported that these students display unquestioning acceptance of the knowledge of their teacher or lecturer. Besides, these culturally based reasons are also reflected by the students as 'publicized passivity.' The same reluctance to openly challenge authority and express opinions is also manifested in their relationships and attitudes to their peers. They were also dislike giving opinions to their peers' work, and he advocated group work to avoid this issue of 'face'.

Similarly, Oxford et al. (1992: 44-5) cited in Tudor (1987:144) trace the profile of Arabic Speaking and Japanese and Korean ethnic group ESL/EFL students with in the language teaching context.

*Arabic speaking students of ESL/EFL are typically very greareous, overtly, verbal, and interested in the whole class, extroverted mode of instruction . . . in comparison, . . . Japanese and Korean students are often quite, shy and reticent in ESL/EFL classroom, indicating a reverse that is the whole mark of introverts. These ethnic groups have a traditional cultural focus on group membership, solidarity and face-saving, and they de-emphasize individualism. . . .*

Moreover, Duffy and Matikainen's (2000:41) belief also strengthens the above ideas and he says, "Some cultures have high distance and others low power distance. High power distance cultures believe that authority is essential in social structures, and strict social classes and higherarchy exists in these cultures. In low power cultures, people believe in equality and the people with power may interact with the people without power on an equal level." They further explained this relating with the learning milieu and said that in cultures where there is high power distance, people are taught that we are not all equal. Therefore, in such cultures students do not call their teachers by their names, and teachers and students do not spend time together outside of the classroom. And the reverse happens in low-power distance cultures.

All the above ideas have implications for risk-taking. It is clear that in societies where saving face is vital, the probability of students to communicate assuming risk is less due to the influence of their cultural background.

There is also a situation in which in some societies that children are not encouraged to group work but for independent work. This reinforces competition. It further results a risk-taking difference among students. With regard to this, Beebe (1983:59) claims, "We can not assume that students from various cultural backgrounds will share the same values or perceive the same risks. There will be cultural preferences for cooperation versus competition." He further explained that Lupter et al. (1971) found that cooperating friends were more likely to take risks than competing friends.

Generally, from the above explanation, we can say that cultural background has its own great effect for students' level of risk-taking.

## **2.5. Review of Local Related works**

There are no many local research studies carried on risk-taking. Berhanu (1995) did a research and wrote an article in Ethiopian Journal of languages and literature on "How can Flexibility be achieved in adopting risk-strategies in Negotiated interaction." (focus on Listening).

The subjects of his study are six Addis Ababa University 4<sup>th</sup> year students. In his study, he proposed his own numerical formulae that indicate how high or low the risk a listener has taken is and to what extent high or low risk-strategies are required by students to carry out an activity. Finally, he came up with the conclusion, "Students need to be given opportunities to practice handling varieties of activities and that direct training be introduced."

Tesfaye (1998) also did a research for his MA thesis in AAU on "students' risk-taking while learning college English". His study focuses on college English course material. The subjects of his study are 57 AAU freshman regular students.

The results of his study showed that the group behavior, the teacher's interpersonal behavior, the classroom atmosphere and the oral tasks are found to be promotive of students' risk-taking. But

the beliefs of students about learning English found to have a negative effect on their level of risk-taking while learning college English.

Both the studies discussed above were done at AAU. The subjects are also AAU students. Berhanu's study focuses on listening and Tesfaye's on speaking and on the teaching material. I, however, attempted to study students level of risk-taking using subjects out of AAU. It is a comparative study to know whether there is a risk-taking difference between Somali and non-Somali students and the causes of their risk-taking difference. This makes my study different from the above two research studies.

## CHAPTER THREE

### METHODOLOGY

In the study an attempt was made to know the risk-taking nature of Somali and non-Somali students. The necessary information and data were collected using the following procedures:

#### **3.1. The Setting and the Subjects**

The main purpose of the study was to compare the risk-taking behavior of at Jijiga preparatory school only. To examine this issue, two high ranking, two average ranking and two low ranking students were chosen on both groups (Somalia and non Somali students).

#### **3.2. Source of Data**

The data and information sources used were only primary. The data was gathered from students only.

#### **3.3. The Piloting**

The piloting was done at another school in the region to see to what extent the tasks designed and the other research tools were appropriate to serve the purpose they were designed for. Based on this, the researcher was able to adjust and reduce some questions in the tasks and in the questionnaire.

#### **3.4. Data Collecting Tools**

For the achievement of the goal intended, the researcher mainly used qualitative method or a descriptive type of study in which qualitative information and quantitative data analyzed and interpreted. How the tools were used (employed) is indicated as follows:

##### ***3.4.1. Speaking Tasks***

To get the data on the students' nature of risk-taking, three speaking tasks were designed and administered (individual work, pair work and group discussion were done).

The task designed for individual work was a sequence of pictures with hints or bits of information given and ask the student to tell a story using it. The task for the pair work was also a sequence of pictures. Hints (incomplete bits of information) were also given in the form of information gap. For the administration of this task, one Somali and one non-Somali student worked together and took turns to tell a story using the hints given. The task for the small group, (group, work) was taken from grade 12 students' text book. Students were asked to take turns and answer questions (Share information) after they read the passage given. The reason that this topic was chosen for group discussion was its familiarity to the students. In this task two Somali and two non-Somali students were grouped together and there were three focus groups. It was believed that the students risk-taking nature can be revealed or known using these tasks (by measuring it using the length of speech). Finally, the subjects' length of speech (amount of talk) was measured by counting the words they uttered in each task to know how much they are risk takers.

#### ***3.4.2. Video /Audio Recording***

In order to reflect the students' spoken use, to get non-linguistic/non-verbal/ information while they were performing the oral tasks in addition to the data and to get additional information of the study, video and audio recordings were used.

#### ***3.4.3. Questionnaire***

For the purpose of finding out the main cause of the subjects' current levels of risk-taking, a 5 point scale-close-ended questionnaire with 16 items was designed. Then, it was translated in to Amharic and Somali languages in order to make it easy for them to understand and answer it as required and finally administered.

The items of the questionnaire were adapted from Ely (1986) in Tesfaye (1998), from Young (1999) and partly designed by the researcher on the thoughts discussed in the literature part. Internally, this instrument is comprised of four factors which are expected to be the main causes of their level of risk-taking i.e. the classroom atmosphere, the teachers interpersonal behaviour, the group behaviour and the family or cultural

background. Totally 16 items were set. i.e four for each factor and some of them were negatively set items. Finally these items were interspersed among each other.

#### ***3.4.4. Interview***

To the end, seven interview questions were designed to consolidate the response and data obtained using the questionnaire. The interview points were similar to the questionnaire. It was also semi-structured, consequently, it was able to ask few relevant questions from the discussion with the interviewee. The interview questions were also translated in to Amharic and Somali. The Somali part was interviewed by Somali language speaker English teacher and translated into Amharic by two persons.

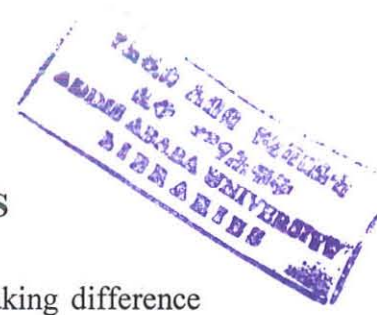
#### **3.5. Data Analysis**

The data that was obtained using speaking tasks and video and audio recording was described and analyzed qualitatively. Then, the risk-taking nature of Somali and non-Somali students was identified while they were doing the speaking tasks.

The purpose of using the questionnaire and interview was to know the main cause of their current level of risk-taking and its effect. Therefore, the data that was collected using the questionnaire and the information obtained using the interview questions were first translated in to English from Amharic and Somali Languages. Then, the responses given by respondents for questionnaire items were interpreted and analyzed quantitatively. The interview responses were also interpreted and analyzed by using the excerpts or extracts from their response.

## CHAPTER FOUR

### ANALYSIS, INTERPRETATION AND DISCUSSIONS



The main purpose of this study is to find out whether there is a risk-taking difference between Somali and non-Somali foreign language learners of English and to find the main causes of their risk-taking difference (if there is a difference) in their oral English production. The results obtained using the tools are given as follows:

#### 4.1. Results of the Tasks

##### 4.1.1 Individual work

The task for individual work was a sequence of pictures with bits of information to students to look at for a few minutes and to tell what they understood in the form of story telling. Based on this, the length of speech or amount of talk was measured by counting the number of words uttered by each student as follows.

Table 1- Showing length of Speech in Task- one •

Ranking	Group	No	Name	No of words uttered
High	S	1	Niman	255
		2	Abdulahi Abdi	406
	N-S	3	Suleman	230
		4	H/Gebriel	150
Aveage	S	5	Abdinakin	285
		6	Mohamed	163
	N-S	7	Daniel	173
		8	Bisrat	214
Low	S	9	Abdulahi Sheik	331
		10	Muktar	154
	N-S	11	Bereket	276
		12	Yosf	194

As can be seen from the table, the high, average and low ranking students in the two groups uttered different number of words (length of speech). In the Somali group one high ranking student (Abdulahi) uttered a lot of words. In this speaking task, when we compare the two groups of high ranking students, the Somali students became high risk-takers, because their length of speech is greater than the non-Somalis'. Where as in the

middle (average) rank group, Abdihakim was better risk-taker. In the low (bottom) ranking ones, Abdulahi took more risk. Abdulahi (in the high ranking group) forwarded a sustained talk (relatively longer time) as far as the completing of this task is concerned.

In this task, four students from the Somali group (Abdulahi Abdi, Abdulahi Sheik, Abdihakim and Niman) had longer speech in their groups and in the N-S subjects group. Abdulahi Sheik is a low ranking student but his length of speech in this task was better than all non-Somalis and even Somalis except Abdulahi. Bereket is also high risk-taker in the low ranking students group next to Abdulahi Sheik.

In general, among high ranking students two Somalis are high risk-takers. In the average ranking group, Abdihakim is a high risk taker. In the low ranking group Abdulahi Sheik and Bereket (one Somali and one-non Somali) are high risk-takers.

#### ***4.1.2. Pair Work***

There is a general claim that there is a relationship between learners' oral participation or risk-taking and group size. Studies show that there is a greater risk-taking difference when students are put in a pair and small group work compared with the lock step.

Therefore, in the pair work two students (one Somali and one non-Somali students) were assigned together and a sequence of pictures with hints (incomplete bits information) was given to them to look at it independently and understand it. This task was designed in the form of information gap, bits of information given in the student 'A' is not given in the student B's and vice versa) (look appendix). Then, they were asked to tell a story taking turns. Based on this, the length of speech or amount of talk was measured by counting the number of words uttered by each of them.

Table 2- showing length of speech in task 2.

No	Name	No of words uttered	Difference
1	Niman	455	169
2	Suleman	286	
3	Abdulahi Abdi	336	88
4	H/Gebriel	248	
5	Daniel	330	63
6	Muktar	267	
7	Abdulahi Sheik	266	108
8	Bereket	158	
9	Bisrat	287	95*
10	Mohamed	192	
11	Abdihakim	331	149
12	Yosef	182	

As can be seen from the table, the lion's-share of the length of speech in each pair was uttered by Somalis except the 5<sup>th</sup> pair. \* In the fifth group Bisrat is a high risk taker in the non Somali groups. All of them took turns in the pair work without missing their turns except Yosef. Yosef missed some of his turns. As can be seen from the appendix part, some of the non-Somali students' talk has unnecessary repetitions of the same words and phrases (for example, compared with the non-Somalis Suleman and Daniel and also Muktar in the Somali group)

In this task the same ranking students were grouped together, one from Somali and one from non-Somali students. However, some students worked with those who are not in the same rank. For example, Daniel (average ranking student) worked with Muktar (low ranking in the non-Somali) and Yoseph (low ranking student) worked with Abdihakim (average ranking student), but in both groups the Somali students generated better length of speech. The only difference is Bisrat and Mohamed (both are average ranking students), worked together and Bisrat showed a better length of speech. In the non-Somalis group, Niman is a high risk-taker one and Bereket is the low risk-taker in doing this task. Daniel is a high risk taker one but Bereket is a low risk taker in the non-Somali group.

Among the students assigned together to perform this task, Niman, Abdulahi Abdi, Daniel, Abdulahi Sheik, Bisrat and Abdihakim became relatively high risk takers i.e four Somalis and two non-Somalis. However, those who were high risk takers in the non-Somali group are not

high risk takers when they are compared with Soamlis. This is because what is high risk for one student can be low for the other.

In general, as scan be inferred from the above table, the Somali students group showed a better length of speech (they are high risk-takers) and the difference is not also easy.

#### 4.1.3. Group Discussion

In this group discussion work, four students, two from the Somalis and two from the non-Somalis were grouped. Most similar ranking students on both groups (Somali and non-Somali) were groped together except Muktar and Abdihain. Muktar is a low ranking student in the Somali group and he was grouped with the average ranking students. Abdihakini is an average ranking one and grouped with low ranking students.

Table 3- Showing the length of speech forwarded and no of turns taken by each individual student in the group discussion.

Group		No	Name	No of wards uttered	No of turns taken
1	S	1	Niman	866	20
		2	Abdulahi Abdi	599	13
	N-S	3	Suleman	381	7
		4	H/Gebriel	434	13
2	S	1	Mohammed	883	30
		2	Muktar	303	10
	N-S	3	Daniel	612	18
		4	Bisrat	486	21
3	S	1	Abdihakini	672	6
		2	Abdulahi Sheik	506	5
	N-S	3	Bereket	130	5
		4	Yosf	124	5

As this table shows, the Somali students except Muktar in each group generated more talk than the non-Somali students except Daniel. Daniel can be seen as a high risk-taker in the non-Somali students part. Even the low ranking Somali students (Abdulahi Sheik) generated more talk when he is compared with the non-Somali high ranking ones.

In the previous two one way tasks, Mohamed was one of the low risk-taker students but now in this group work, he became the best risk-taker. This might be because of the task and the group behavior. Tasks like this one, can make all participants involve in the discussion and can generate more talk. That is why the student with low length of speech as far as the completion of the one way tasks is concerned, came the best one among all of them in both groups and number of turns of all the participants (30 turns). Beebe (1983:42) states this situation as, "Individuals take greater risk in group discussions than they do by themselves," that means risk-taking varies according to the social setting i.e group versus individual setting. Regardless of the above general claim, among the low ranking students, who were low-risk-takers in the individual one way task, decreased their length of speech in pair and group discussion (Yosef and Bereket). This is different from what Beebe (Ibid: 42-43) claimed "Individuals in group discussions will alter their risk level."

Similar results were found by Doughty and Pica (1986) in Alwrite and Bailey (1991:148) on college students of EFL. He reported that there was a significantly Greater (nearly four times greater) occurrences of meaning in small group and pair activities than in lock step.

In this group activity, Niman, Mohammed and Abdihakim became the best risk-takers (their length of speech is relatively longer than the others in their groups and in all the subjects). Abdulahi Abdi, Daniel and Abdulahi Sheik are the next high risk takers). On the other hand, Suleman, Muktar and Yosef as well as Bereket can be seen as relatively low risk-takers in their groups. However, this changed when they are compared out of their groups, but still the non-Somali low risk-takers remain low-risk-takers when they are compared with non-Somalis.

Since the objective of this study is to know whether there is a risk-taking difference between the Somali and non-Somali students, in this task, except Muktar (the low ranking student), all Somalis generated longer speech compared with non-Somalis except Daniel. Hence, they are high risk-takers. Even Muktar is a high risk-taker when he is compared with non-Somali low ranking students

Table 4-The total length of speech forwarded by each subject in the three tasks.

	Ranking	No	Name	No of words uttered in			Total
				Task - 1	Task -2	Task - 3	
S.	High	1	Niman	255	455	866	1576
		2	Abdulahi Abdi	406	336	599	1341
	Average	3	Abdihakim	285	331	672	1288
		4	Mohammed	163	192	883	1238
	Low	5	Abdulahi	331	226	506	1103
		6	Muktar	154	267	303	724
N-S	High	7	Suleman	230	286	381	897
		8	H/Gebriel	150	248	434	832
	Average	9	Daniel	173	330	612	1115
		10	Bisrat	214	287	486	987
	Low	11	Bereket	276	158	130	564
		12	Yosef	194	182	124	500

As can be seen from the table that shows the total length of speech generated by each of the subjects, the better length of speech was forwarded by Somalis. From this total amount of talk generated by them in the three tasks, it is clear that all of the Somalis generated more talk. Generally, more talk indicates taking more risk. Therefore, they showed the willingness to take risks in a better way. If we also compare the high, average and low ranking students in these two groups, the Somalis group forwarded better length of speech. Daniel is a high risk-taker in the non-Somalis but not in the Somalis group. Yosef and Bereket (in the non Somali) are low-risk-takers. Suleman and HaileGebriel are top ranking students in the non Somali group, but their length of speech is less than the average ranking ones in their non-Somalis. However, from the information obtained from the video/audio recording, they were willing to take risks.

However, it is very difficult to put Somalis in the same level of risk-taking and non-Somalis in the other same risk- taking level. This is because, as Beebe (1983:59) explained, “What is high risk for one student is low for the other.” Therefore, the possible way to say based on the data and the information obtained is Somalis are better risk-takers than the non-Somalis (they took

more risk). Therefore, Somalis are higher risk-takers only when high, average and low ranking Somalis are compared with high, average and low ranking non-somalis. But there is a risk taking different among Somalis and among non-Somalis themselves since their length of speech showed difference. In other words, there are high and low risk-takers among Somalia and non Somalis them selves. This is because, according to Brown (1994:140), "To say that an individual is a risk taker is to say that she or he generally is more willing to take risks than the average person."

According to Thomas (1987:98), "Video recordings are preferable to audio-recordings since much more can be captured and observed in visual medium." Therefore, in addition to the talk that they generated while performing the three task, it is helpful to see some points about the characters that the subjects had shown which were obtained from the video and audio transcription. This is because they are additional strong indicators of their risk-taking behavior.

The video and audio recordings were done to reflect students' language use, non-verbal information and to get a clear picture of their risk taking behavior. Therefore, from the individual, pair tasks and group interactions, most of the Somalis were characterized as follows:

- They talked relatively longer time and gave more explanation especially in the group discussion.
- They were taking turns repeatedly compared with non-Somalis
- Most of them were willing (Volunteer) and take chances (they showed impulsivity).
- Most of the time they presented their own words and ideas.
- They were free, spontaneous and natural while speaking.
- They used some phrases for clarifying their ideas (eg I mean. . . )
- They related the story to their cultural saying (proverb)
- They were more fluent and more confident

On the other hand, most of the non-Somalis characterized as the following:

- They talked relatively short time. (simply short questions and answers)
- Most of them took relatively short turns.
- Being reserved and unwilling to appear foolish (most of them were taking care not to make mistakes).

- They showed reflectivity (allowing more time to speak and respond)
- They used short and previously shaped responses (lack of flexibility)
- Mostly they were sticking to the given bits of information rather than presenting their own words and ideas
- Repeating the same words and phrases.
- Showed frequent cut off and immense use of silent fillers (um- - -um -- -)

Generally, from this additional information and the length of speech obtained while doing the three speaking tasks, it is possible to conclude that there is a risk-taking difference between the Somali and non-Somali students. The Somalis are relatively better risk-takers (high risk takers) and non-Somalis less risk-takers (Low risk-takers). This is found by comparing the one groups' high, average and low ranking students with the other and from the total length of speech that they forwarded in general.

## **4.2. Questionnaire and Interview Responses, Analysis and Discussions**

The main purpose of the questionnaire and interview questions is to know the main causes of the Somali and non Somali students risk-taking difference. As it is shown in the analysis part of the results obtained by the three speaking tasks given, the Somali students were found to be the better risk-takers compared with the non-Somalis. The interview questions were designed based on the questionnaire items. It was aimed to get additional information about the cause of their risk-taking difference and for the reliability and validity of the responses obtained by the questionnaire.

### ***4.2.1. Questionnaire Responses Interpretation, Analysis and Discussion***

The questionnaire was designed based on the four factors that are expected to be the main causes of the subjects risk-taking difference and which have a direct effect. These are: Teachers interpersonal behaviour, group behaviour, the classroom atmosphere and the students' family or cultural backgrounds. In order to get the right information, a brief explanation was given to respondents about some items that were asked to be clear by them.

#### **4.2.1.1. The Classroom Atmosphere**

According to Thomas (1987:29), "The way that participants in classroom interaction feel about each other, and about the situations they are in has an important influence on what actually

goes on in classroom.” Therefore, to know whether the classroom atmosphere has an influence for their current level of risk-taking and whether it is the main cause of their risk-taking difference or not four items were designed under this dimension. This is with the belief that classroom atmosphere has an influential impact on students’ willingness to assume risks and what is actually going on in a FL classroom. Two of the items were positively and the other two were negatively set items. Items 1 and 13 were positively constructed and the remaining two (5 and 9) negatively set items.

Table 5- Students’ response to the items about the classroom atmosphere

Items	Group	Strongly agree		Agree		Not decided		Disagree		Strongly disagree		Total	Total sum
		F	%	F	%	F	%	F	%	F	%		
1	S	1	16.7	4	66.7	1	16.7	-	-	-	-	6	12
	Ns	1	16.7	3	50	-	-	2	33.3	-	-	6	
13	S	1	16.7	5	80.3	-	-	-	-	-	-	6	12
	Ns	1	16.7	3	50	1	16.7	1	16.7	-	-	6	
5	S	-	-	-	-	-	-	5	80.3	1	16.7	6	12
	Ns	-	-	2	33.3	1	16.7	1	16.7	2	33.3	6	
9	S	1	16.7	-	-	-	-	4	66.7	1	16.7	6	12
	Ns	1	16.7	1	16.7	-	-	3	50	1	16.7	6	

As can be seen from the above table, the majority of the Somali and non-Somali students responded positively for items 1 and 13 (5 and 4 or 83.4 and 66.7 and 6 and 4 or 100 and 66.7 percent) respectively.

Item 1 reads, “The relationship among students and between the teachers and students in the classroom is friendly, so I always try to speak in English the classroom without worrying.” Item 13 also reads, “The class doesn’t laugh at the spoken English of students but helped and encouraged each other while trying to speak. Therefore, I am always free to speak in English in the class.”

In response to these items, the majority of the Somalis and non-Somali students responded positively and there is no any big difference between the two groups.

Moreover, in response to the negatively set items 5 and 9 which read, “The class always laughs at (ridicules) the spoken English of students. Therefore, I always prefer to be silent.” and “Mostly my class students like working independently and competitively. Therefore, I don’t feel comfort to speak in the class,” respectively. Therefore, for item 5, six Somali and three non-Somali students (80.3% and 50%) responded negatively. For item nine, 5 Somali and 4 non-Somali (80.35% and 66.7%) responded negatively. Even though the results of the given tasks show that there is a risk-taking difference between these two groups, the class atmosphere is not found to be the cause for their risk taking difference.

The majority of the students on both groups responding the negatively set items negatively. This implies that, the classroom atmosphere is not characterized negatively by them for their spoken English language production. Moreover, there is no any big difference between the number of the two groups respondents.

Generally, from the above data we can conclude that the classroom atmosphere is characterized by the majority of Somali and non-Somali respondents positively. Since the number of respondents for the given items showed that there is no big difference, therefore, it seemed that classroom atmosphere is not the main cause for their current level of risk-taking difference.

#### **4.2.1.2. The Group Behavior**

There is a general claim that small group provides a maximum of students cooperation when it s compared with the teacher fronted teaching. If students always get the opportunity to practice doing activities in the group, it is believed that their intention of assuming risk will increase. Therefore, whether this have a direct influence or whether it is the main cause of their risk-taking difference or not, 4 items were designed. Two items (2 and 14) positively and the other two (6 and 10), were negatively set items.

Table 6- Showing Students response to the items about group behaviour.

Items	Group	Strongly agree		Agree		Not decided		Disagree		Strongly disagree		Total	Total sum
		F	%	F	%	F	%	F	%	F	%		
2	S	2	33.3	3	50	1	16.7	-	-	-	-	6	12
	Ns	2	33.3	3	50	-	-	1	16.7	-	-	6	
14	S	2	33.3	3	50	1	16.7	-	-	-	-	6	12
	Ns	1	16.7	2	33.3	1	16.7	2	33.3	-	-	6	
6	S	1	-	-	-	1	16.7	2	33.3	2	33.3	6	12
	Ns	-	-	2	33.3	-	-	3	50	1	16.7	6	
10	S	-	-	-	-	-	-	2	33.3	4	66.7	6	12
	Ns	-	-	2	33.3	-	-	4	66.7	-	-	6	

In the response to the item 2 which reads, “I enjoy to volunteer or to participate in the group discussion, because we always do pair and group activities.” 5 Somalis and 5 non-Somalis (80.3%) on both sides responded positively. Hence, the majority and equal number of students responded positively. For items 14, which reads, “In my English class, I don’t worry to speak in pair and small group work, because we are always given enough opportunity to practice cooperatively with others and I experienced such a situation.” 5 Somalis and 3 non-Somalis (80.3% and 50%) responded positively for this item.

Among the negatively set items, 6, which reads, “It embarrasses me to participate in the group discussion since much of the class time is taken by the teacher’s talk and we lack an opportunity to practice in the group.” 4 Somalis and 4 non Somalis responded negatively for this item and it showed that there was no any difference between them (Equally, there was no embracement for them to participate in this regard).

Furthermore, to item 10, which reads, “I don’t feel confident to volunteer or to participate in the group discussion, because I am always grouped with students of opposite sex and with those who are not my close friends.” All the six Somalis and 4 non Somalis responded, negatively for this item. That means, for most of them in both groups, doing activities grouped with those who are not their close friends is not a problem.

In general, the overwhelming majority of the respondents favored the group behaviour positively on both groups and there is no any big difference between the two responding the items in this dimension. Therefore, we can say that the group behaviour is not the main cause for their current risk-taking difference.

#### 4.2.1.3. Teacher's Interpersonal Behaviour

Teachers interpersonal behaviour has a great role to play in the language classroom for students to assume risks. That is why William and Burdon (1997:1991) reads, "The behaviors that the teacher reflects in the classroom and the way they are interpreted by the students have important impacts on classroom foreign language learning." Four items i.e. 2 positively and 2 negatively constructed items were included in this dimension to know whether this factor has a direct influence to the subjects and whether it is the main cause for their risk-taking difference or not.

Table 7- Students' responses to teachers' interpersonal behaviour

Items	Group	Strongly agree		Agree		Not decided		Disagree		Strongly disagree		Total	Total sum
		F	%	F	%	F	%	F	%	F	%		
7	S	4	66.7	2	33.3	-	-	-	-	-	-	6	12
	Ns	2	33.3	3	50	1	16.7	-	-	-	-	6	
11	S	4	66.7	2	33.3	-	-	-	-	-	-	6	12
	Ns	2	33.3	3	50	1			-	-	-	6	
3	S	-	-	1	16.7	-	-	2	33.3	3	50	6	12
	Ns	-	-	-	-	1	16.7	2	33.3	3	50	6	
15	S	-	-	-	-	1	16.7	3	50	2	33.3	6	12
	Ns	-	-	2	33.3	-		4	66.7	-	-	6	

For item seven and eleven 6 Somalis and 5 non-Somalis responded positively in the same way. For the negatively set items, number three, 5 Somalis and non-Somalis responded negatively. For item 15, all the Somalis and 4 non-Somalis responded negatively.

Overall respondents on both groups in the above table interpreted the teachers reaction and treatment positively. For items constructed positively and natively, the numbers of response given by both groups is more or less similar. This shows that both groups of students were treated almost equally by the English language teaches. Hence this factor didn't seem to show the main cause of their risk- taking difference

#### 4.2.1.4. Student's Response to Family and Cultural Background

As it was tried to show in the literature review part of this paper, students' family or cultural background heavily influences their overall English proficiency. The way children treated at him (in the family) and the cultural beliefs and assumptions that students bring to a given academic center, closely related to students' oral production skill. These are, according to Cortazzi (1990) in Tudor (1996:143), the sets of beliefs such as how language should be learnt, what good teaching and education is, the roles of teachers and learners, interpersonal norms, etc.

It seemed that the subjects of this study come from different cultural backgrounds. Having this in mind, to know whether the subjects' family and cultural backgrounds has an effect for their risk-taking behaviour or not and whether it is the main cause or not, 4 items were designed in the questionnaire.

Table 8- Showing Students' response to their family and cultural backgrounds

Items	Group	Strongly agree		Agree		Not decided		Disagree		Strongly disagree		Total	Total sum
		F	%	F	%	F	%	F	%	F	%		
8	S	2	33.3	3	50	1	16.7	-	-	-	-	6	12
	Ns	-	-	-	-	-	-	-	-	6	100	6	
12	S	3	50	2	33.3	1	16.7	-	-	-	-	6	12
	Ns	-	-	1	16.7	-	-	5	8.3	-	-	6	
4	S	-	-	-	-	-	-	-	-	6	100	6	12
	Ns	1	16.7	4	66.7	1	16.7	-	-	-	-	6	
16	S	-	-	-	-	-	-	2	33.3	4	66.7	6	12
	Ns	1	16.7	3	50	1	16.7	1	16.7	-	-	6	

The responses of the above table revealed a great difference in these two groups. Item 8 reads, "There is a pushing environment to talk in English in the society and culture that I belong to, hence I am not shy to try out what I want in English." 5 Somalis responded positively for this item and all of the non-Somali's responded to the opposite (negatively).

For item 12, which reads "I don't worry to talk in English in the class even if I make mistakes. This is because, I am free to talk at home with my family and with any age group freely with no influence," 5 Somalis positively and 5 non-Somalis negatively responded to it.

Furthermore, item 4 (the negatively set item), which reads, "Instead of trying to speak in English, I became silent in my English class, because I am highly influenced by my family and cultural beliefs like 'not to speak among people is a sign of modesty.'" All Somalis negatively responded and 5 non-Somali responded positively for this item. Similarly, for the last negatively constructed item (item 16), all Somalis responded negatively and 4 non-Somalis responded positively.

Generally, the results of the Somali and non-Somali students in this dimension is opposite in all the items. This seemed to show that their family and cultural background is the main cause of their current level of risk-taking difference.

#### **4.3. Interview Responses analysis and discussion**

Interview is very useful instrument to understand the reasons why and how things happened and the way they are happening, because much of what we can not observe for ourselves can be observed by others. Thus, the researcher used this tool to fill the gap. In order to give the interviewees a degree of control and power over the issue and to give the interviewer a great deal of flexibility as stated by Nunan (1992), Semistructured interview type was preferred in designing questions. Therefore, the interview was made for the purpose of finding out the main cause of students' current level of risk-taking difference. Seven questions were designed for this purpose. The interview was made with all the 12 subjects. The following were the interview questions and excerpts from their responses that were given to each question.

In the first question, students were asked what they feel when they try to speak in English in class. In their response, they identified themselves as frustrated, shy and confident students. In response to this question, all Somali students except the low risk-taker one in his group (Muktar) identified themselves as confident with a feeling of comfort and not afraid of anything. This is because, as they said, they have a self confidence and they believed that they always practice and they can communicate well. They added, they believed that pair and group discussions are good ways of learning a language and they accept mistakes as the way of learning. These students were found to be better risk-takers when they were compared with non Somalis when they were performing the tasks given.

The less active and less risk-taker one in the Somali group (Muktar) responded, “Yes, when I tried to speak English, I feel some shyness and I am afraid. This is because when I make a mistake, I feel that every body laughs at me.”

On the other hand, in the non-Somali group, only two respondents identified themselves as confident. Bisrat said, “When I speak in English, I feel happy. I always try to speak in English even though I make a mistake, because I learn from my mistakes.” This student is an average ranking student and he is one of the high risk takers compared with the other non Somalis. On the other hand, suleman is a high ranking student and he identified himself saying, “In fact at the moment I am not a perfect speaker. when I try to speak in English and make a mistake, some students may laugh at me but now I adapted it. There fore, I don’t afraid.”

The other four of them responded that they afraid and they are shy. This is because of their inability to communicate well, in fear of making mistakes, in fear of students’ laugh and lack of oral practice in the language. The response given by less risk-taker students seemed to show the tendency to avoid risks. However, some of them showed a better participation in the group speaking tasks (For example H/Gebriel in the high ranking group).

Overall the response given by the two groups showed that there is a difference between them. This also seemed to show a risk-taking difference between these Somali and non-Somali subjects.

Question two, asked respondents how their English teacher react or treat their spoken English. According to Williams and Bburden, (1973) English language teachers have a great role to make learning successful by building learners confidence, by making them use the language without embarrassment etc.

Almost all the two group members responded that their English language teachers are helpful to them. They said that teachers didn’t discourage them when they speak in English and even when they made mistakes, they showed them the best way to learn the language, etc. However, one of the non- Somali student (H/Gebriel) and Niman (from the Somalis) have special responses for this question.

Niman said that the teacher knew who is the best, average and less active student. Therefore, the teacher treated him in the way he spoke in the class. This indicate that the teachers treatment is not equal for active and less participant students. Moreover, HaileGebriel responded, "When I make mistakes, the English teachers correct me and they don't demoralize me. However, most of the time they don't encourage students to speak in English and discuss in groups."

Generally, the responses given to question two, were more or less similar to the responses given to teachers interpersonal behaviors in the questionnaire part i.e. It is considered by them positively. This showed that both the two groups were more or less equally treated by the English teachers and it didn't seem to be the main cause of their current level of risk-taking difference.

In question number three, the subjects were asked what they feel when they speak in English in group work and whether they participate actively or not.

According to Byrne (1987: 53) the most fluency work will be done in group work. There fore, this questions is designed to find out additional evidence whether their current level of risk taking is caused by this factor or not. There is a general agreement among researchers that the composition of the small group has a decisive impact on its effectiveness as a learning situation especially, students participation in oral activities is more likely to be affected by who they are ground with. For example, Byrne, Nunan and others emphasized the benefits that learners may gain from the mixed ability grouping and when grouped their close friends.

Based on this, all the Somalis and 5 non-Somalis responded that they participate actively. In their response all the Somalis and some non-Somalil said that group discussion is the best way of learning language. In the group work, the discussion is among them (friends). Therefore, they were encouraged to participate and they didn't afraid.

On the other hand, most of the non-Somalies said in their response that because they did not have the ability and in fear of making mistakes, they spoke in Amharic. But when they were grouped with Somalis they tried to speak in English. Shaw (1976:189) as quoted by Berhanu

Niman said that the teacher knew who is the best, average and less active student. Therefore, the teacher treated him in the way he spoke in the class. This indicate that the teachers treatment is not equal for active and less participant students. Moreover, HaileGebriel responded, "When I make mistakes, the English teachers correct me and they don't demoralize me. However, most of the time they don't encourage students to speak in English and discuss in groups."

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In question number three, the subjects were asked what they feel when they speak in English in group work and whether they participate actively or not.

According to Byrne (1987: 53) the most fluency work will be done in group work. There fore, this questions is designed to find out additional evidence whether their current level of risk taking is caused by this factor or not. There is a general agreement among researchers that the composition of the small group has a decisive impact on its effectiveness as a learning situation especially, students participation in oral activities is more likely to be affected by who they are ground with. For example, Byrne, Nunan and others emphasized the benefits that learners may gain from the mixed ability grouping and when grouped their close friends.

Based on this, all the Somalis and 5 non-Somalis responded that they participate actively. In their response all the Somalis and some non-Somalil said that group discussion is the best way of learning language. In the group work, the discussion is among them (friends). Therefore, they were encouraged to participate and they didn't afraid.

On the other hand, most of the non-Somalies said in their response that because they did not have the ability and in fear of making mistakes, they spoke in Amharic. But when they were grouped with Somalis they tried to speak in English. Shaw (1976:189) as quoted by Berhanu

(2000:59) suggests that “If the students possess the necessary skill that are related to the group task, they tend to actively participate and to have more influence on the group’s discussions.”

For example, H/Gebriel said, “When group work is given, we (non Somalis) mostly speak in Amharic not in English in fear of making mistakes and in fear of students’ laugh. When we are grouped with Somalis, we try to speak in English because they are better than us and they don’t language at us. Daniel also has the same response. On the other hand the low risk taker students Bereket and Yosef explain that they speak in Amharic in fear of making mistakes and lack of ability.

For example, Bereket said, “There is a group work but I don’t participate actively because I am afraid. Sometimes I discuss with some of them in Amharic in fear of making mistakes.” Similarly, Yosef responded, “I know that group discussion is a good way of improving English speaking. However, mostly I use Amharic. This is because I am weak in English.”

Based on the responses given by some non Somali respondents, they believed that grouped with the Somalis is preferable for them and helps them to use the target language rather than mixing their mother tongue. However, most of the non Somalis and all the Somalis response shows that they feel not bad and they try to participate actively in the group discussion. Therefore, most respondents have a positive response to this factor.

The response given to this question also strengthens the other responses given by students on the questionnaire part to know about the group behavior (Table 6). Therefore, since the response doesn’t show any difference, this factor seemed not to be the main cause of their level of risk-taking difference.

The fourth question asks whether students’ family or cultural background affects or enhances their oral English without worrying about making mistakes. According to Tudor (1996), Rubin (1983) in Tudor (Ibid), and others, for many learners of EFL or ESL aspects of their native culture heavily influence their overall proficiency. It seemed that these two groups of respondents came from different family and cultural backgrounds. The responses given to this question by the two groups of respondents was opposite. In both groups except one respondent

in each of them, all agreed that their family and cultural background had an effect, even the high ranking students in the non-Somalis group agreed on this.

According to Somali respondents, it affected positively (enhanced their oral speaking). To the opposite, the non-Somalis said that it affected their oral English speaking negatively. They also mentioned some factors how their family and cultural background affected their oral English speaking.

The Somali respondents mentioned the following points as factors that helped them to enhance their oral speaking:

- having no any age, power, etc restriction to talk openly in any issue (having a freedom of speaking at home and in their society and to be listened by elders when they participate in any talk).
- an emphasis given to speaking English by the society and by their families.
- having an integrative motivation/intending to go aboard/
- being exposed to listen to different medias like BBC, Aljezira and watching films (intrinsic motivation).
- the teaching system of their English private schools. (focusing on conversation, story-telling, drama, etc).
- having no care about criticism.
- the way that their society (people) interpret or believe about talking a lot and silence, etc were the main ones.

However, one respondent (Niman) didn't agree with the above idea and he said that it is not the culture but the way that their family wanted them to learn English that enhanced their oral English speaking. He said, "No, because our cultural back ground, our Somali culture has nothing to do with my English skill... 'Somalis speak better than Amharas i.e. because of their culture' not the culture, it is the way their parents want them learn English."

On the other hand, Bisrat (from the non Somali group) responded that his family cultural background has no any negative effect. He said, "I don't have such a problem in my family. In fact I don't have the opportunity to speak English out of the class but I don't have any problem to express my idea in my language."

On the other hand, the non-Somali respondents also mention some factors that they believed to affect their oral English speaking negatively as follows:

- the interpretation and belief of their society or people about talking a lot, talking in English and silence (being called boastful and modesty).
- having restriction to talk openly with any age group, etc, even in the mother tongue at home.
- evaluating system (measuring language ability with a mark rather than using the language.), etc.
- having care about criticism
- having problems related to language ability etc.

Generally, as far as the responses of this question is concerned, surprisingly there is a big difference between the two groups and it matched with the responses to family and cultural background given to the questionnaire part. Hence, here also it is again revealed out as the main cause of their level of risk-taking difference.

This finding was consistent with Duffy and Matikainen's (2000:4) idea about cultures which have high and low power distance. The Somali culture seems to have a low power distance culture. This is because, as many of them replied in the questionnaire, there is no any age, power, etc restriction to talk openly in any issue. Any one in the society without power interacts equally with those that have power. In the academic situation, the Somali students do not afraid to interact with their teaches. They do not hesitate to ask questions. If they have any doubt, they say to their teachers, "No, it is not right," if they think it is not right. Out of the classroom, they call their teaches with their names, they do not afraid to go with their teaches side by side embracing them, having tea or coffee with their teaches is not embarrassment for them. They try to persuade about what they think right or believe instead of simply accepting

what their teachers said. These students' character is also a reflection of their culture, because this is a common character observed in their society.

To the opposite, the non- Somali students cultural background seemed to have a high power distance culture. In addition to what these students replied, the characters that they showed in the classroom and out of the classroom is an indicator of their cultural beliefs. The non- Somali students belong to different ethnic groups. However, they usually show a similar character relatively different from the Somalis in learning the foreign language. In the classroom, most of them hesitated to ask questions even if they have doubts, they accept with out any questioning what the teacher says even if it is wrong, they considered their teacher as knower. Out of the classroom, calling their teachers with their names is a Shame for them, even they afraid to greet their teachers and elders but they expect and wait until others greet them, etc.

This finding agrees with Murphy's report in Flowerdew (1999) about the concept of 'face' carried over in the academic milieu in Hong Kong students and how this influenced them. His report shows that students unquestioning acceptance of the knowledge of their teachers, how culturally based reasons reflected by them, reluctance to openly criticize and giving opinions, etc.

An emphasize given to speaking English by their society was one of the factors mentioned by the Somali students which helped them to develop their speaking ability. Even though the researcher hasn't got any research finding which can tell how much of the people use this language to what extent, he observed that many of them in this region have a tendency and motivation to speak this language due to many reasons like an intention to go abroad, (because there are many of their relatives there), having an influence of British Colonization in some parts of Somali speaking areas in the past, etc.

The teaching system of the private schools was also one of the factors mentioned by them that helped them to be better speakers of English. The researcher also observed many English language private schools in this region particularly in Jijiga town. Their teaching system focused on oral speaking to make students better speakers of this language. They frequently use rote memorization. This seemed that because of the influence of the teaching system of

their Quranic schools. As stated in chapter one, Somali children go to Quranic schools before attending the formal schools. This result seemed also to support the idea given by Setegn (2007:49). In his study, he stated that rote memorization was frequently used by Somali speaking students in formal learning because of the influence of their Quranic schools learning system. He added, "It is believed that saying words aloud repeatedly brings faster learning with better retention. So, rote learning has still been widely used in Quranic schools in Somali region in particular." Therefore, it seemed that the English language private schools are also influenced by this religious learning system.

Being exposed to listen to different medias also other positive factor mentioned by Somali students. It is obvious that the media has a power to shape the language ability of an individual. On the side of Somali people, it is a daily activity to listen to the news in their own language. Besides, most Somali students have a habit of listening to different medias like BBC, Algezira, and watch films. This seemed that one of the reasons for their being better in speaking this language compared with the non-Somalis.

Finally, having care and having no care for criticism and the beliefs and interpretations of their society for talking a lot and silence were the other reasons mentioned by both groups for their speaking difference. As the responses of the subjects in the questionnaire and interview part show, the beliefs of the societies that the two groups of students belong to, is not the same. On the non Somalis side, silence is considered as a 'sign of modesty' and care is taken for criticism. The saying "Yilugnta" or fear of what the others may say (criticism) is common in most of the Ethiopian societies. On the other hand, the Somalis are straight for ward and they have a habit of trying any chance without worrying for criticism and making mistakes. The following saying, which is common in that area informs (tells) some thing about them (their character) and beliefs, "If any ordinary Somali asked whether he can fly an airplane or not, he may say 'Yes I can' and he may not hesitate to try to fly an airplane with out any training." In fact this is a bad gamble and extremely risky situation and it is also an exaggerated saying. However, this saying implies that the subjects' behavior in learning the language is the reflection of their society and cultural background influence. That is why the Somali students become relatively high risk takers compared with non-Somalies in this study. This result also

agrees with what Tudor (1996:143-144) claimed, "The way in which a learner will perceive and react to a given pedagogical option is closely related to the assumptions which he brings to his language study from his socializations and prior educational experiences."

The 5<sup>th</sup> question asks how the classroom atmosphere was comfortable to speak in English. The class room atmosphere plays a greater role in facilitating or disrupting the language learning that occurs there. According to wajnryb (1992: 58) people learn best when they are relaxed, comfortable ,unstressed ,interested and involving what is going in the class room. Therefore, if there is no good relation among students and between the teacher, if the class atmosphere is frustrating, the learners willingness to assume risk will not be enhanced.

Based on this, most of the respondents in the two groups believed that there were some students who laughed at some others when they tried to speak. Most of the non-Somali students said that the problem is among themselves and the Somalis didn't laugh at others. This was because they (the Somalis) have a better ability and making mistakes is nothing for them.

Therefore, both Somalis and non-Somalis believed that there were some problems about the class atmosphere. Besides, there is no any big difference between them in responding to this question like what they responded the items in this dimension in the questionnaire part. Hence, it doesn't seemed to be the main cause of their risk-taking difference.

The 6<sup>th</sup> question was asked intending to know if there are some factor that can be the main cause of their difference in risk-taking that were not mentioned. In response to it, some Somali respondents mentioned the following additional factors that enhanced their speaking.

- the private language schools way of teaching (emphasizing on speaking)
- daily practice.
- being exposed to use the language

For example, Abdulahi responded, "What helped me to improve my English is learning in the private language school. We learn and practice conversation, drama, story telling and such like things."

On the other hand, the non-Somalis also mentioned the following as factors that affect their oral speaking negatively.

- having no ability
- lack of exposure

For example Bereket responded this as, “I don’t have the English language ability, this makes me to be more passive.” Similarly, Yosef said, “If you have the ability Of this language, you may not afraid to speak.” It is clear that student’s language ability plays a vital role in making them actively verbal participator in group discussion having the necessary grammatical knowledge, adequate vocabulary and the like.

The last question asks respondents to mention the factor that highly affects of enhances their oral speaking among those mentioned in response to this question, surprisingly, 5 Somalis and 5 non Somalis mentioned their family and cultural background as the main factor that affects their oral speaking of English positively and negatively respectively. In addition to their family background the Somalis mentioned the private schools as the other second factor. For example one of them said that daily practicing and the teaching system of their private schools helped him to increase his speaking skill.

The non-Somalis also mentioned the classroom atmosphere as the other second factor that affects negatively. From the non-Somali groups even the higher risk- takers in their group considered their family background as the factor that have a negative impact. For example, Abdulahi explained this situation, “My family and cultural back ground has helped me to improve and developed my English speaking... our society, the Somalia people have a special focus for English and most of the people try to commercial in English and I am not out of my society.”

On the other hand, suleman from the non Somali explained how this factor influenced his English oral speaking negatively, “In our society, we are not encourage to talk, to give opinions and silence is considered as good. There fore, we don’t have the exposure to talk more in front of people. This is the bad habits that we inherited from our family and our cultural.”

Generally, as can be inferred from the responses given to the interview questions, the main cause of the Somali and non Somali students level of risk-taking difference seemed to be their family and cultural background. This strengthens and matches with the result found by the questionnaire.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### 5.1. Summary

The main objective of the study was to find out the risk-taking nature of Somali and Non-Somali students and to know the causes for their current level of risk-taking. (If the comparison shows a difference).

The study mainly focused on comparing the Somali and non-Somali students by providing an individual, pair and small group speaking tasks. In order to know the nature of risk-taking of these two groups, six Somali and six non-Somali students were selected based on their ranking i.e. two high, two average and two low (bottom) ranking students in both groups. Their risk-taking level was measured by the length of speech (amount of talk) and turns taken while performing the speaking tasks. The video/audio recording was also used while students doing the tasks and it gave additional information for their nature of risk-taking.

On the other hand, after the subjects' risk-taking level was identified and showed the difference, an attempt was made to find out the main cause of their risk-taking difference. Therefore, a 16 item questionnaire and an interview was conducted to the subjects.

The questionnaire was mainly focused on some factors that are expected to have a direct effect on risk-taking. These factors are the groups behaviour, teachers' interpersonal behaviour, the classroom atmosphere and the students' family and cultural background. Four items were designed for each of the above factors. Among the four items, for each dimension, two of them were positively and two negatively set items. Then, they were interspersed among each other.

In addition to the questionnaire, in order to strengthen the result obtained, for the reliability and validity and to find out if there are another additional factors not mentioned, an interview was used. The interview was designed based on the four factors used in the questionnaire. It was also conducted on all of the 12 subjects.

## 5.2. Conclusions

Based on the results found using the tools, the following conclusions were reached.

1. In the three speaking tasks given and the information obtained by interpreting the video and audio recordings, it was possible to identify the risk-taking difference between Somali and non-Somali students. The result showed that the Somalis found to be higher risk takers than the non-Somalis. This was measured by the length of speech (by counting number of words uttered), turns taken and additional information found by the video/audio recording while doing the tasks. After the risk-taking difference among these groups found, the next question was finding out the main cause of their risk-taking difference. To do this, the questionnaire and interview questions were used
2. The questionnaire focused on the four factors mentioned above. The result was as follows: In their response, the Somali and non-Somali students in the above four factors didn't show any difference. They agreed and disagreed almost in a similar way except the one i.e. the students' family and cultural backgrounds. For this factor, the two groups responded the opposite. Based on this the main cause for their current level of risk taking difference seemed to be their family and cultural backgrounds. To be more certain and for the reliability of this result an interview with all the subjects was done.
3. The result found by the interview questions also showed that students family or cultural background was the factor for their risk-taking difference. This is because, as it was possible to interpret their responses, this factor was seen as positive by Somalis and as negative by non-Somalis.
4. To find out if there are additional factors not mentioned, that can be the main cause for their difference, subjects were asked to tell in one of the interview questions. Based on this:
  - The teaching system of the private language schools, being exposed to speak in English and daily practice, were mentioned as additional factors that helped them to enhance their oral speaking by Somali respondents.
  - The non-Somalis also mentioned language ability and lack of practice and exposure as factors that hampered their oral production.
5. Generally, from the study, it was found out that there is a risk-taking difference between Somali and non-Somalis. The Somalis are found to be relatively better risk-takers compared with non-Somalis. Finally, it was also found out that the students' family and cultural background was the main causes of their risk-taking difference.

### 5.3. Recommendations

Based on the findings of the study, the following recommendations were made.

1. Students should be helped to be aware that learning to speak in a foreign language obviously involves the risk of making many mistakes and that the situation can be improved as the students are involved in more fluency activity.
2. English language teachers should take time to get to know their students individually and analyze their family or cultural and other backgrounds and eliminate their psychological barriers to make them speak voluntarily.
3. As indicated in the previous sections, lack of language ability and exposure were mentioned as a factor by low risk-takers affecting their oral English production. Thus, it is necessary for teachers to facilitate like forming language clubs in the school, encouraging them to watch films, video and listen to radio so as to create intrinsic motivation towards the language which as a result may push them to be willing to involve in to communication.
4. Teachers must create an evaluation system to oral communication and create activities that can foster students communication.
5. It is generally claimed that risk-taking and accuracy are negatively correlated. Therefore, instead of giving excessive concern with accuracy, more focus should be given to fluency in the teaching/learning process to get learners develop the ability to use the target language for communication purpose.
6. Finally, this study is only a step forwards comparing the Somali and non-Somali students mainly focusing on amount of talk in their oral English production, yet a further study can be carried on with a wider population and there quality and quantity of the risk-taking nature of learners including other factors not mentioned in this study like using a gain and loss situation i.e. relating with a grade(mark) etc.

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## Appendix -1

### Task One: Individual work

**Niman**

#### **The Shepherd and the wolf**

Once up on a time, there was a shepherd um . . . . there was a boy which was looking after a sheep, goat on the field. And he was one day, bored and beyond the boring he was yawning and yawning. And he just wanted to wonder the villagers by doing something different. Then, he had done, and one day he decided to amuse by calling “wolf, wolf” in order to attract the interest of all the villagers came out in order to safe the children and from the wolf and the rest of the animal.

He was beyond amusing and laughing by saying, Ho. Ho, Ho., Ho . . . Then, the villagers were amazed by his action and all of them just left alone.

He played this trick again and again till every body thoroughly stick of it. And he did it more than some body can expect. Then, every body adapt it and come to the point no body can expect what he was done. Eventually, a wolf really did turn up the boy called as loudly as he could.

Then, he was called but no body believed him. Because he has done that many times and every body was stick of it. Then, the reality come. Eventually, no body was on the side of him. Because of what he did in the past as everyday has said, “wolf, wolf, wolf is coming.” No body can come and safe him. And lastly, goats and sheeps were to be eaten by wolf and he was out of help.

**Abdulahi Abdi**

First and for most we can deduce from this sequence pictures and sheeps, in here, we can say that once up on a time, there was shepherd boy who was keeping after a goat and he wanted to be something the people surprise who like around him. First, he was bored and he was feeling something which is bad and he tried to do that there is a wolf coming to his sheep and in order to ask them for help, he tried and said “wolf, wolf.” That means, there is a coming wolf and I need help from that people.

## Appendix -1

### Task One: Individual work

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Then, he was called but no body believed him. Because he has done that many times and every body was stick of it. Then, the reality come. Eventually, no body was on the side of him. Because of what he did in the past as everyday has said, "wolf, wolf, wolf is coming." No body can come and save him. And lastly, goats and sheeps were to be eaten by wolf and he was out of help.

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As a result, the people having different materials gathered around him and wanted to make or to do something for him in order to help him for his fear of wolf. After that, there is no any real wolf coming to his sheep and he was only moving something his joke and living making something his joke and lying such again to the people and he wanted to amuse people calling "Wolf, wolf" again. After that, the people are knowing that action and returned to their homes and saying that this person is a liar one and he is not good person and really after that something happened. That means, the real wolf come another time. At this time it is not false. It is true. The wolf started by chasing his sheep and devouring the sheep and what that the shepherd boy did was for repeating the previous action calling "wolf, wolf". That means, help me by this coming wolf and this danger which can endanger my sheep.

Then, the people became familiar to his lying and no one can come to him, because he previous used to tell the people lie. So, all the people, I mean, wanted to far from him, and he didn't get any help from the people. This is last I mean picture for this (Showing the last picture). And in our Somali literature we can say that it has what, there is a persisting proverbs that we can say that in Somali literature, there is, "your previous liar kills your later truth." That means previous if you use lie to people, your later truth will not make any sense to the people. That means, previous if you had a bad character, your, I mean, coming character means, I mean, near a time in order to be adapted by the people. That is all.

### **.bdihakin shukuri**

the boy who cried 'wolf'

once upon a time, there was a young boy. He used to keep sheeps round around the village. One day, he feels not good and he was bored and he is yawning, he started to yawn just like somebody who feels uncomfortable situation. Then, he tried, he tried to amuse. One day, a shepherd boy, we known that a shepherd is called who keeps living things especially, goats and come's and something like that. One day, a shepherd boy bored witless and he decided to amuse the villagers calling, "Wolf, wolf, wolf, wolf." Unfortunately, all the people living, I mean the villagers gathered to help him having different tools to kill what he is called 'wolf'. But one day, came to him and asked, "what happened to you?" He answered, "Ho, Ho, Ho, Hee, Hee, Hee something like that. Ho, Ho, Ho, Hee, Hee, Hee, is a kind of joking and he laughed at them.

can know this situation that he is sticking, repeating this kind of joking. That and this joking makes him helpless.

No body, um . . . no body wanted to help him, because everybody and the villagers know that he is repeating and that he is lying and that he . . . what can I say . . . again and again.

At last, eventually, wolf came truly and the situation comes seriously and he started, the boy . . . to say again, “wolf, wolf, please help, me.” No body came and repeatedly calling. “Wolf.” As he could, there was no body came and the wolf devoured the sheep. That is I think all about the story of the wolf and the boy.

### **Mohammed Shik Ahmed**

Once up on a time, there was a man, who keep a shepherd and the shepherd boy bored witless and he decided to wonderful or amuse people.

When he decided that action, he said, “Help me, help me, help me, there is a wolf coming”. The people of the village comes to him and when they say,” where is the shepherd?” he laughed to him, he laughed to him. The people came back to their home. He say. . . another day again he said, “Help me, help me, there is a wolf”. And he said the people came with their materials such like a gun and with many materials. And no wolf and the people came to their home.

Eventually, a wolf really came and called ‘wolf’ and he said, “Help me” at people. The people but no body came to the world and ate the shepherd and then, there is one proverb in Somali, “your previous lies kills your trust after.” Thanks.

### **Muktar Areb**

Once up on a time, there was a shepherd and the wolf. A shepherd man is always telling a lie. That means, he is simply telling and we can say it is a topic. There was a story about him. There was one day, simply one day, he bored and, he bored and simply talking about his sheep. Then, one day, he bored and he said, Ho, Ho, Ho and the people shamed his noise and simply shouting. When he is shouting, he says, ‘ There is a wolf, wolf, wolf.’ But there is no any wolf.

One day, there was, um . . . eventually, there was a real did turn up, then, he, um . . . he shouted and this is the real thing. When he shouting, the people, saying, “He is liar and he is always lying



something to peoples.” Then, um . . . the real wolf and his wolf and he, um . . . he can’t get any help. That is all I think.

### **Abdulahi sheik**

Many, many years ago, there is short story. It shows us Somali. You may understand this idea when I finish the story. If not I will tell you.

The title of the story is, “The shepherd and the wolf.”

Many years ago, there was a boy, who was looking after a sheep. At that time, he was he was surprisingly he was lazy, yawning and bored. He decided to amuse and entertain himself. He cried out saying, ‘wolf’. The villagers around him came forwards the cried boy as they want trying to help him. One day, came around the boy. The crying boy and the sheep really there was no wolf. There was no only the shepherd lying on his side, Laughing to them saying, “Ha, Ha, Ha, Ho, Ho, Ho.” At that time really he amused himself and entertained himself. But the people got angry about that lie.

The next day, he tried to play this trick on the people. There was some days that he did what he used to do. Some other people came around to wards him. But there was no real wolf. But the people accustomed that he was a liar and he was liar boy.

Eventually, one day (once up on a time), there was a real wolf running towards the sheep and towards the shepherd.

As the wolf caught one of the sheep, he cried out. Now, this is a real, ok! He cried out, “wolf, wolf, who can help me.” But none of the villagers came to him. Why? Because they thought that this is the lie that he was used to tell them. So, no one came running to him and no one tried to help him. This the wolf ate one of the sheep. So, we can deduce from this story some idea. In my opinion this story tells us that, if the people accustomed your lying, no one will trust you. Even you, yourself will not trust your self. That is the idea of the story.

### **Suleman**

The title says the shepherd and the wolf. Um . . . there is one shepherd boy living in one community. The community was lived based on their rear cattles, they did crops, they lives like

that. The shepherd boy, look after sheeps, he wants, one day, he wants to play the community that was around there. One day, he thinks, “wolf, wolf, wolf,” say like this. The community that was around him understood the creditor comes and attack something.

When they turn, they everything what was with them. Then, some one brings gun, crick, such like things. When they come there, there is no any wolf or creditor. They asked him, “why do you say like this?” He laughs, “Hee, Hee, Hee, Ho, Ho, Ho? He said like this.

They anger him. Then, he didn’t stop such like things. He plays in such away again and again. The people angered again a lot. Because, they played. He didn’t care about their time and energy.

One day, the wolf comes and attacks his sheep. The boy says, “wolf, wolf.” But all of the community heard him but no one wants to help him, because he wastes their time a lot of time before. Then, the wolf eats the sheep. Then, the shepherd boy didn’t get any sheep. Then, the shepherd boy didn’t get any sheep. Then, the shepherd boy didn’t get any help. The story stops like this.

### **Haile Gebriel**

Student.’ To day, I will tell you a story which is about the shepherd and the wolf.

Many years ago, there was a shepherd boy who lives in Negele Borena. One day, he become bored. Eventually, one thing come to his mind and he decided to amuse people by crying “wolf, wolf.’ The people came to help him. But he laughed at them. They became angry to them. For the 2<sup>nd</sup> time, he cried “wolf, wolf”. The peoples come to help him but he laughed at them. They returned very angrily to their home and not to come back to help him. Eventually, real wolf come and began to catch his sheeps. He called the villagers but no body come and help the boy.

Student, what you have to lear from the story is that you have not to laugh at the people and you have not play to the people. Thank you.

### **Daniel**

I Wonder to tell about a story.

Once up on a time, there was a shepherd and a wolf. The . . . one day, the shepherd boy, decided to bored um . . . um, decided to amuse by calling ‘a wolf’ and he shouted by shouting ‘a wolf’

and 'wolf' again and again. The people coming to help him and he played by themes. They came by equipments. Such as guns, spears and so on. He laughed by themes, because he played by them. He played this tricks again and again until the peoples thoroughly stick of it. Then, the peoples now says there is no wolf. So they become out. Eventually, he um . . . um . . . real, the real wolf became and he calling the peoples. No one come to help him. So, the wolf um . . . um . . . um . . . chased by the sheep and take the sheep and eat. And he said, "wolf, wolf." And no one come to him. So, this story tell about not playing by the peoples, when you need help, you must try call the peoples on the help him.

### **Bisrat**

The boy and the wolf.

Many, many years ago, there is a shepherd boy and he is always in the field with the sheeps. He is not comfortable with the field and he is always bored. One day, a shepherd boy say that, he decided to amuse people by calling 'wolf' and 'wolf, 'wolf' and say that 'wolf, wolf, wolf' wolf is coming? And the villagers are coming quickly with the guns, strong sticks and another materials. And the boy laughed at them and said that Ha, Ha, Ha, Ha, He said that. He played this trick until everybody thoroughly stick of it. And one of the villagers said that oh! no! not again! He is played by us. He is making a mistake and the villagers come to the village and eventually, a wolf really did turn up the boy calling as loudly as he could and there is no villagers coming and there is no body help him and at the end tells us 3 informations. The 1<sup>st</sup>, don't play by the peoples and make mistakes. The 2<sup>nd</sup> one is respect the peoples. If you didn't respect the peoples and and play by the peoples if there is something happened to you, no one helps you and you fail no words. Thank you very much.

### **Bereket**

I will tell you some kinds story about the shepherd and the wolf.

Once up on a day, there was a boy and a talkative person. He was simply talk about something that is not really good. And the boy saw . . . the boy saw some kinds of wolf and cried some kinds of people. He saw particularly the shepherd boy. The shepherd boy, bored witless to decide amuse like wolf, wolf, wolf, and the peoples flooded and . . . a and laughed and jeered when the peoples come running. Some peoples laughing him like Ho, Ho, Ho, Hee, Hee, Hee. Peoples he

play, the shepherd boy, wolf, wolf, wolf,”. He says again and he played this trick until everybody was truly stick of it.

The people says, the shepherd boy he again wolf, wolf, wolf. Eventually the wolf was ready turn up the boy calling as loudly as he could. But no body came and the wolf devoured the sheep and the sheep and the shepherd boy he says again wolf, wolf, wolf. No body again come for him. Thank you.

### **Yosef**

I'm . . . There was a boy who kept his family sheeps um . . . sheeps um . . . in the main of the village. He . . . he, he spelt all the day with the sheep and he has not other friend sheep to play with him. A . . . one day, the the . . . the shepherd boy bored witless and he started to find something that can be help him. After while, he decided to amuse by calling 'wolf. Then, he shouted and said, "wolf", wolf" help men." The people is the village heard his voice and come one by one in to the place. After that, um . . . There is no there is no in the people a wolf and the people ask the boys. "Where in the wolf?" After that he is laughed. More is laughed his am . . . the people . . . ok, um . . . the people turned in to the home. Um . . . one day, . . . one day . . . the wolf did really come to the field and the boy called 'wolf" wolf, help me, help me." um . . . After that, the boy called wolf, wolf help me . . . um . . . laughly as he would. But no body come to the wolf. No body come in that place. The wolf killed and eat one of his lovely sheep.

### **Task 2: (Pair work)**

#### **HaileGebriel and Abdulahi Abdi**

**Abdulahi:** Ok! Many, many years ago, there was a donkey lived around the bush as we can see from the picture and also there were other animals such as elephant, monkey, tiger and wolf living in the bush. The donkey was alone, because he thought that he is different from the other animals which were other wild animals and also in addition to that he used to bray loudly and that made him different from others.

**H/Gebriel:** All of them laughed at him and they joked with his long ear, tail and leg. They give a nick name like the foolish donkey. He tried to play with them to show he was clever but he couldn't succeed.

**Abdulahi:** And in order to fulfill that promise and one day a man with the gun came to the bush and shot the lion. The lion was slept, because he was unconscious and finally, the lion was killed by the hunter and the hunter peeled the skin from the lion.

**H/Gebriel:** The man with the hunter removed the lions skin and stretch it . . for two weeks in order to make it dry. No one have passed around the lion until the donkey passed around the lion. The donkey come and jumped when she saw the lion's skin, because she realized the real lion. And when she turned it carefully, it was the skin of the lion and one idea come to his mind and he decided to wear the lion's skin.

**Abdulahi:** Then, he picked it up and worn it carefully. After that, he walked and wanted to find a water and looked down. He saw the picture of the lion's skin. Then, he thought that this is the real lion coming towards him. Then, he frightened and run away from the pond and waited to the bush and stayed there.

**H/Gebriel:** Those like the monkey came to the donkey and become frightened when they saw the lion's skin and they ran away and climb to their tree. After that, the um . . the donkey become happy and laughed at them, because his idea was successful.

**Abdulahi:** Another day, . . the real hyena come to the donkey when he saw that the donkey wearing the skin of the lion, he was afraid of the donkey, because he thought that this is a real lion. Then, he ran away from the donkey, and the donkey felt that this is the master of this bush and stayed in the bush with delight.

**H/Gebrei :** The tiger came to the donkey and he become freighted with the lion's skin. He ran fastly and after sometime, he returned his face and look carefully at the donkey's face. When that happened, the donkey run away from that place.

**Abdulahi:** In the evening wolfs came to the bush and the donkey which was wearing the lion's skin and walked towards them and saw them. Then, the wolfs, when the wolfs saw the donkey wearing the lion's skin, they frightened and run away from the donkey. Then, when the donkey felt that they are afraid of him and he laughed loudly at them. Then, all his laugh makes the wolfs to feel that this is not a real lion and they may ask themselves that is this is real lion or not.

**H/Gebriel:** The donkey, become afraid, because they knew that he was not a lion and they said. "You laughed loudly and it is our turn to laugh at you." And all of them joked at him and laughed at him. Then after that he become alone.

## **Suleman and Niman**

**Suleman:** The title says the donkey and the lion's skill. Many, many years ago, there was a donkey that lived around the bush. There were other animals lived in that area like lion, tiger, elephant and so on. But the donkey was not happy, because there is not enough food, water and in other animals help each other but, but the donkey was not. He didn't help with the other animals. The donkey has no friend. um . . . it lives alone, because when other animals saw him, they laughed at him, they laugh on him because of his blackness.

**Niman:** Ok, all of them laughed at him. He was just felt by their just laughing at him and he was felt alone for the reason that he couldn't show that he is clever than them, because they were just all of them laughed at him and they even gave the nick name like "the foolish donkey." And they even called him and even played or joked by saying, "The donkey with his long ear, tail, and etc." Lastly, he wants just eventually clever and but he could succeed by doing so.

**Suleman:** suddenly, suddenly, the animals and the donkey face each other. When the animals look the donkey, they ran away, because they seem to it is alive.

**Niman:** Ok! The man as he said, come and and just killed the lion and put it on the ground and the lion's skin to be dried and to be used by them for two week to make it dry and to exposed to air. No one tried to come near to the lion, because they were thought that the lion alive and it is going to eat them and they all run away from the lion. But one day, the donkey moving around and running and looked it at carefully and couldn't find any sign of life. Then, he jumped fearing because he was he was afraid when he come back. Eventually, he recognized that there is no life. Then, he feels something by just taking the whole skin of lion and put on him, and to make those who were laughing at him afraid and ran away from him.

**Suleman:** The donkey picked up and wear it. Then, the donkey goes to . . . went to the river in order to check whether he looks like a lion or not. When he looks towards the river. He jumped in fear, because he thought that the lion came on him. Then, the other animals look him, they ran away. They fear him they fear him. Then, he was happy at that time because the other animals fear him.

**Niman:** Those like who were running from the donkey, the donkey to make them afraid from him and they directly ran away from him to make them afraid. Then he ran away, because the donkey become happy and then at lastly, because of his skin look lion, they were to be ran away from him.

**Suleman:** Soon, the hyena came and . . . when . . . saw . . . the donkey, the hyena ran away . . . the hyena ran away. Um . . . by . . . by crying and enter to his house.

**Niman:** Ok! The donkey came to the tiger eventually and that tiger was afraid and the donkey goes straight by showing on the tiger. The tiger turned his face down and just by making himself that he has been just won. The donkey then after when he saw the tiger ran away, the donkey felt happy, because he was making his enemy exposed to danger.

**Suleman:** In the evening, the fox was searching food. Then, the donkey saw them, when the fox the hyena, they ran away. Then the hyena um . . . the fox ran away. Then, the donkey laughed on the. When the donkey laugh, they understood that the donkey is not lion. Then, ran to back the hyena.

**Niman:** And lastly, he laughed as you said loudly but all of them by just expecting that they were not hear from him, out they lastly know that he was a noise of a donkey on which they were used to laugh at and to play at. Then, when he laughed at loudly, they said, "This is our turn to make jock if your or to make jock on you and lastly, they decided to make on him and eventually they eat him and he died and the story becomes end.

### **Daniel and Muktar**

**Daniel:** Many, many years ago, there were animals lived together, such as elephants, monkey, tiger, donkeys and wolf. They helped and um . . . helped each other and they have good relations to each other. But they alone. They isolate um . . . or discriminate um . . . donkey's. They isolate donkeys. Then, the donkey's um . . . become alone, because of . . . they makes her angry and she makes alone.

**Muktar:** Then, all of them laughed at him and they talked with his long tail, long ear and taile, I mean they give a nick name like a foolish donkey. Now, he tried to play with his to show that he is a clever but he was not succeed.

**Daniel:** One day, the man with in the gun wants to hunt the lion. That animals are he needs. He wants to hunt the animals . . . they are colleted in the bush. So all are ran away, but the lion, except the lion. The lions say that to . . . water. Then, the lions roar and sleep because

um . . . slept because he wants to capture the mans and eat. And the man killed the lion and take it and separate the flesh from the skin in order to dry the skin.

**Muktar:** Yes. The man or the gunner peeled the lion's skin and put it in . . in for two weeks to make it a leather or a dry. No one tried to come near to the lion's skin. One day, the donkeys wear the lion's skin to the . . and jumped in to fear, because he looks like a lion. Then, he look it . . looked carefully and he does not really a lion.

**Daniel:** um . . . After that the donkey picked it up and wear it carefully. And he wants am . . . the donkey wants to what? See faces . . . look his faces. Then, he jumped in fear, because of um . . his what? He says that his faces changed from donkeys to lions. So, he become . . . after a few minutes he become happy . . he become happy because of some reasons. These are what? um . . as we see the pictures, because of his faces his idea become truly succeed. So, I think that become and some animals are . . .

**Muktar:** Those like a monkey came to the donkey. The donkeys came to them to make afraid. They ran away and climbing to the trees, because it was a lion . . because it was a lion um . . . and the donkey become happy to laugh, because they . . . they are feared really it was not a donkey.

**Daniel:** Ok! As soon as the hyena comes, as soon as the hyena comes, the donkey saw the hyena and become what? Afraid. Because she carried the lion's and he wants the hyena. The hyena frightened her um . . . The hyena frightened her . . and so she become what? Delight dancing. I think that.

**Muktar:** Yes, the donkey became, the donkey became to the tiger. The donkey look like a lion. Then, the trigger turned his face and it feared. The donkey became happy when he saw the tiger ran away. The donkey then it, . . it laughed.

**Daniel:** At the night, at the evening, the wolf in search of food. The donkey was then to him then she saw the wolf and they shout and she laughed by the um . . wolf. Then, he became, the donkey laughed loudly because of what? He frightened. The donkeys, so, the donkeys become unhappy because.

**Muktar:** The donkey became happy because when they realized him, he was a wolf . . laughed at him. The wolf said, "The foolish . . foolish donkey, if you are . . don't know . . no. If you didn't laugh loudly, you are . . . you shouldn't realized. It is our turn to Jock.? All of them eat the foolish donkey.

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## **Bereket and Abdulahi sheik**

**Abdulahi sheik:** Once upon a time there was a donkey lived around the bush. There was also another animals lived in the bush. Then, the other animals came together and laughed at the donkey. At this time, the donkey felt alone and ran far from the other animals. Now, the donkey is alone. He is thinking about his partnership.

**Bereket:** They all laughed at him. The donkey is it is very type of the animals. And also they are joked for tails and ears and like legs and the donkey he is ran away in the road.

**Abdulahi sheik:** The donkey came. As the donkey was walking lonely in the bush, he saw there was a hunter taking of. There was a hunter firing a lion. The hunter killed the lion and and took the skin of the lion off. Now, the hunter this he is plotting dry the skin of the lion. He put in a place to make it dry. The donkey came and saw.

**Bereket:** One day, the donkey saw the lion's skin the lion's skin and jumped in fear, because he was not expecting like this to saw the lion skin.

**Abdulahi Sheik:** Then, when the donkey realized that this skin is the only skin of the lion, he took the skin of the lion and put it on its body and he came to the pond to drunk the water. As he is saw the image of the skin of the lion, he thought that the real lion and ran far away from the pond.

**Bereket:** The donkey wears the skin of the lion and he is gone, he saw the monkey, the monkey says, the lion, the lion. So, the donkey is he is laughing for the monkey.

**Abdulahi Sheik:** When the donkey came through the bush also, he decided to come to the other animals such as the lion, the hyenas and other animals. He came to the hyenas and other animal. He came to the hyenas. The . . . the hyena said, "This is the real lion." And ran away from the donkey.

**Bereket:** And the donkey's um . . . the donkeys or the lions goes in the road and he saw the hyena. The donkey running for the hyena and the hyena sloping in the road.

**Abdulahi Sheik:** The donkey came . . . um . . . then, the donkey came other wolf. The wolfs, there sleep do not away from the donkey's thinking that it is a lion.

**Bereket:** The monkey is not respect idea about the fox. The fox laugh about the donkey and the donkey's um . . . the donkey's to know about a very things. To about the identity.

## **Bisrat and Mohammed Sheik**

**Bisrat:** The donkey and the lion's skin.

The donkey lived in a bush. But he is not . . he is not . . happy. There are also in the bush live other animals. These are elephants, tiger, wolf and monkeys. They are helped each other. They have good relationship with each other except the donkey. The donkey was alone, because they hate and neglect him.

**Mohammed:** All of them laughed at him. They talked at his long tail. They gave him a nick name like a foolish. He tried to play to show that he is a clever. But he didn't succeed.

**Bisrat:** One day, the man with a gun, to hunt the lion, go to the bush and he sees the lion is with other animals um . . The animals suddenly, the animals see the man and ran away except the lion. Then, the man point the gun on the lion and shoot. The lions roared and slept away, because the man shoot the lion with the bullet. The man killed the lion and slash the skin away from his body.

**Mohammed:** The man with the gun peeled the lion's skin and put it on the ground for two weeks to make it dry. No one tried to near the lion's skin. One day, the donkey came and jumped it in fear because of he though that he is a lion. Then, he looked it carefully and came back to it. Something came to the donkey's mind and he became happy, because of he realized that he is not a donkey, he is a donkey.

**Bisrat:** The donkey picked up the lion's skin and wear it carefully. Then he goes to the river and see it carefully. Then he jumped in fear. Because he seems to him he see the water a real lion and he become happy, because he saws to him he . . he become real lion. But he sat in the bush and wait until the other animals came to him.

**Mohammed:** Those like tiger come to the donkey. The donkey near to them to make fear. They ran away and climb on the tree because of fear. The donkey become happy and laugh at them because of they are fearing it.

**Bisrat:** In the evening, the other animals was in search of food. The donkey saw them and calls them. They saw him and and afraid and they saw two faces. They saw two faces overlap each other. One of the animals say that, " This is incredible, this is miracle, I don't believe it." And the donkey laughed loudly at them and say that you are foolish. You don't know how to whether um . . . how to whether um . . . how to classified two faces and one faces.

**Mohamed:** The donkey came to the tiger. The donkey saw the face of the lion. Then, the tiger turned his become happy when he saw tigers ran away. The donkey then at laughed it.

### **Abdihakim and Yosef**

**Abdihakim:** Once up on a time, there was a donkey lived around the bush was not happy. There was also other animals like elephants, foxes and tigers. They had good relations and they help each other. They eat together, they hunt together and also except the donkey. The donkey was alone, because all the other animals alone because of his laziness and they keep him alone.

**Yosef:** All of them laughed at him. They joked with his long ear, tail and they gave him a nick name like our dull friend. "He tried to play with them to show he is clever but he didn't success.

**Abdihakim:** One day, the man with a fire came in the forest. He tried at the fire. All ran away except the lion. All other animals kept running away except the lion. The lion was hitted by the fire and make the sound and he slept . . um . . . he slept at the ground because he was shoted by them. The man killed the lion and take it away his skin.

**Yosef:** The man or hunter cut out the lion's skin and placed it on the ground of two weeks to make at dry. No one tried to come near to the lion's skin. One day the donkey come and jumped in fear, because he might make up and then he looked it carefully and torched it. Some thing come to the donkey's mind and make up that is to put on the lion's skin.

**Abdidhakin:** The donkey picked it up and put it on his body carefully. He went to the river or take and looked his face. He jumped in fear, because he saw his face. He jump in fear, because he saw his face became lion. He became happy. Then, he returned in the bush until other animals' came to him.

**Yosef:** Those like apes, monkeys, . . Those like ape, monkey, came to the donkey. The donkey went to the . . frings. um . . . they ran away and climb the trees, because of their fear. The donkey, because happy and laughed and laughed at them because they were expecting his is the/lion . .

**Abdihakim:** Soon, the tiger came, when he saw the donkey, he become afraid of and ran. The tiger cried and ran away to the forest. The donkey laugh with delight.

**Yosef:-** um . . ትንሽ ያስቸግራ (in Amharic) . . . Ok, The donkey came to the hyena . . the donkey tried to frightened it. Then, the hyena turned his face and fall down. The donkey . . .

**Abdihakim:** In the evening, in the evening, the foxes came and other animals came in search of food. The donkey saw them and barked at them. They saw him and started to run away. The donkey laughed loudly at them. So, he started to bark at them and they ran away, because they are afraid and they think that he is the real lion come true. Lastly, they thought when he barking loudly there was a sound like a donkey. The barking was seems like the donkey's sound. Lastly, they know that this is not the truly lion and they know that this is the donkey covered on his body the died lion's skin.

### **Task 3: Group work**

#### **Group one**

Which part of the society (age and sex group) do you think is especially most vulnerable to HIV infection and the impact of AIDS? And why?

**Niman:** I say personally that female societies or female population are the most vulnerable people to HIV infection. Because they are the societies mostly affected people. Because when we see them, they are engaged in sexual relations more than the males and they are of mostly differs to us in the society which part of that is prepared to engage in sexual intercourse with males and many studies say that twice as much as males are just exposed to this exposure.

Most often, they are something happens in females that made their work in order to make the daily life to proceed the so called sexual intercourse for needs. That is another point that they just going to experience.

**Abdulahi:** Ok, in addition to that, I think that the most courageous of intervals of the female ages are between 15- 24 age. Especially girls and women and as my friend told that the main point he can conclude is for this one that women and girls have less education, powerless, less access to land and other finance make to the girls cause to make more real effect to this HIV/AIDS and that is why most of them became female.

**Suleman:** In addition to my brother says, when we see the age part, mostly the female age from 15-24 as my brother mentioned is affected than the male. By such times I think um . . . by such times the probability is high. Um . . . the probability to catch the female and females are affected more than that the females are affected more than the male.

**Haile Gebriel:** Both of them answered the main questions. That means the main answer they have said but let me add one. Um . . . biologically they are more affected than males. That means the disease fastly transmitted from males to the female. As you know the male release liquid materials in there can transmit HIV/AIDS fastly than the males and females most of the time excrete liquid in little amount and this can caused the females to be more vulnerable to HIV/AIDS.

**Q1. In what way's do you think schools can be the best defence against HIV infection? (discuss briefly).**

**Niman:** Schools are the perfect place to learn every thing. To give education, to teach people against this infection. That is if we teach them, every body in the society, they will going to go against, disease. That is by giving direct education, by just going to these and who are in risk of this disease and also by not discriminating against who are infected. As we know culturally, we all experienced that abstain or put these who are affected as those who have been in sin. But it is not good for us and we should give education.

**Abdulahi:** In my part also I think, the school can be the best defence against HIV/AIDS. First and since the school is the place where knowledge can be got by every people. If the female or other young generation take part the education courses which gone in the schools, it will be easy to take is a lot of information about HIV communication and also how the HIV virus transmitted and some about um . . . the ways that to take prevent it. Having those different skills, the provision of young generation can think that this serious disease can be prevent easily.

For example, if the ladies become educated, it may can dealy for the sexual intercourse, because she knew the consequence which can come from that. So, the school is the best one that I can advice.

**Suleman:** My brothers explained briefly but let us add some point. If . . . if . . . the female . . . um . . . gets school, they wasts their time, their most times in school. When they lie on, they get knowledge about how to prevent, how to protect themselves from HIV/AIDS. Such like acknowledges, when they get such like . . . such like knowledge, they will not be affected

easily than . . . um . . . um . . . um . . . educated women. Therefore, a school has a great impact on the defence of against HIV/AIDS.

**Hail Gebriel:** I have one idea that must be added I think that means, . . . this teaching . . . both the male and the female can prevent this the transmission of HIV/AIDS. If we see the teaching of males . . . um . . . teaching males are learned, this. That means, if the males are learned, they may . . . no. . . um. . . they may not read some other . . . females. Ok. I think this is.

3. Have you ever done HIV/AIDS testing? When and why?

**Niman:** Personally, there have been many opportunities to just get this testing just we have just tired. And out of the test, I haven't come back for testing. But I have personally done blood testing. And when she says just has the last testing was been given in this town it is just to control spreading and to know to have precise data about the ongoing HIV infection.

**Abdulahi:** And right, let me continue I think it is personal question. Are you negative or positive?

**Niman:** I have said, I haven't come back." I have been given testing, but I was not I mean, come back to know.

**Abdulahi-** you didn't know your result?

**Niman:** Yes, I mean it is personal

**Abdulahi:** Ok! And I think, myself also I can say that HIV/AIDS testing still now I didn't try to go else where that I can make sure to test myself from this AIDS. But there is no option for this and going and knowing my result. But since there was no anything that I can make or I can suspect for me, um . . . (interrupted by Niman)

**Niman:** Some people said that the way to spread HIV virus, the blood testing has got its own spreading technique. Because the population gone. So, in order to threat the population, the government are using something . . . some . . .

**Abdulahi:** Yea, what?

**Niman:** We know that this is not the way of spreading HIV/AIDS. But because of this some people may not go to give their blood.

**Abdulahi:** So, do you believe?

**Niman:** But, personally I don't believe.

**Abdulahi:** Yes, there are traditional ideas, In different areas people can believe such as using condom and also testing that is a kind of some some ideas about HIV/AIDS. But when we talk about ourselves, first person that way why I didn't take part for the testing this, it was only . . . it is myself . . . But, in the future may be I will try

**Suleman:** I have done. Um . . . in this year. Least months. I am free. But . . . um . . . It will not be um . . . this shows us um . . . my freeness. Ok.

**Niman:** When you say I am free, do you mean you are positive or negative?

**Suleman:** No, no, no. I am negative. There is no um . . . we can't say now we on first test. He have to test um . . . are have to done another test after 3 months. Now, I am going to test done.

The question says why? Because you know, there are a lot of people they do not . . why they test. It has a great impact in our social life. If you know yourself who . . . who you are, may be um . . . cheating. If you do not 'test before, may you think may be I am free. But may be . . . the virus . . . the HIV . . . the virus is not transmission only in sexual intercourse.

Therefore, every body. every body should be . . . um . . . should have to done HIV testing.

**Haile Gebreil:** Ok! As you have said, in personally, I have done this HIV testing free service who are giving free service um . . . free service surprisingly, I am negative. But I make this testing um . . . not only I have not made sexual inter course but also it may transmit by sharp things, by using sharp things together. So that, I have done HIV/AIDS testing.

Q4. 'Survival sex' or 'transactional sex' has become a common currently in many areas. What does it mean? Are there such people who are practicing this in your area (twon)? Please tell to your group briefly.

**Haile Gebriel:** I think the meaning of survival sex or transactional sex is for the womens who sells their body in order to get currency and to fulfill their daily income. And it has its own impact on transmitting this disease um . . . this diseases from one person to the other um . . . um . . . it makes the girl to be affected

**Niman:** When you say those who sell, their body, are they going to sell the whole of their body or just what is it meant by survival sex? 26

**Haile Gebnreiel:** I have said that this survival Sex they may sexual intercourse for one night um . . . (interrupted).

**Niman:** For survival needs?

**HaileGebriel:** Yes, survival needs.

**Nieman:** So, they are prostitutes?

**H/Gebriel:** Yes, they are prostitutes.

**Abdulahi:** Yes, any how, . . . (interrupted)

**Niman:** They are prostitutes. They are giving something or purchasing to fulfill their daily life.

**HaiuleGebriel:** Yes, yes.

**Suleman:** My brother explained it there is not what I want to say about this. So he can try.

**Abdulahi:** And those people especially the women who purchase something from their body, I think they are few in our region. Because, according to our this region, I think that a few prostitutes who I mean live some where in the town use this kind of action. But, I think that is something make out side of the girding poverty that exist in our country. If the young girl or the women didn't get any help from other NGOs or other people um . . . excellent people they may can try anything that they can make herself even she can start this kind of bad actions. You can see some ladies who are working around this and searching for food. So, I think that this is the main idea that causes for this.

**Niman:** I have no idea far away from this since expressed late. But I am going to add that his is related on those ladies who are engaged in prostitution work and just to whom we call prostitutes. They do this only to secure the daily or basic needs what we call. And it is not out of just control. This is not going to just interact with the whole of their life.

5. Are there harmful cultural habits practicing in your areas (town) that can expose people to HIV/AIDS infection? Explain briefly.

**Suleiman:** There are and there are a lot of and a lot of cultures practicing in our . . . There are female . . . female genital mutulation . . . genital um . . . abduction. Such like things. These things must be disappeared. "Al hamdilahi", at the moment those harmful things are reducing may appreciate our government. My brothers explain it briefly.

**Abdulahi:** I think that as we take the Somali region, there are a lot of different actions that can expose the person to HIV/AIDS. But the most serious one that exists in our region is FGM (Female Genital Mutulation) which is used especially in rural areas in our region. This

thing which is done only women who don't know any thing about health and profession something like this., And only I mean taking some dirty materials which is not suitable for the people and doing this and when she do this operation constantly to be regard I mean this action, may result or lead some un comfortable consequence that can expose to the young generation to be exposed by this HIV/AIDS. And I think that now a days there are a lot of campaign against this FGM and to be prevented and I think that the people now a days, there are some NGOs who are making awareness the people in order to prevent this bad actions. I think that some time in the future, it will be stopped.

**Niman:** Ok, as they have all, expressed it, I have just one or two things to be added i.e. as he explained (Abdulahi) our region is mostly known for FGM and it has been not eradicated at this time. And there are also another cultural practices that are harmful. For example, throat cutting, in general it is still practicing. We can not say it is eradicated or just going to be eradicated. Also giving child something that can not be taken, so many other things are going on. But we are on the side of the road has been clear out that to be just eradicate the whole of the habits.

**Suleman:** Why do you think that these peoples does such like things?

**Niman:** personally, something which has not . . . which has been done by your father must also be done by your mother, I mean by . . . you can do for most of them done mother because of the culture. So, It must be culture that is to bring something difficult to the ongoing people.

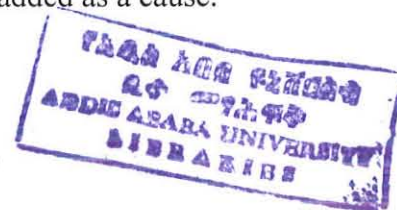
**Abdulahi:** If the culture is very dangerous, is it good to be continue?

**Niman:** When I say throat cutting is dangerous culture, so if children are cutted that show when they grow, they may develop what we call respiratory disease such things should be brought with the relations to what we have expressed. Because things are exposed to air and no protection for bacteria and virus. So, these when we take to imagine to children's threat what would happen. So, something and many other things are in practicing.

**HaileGebreial:** My brothers explained it briefly, but let me add one things. Um . . . a habit that does not what is in most rural areas that . . . when um . . . during marriage, the two persons, the female and the male does not test their blood. This can mainly frustrate the disease and also to the mother HIV. That is my idea.

**Suleiman.** Do you think that it is the main reason?

**HaileGebreiel:** I don't say that it is the main reason but it must be added as a cause.



**Abdulahi:** why do you think that they do not test the blood why? The reason?

**HaileGebriel:** I think; the reason they does not have the knowledge . . . any knowledge about its importance.

**Niman:** There are some people who have enough knowledge of this. But still not ready to just to do something or have test. Why?

**HaileGebriel:** These have um . . . who afraid if they make for example . . . (interrupted by Niman).

**Niman:** Something wrong?

**HaileGebriel:** yes, they made something wrong in their before marriage. They may make sexual intercourse and they may afraid during marriage to test. This is the reason I think.

## **Group 2**

Q.1. Which part of the society (age and sex group) do you think is especially most vulnerable to HIV infection and the impact IDS, and why?

**Mohamed Sheik:** In my thinking, especially most vulnerable to HIV/AIDS infection is the female or adults such like their age is between 15-19. The most infect of these such like the disease . . . no, no . . . their high dividend system. And in biologically its impacts, its highly vulnerable to transmit the disease men to women instead of women to men. That is all about what I think.

**Daniel:** I think that he is already answered it. But I add something. um . . . my brother said that HIV/AIDS vulnerable for those age from 15-19 and also for those womens and girls and these impacts for HIV/AIDS for womens are morely affected than mens and girls because of many reasons. For example, when we take . . . the first reasons, womens are biologically different from men. The mens and that um . . . lack of education and traditional harmful traditional practice. That is womens are more vulnerable to HIV/AIDS infection.

**Bisrat:** Um . . . I have no answer because they have to but I have a little bit idea. They said that females and girls are the impact of the society . . . vulnerable to HIV/AIDS infection because the action and the culture. . . um . . . this is the . . . this is the . . . this is the way . . . (unfinished).

**Muktar:** In addition to that I think, the HIV/AIDS is a big problem, because it includes all and the girls and women are more vulnerable in addition to that I think HIV/AIDS is composed with three words. That means human, immune virus.

Q.2 In what ways do you think schools can be the best defence against HIV infection? (discuss briefly).

**Daniel:** In my opinion, you know that schools can be . . . schools one performance . . way of learning and getting knowledge we get concerning. So we have many knowledge we can get about HIV/AIDS. These for example, um . . .

**Bisrat:** And in my opinion, for these, especially, the school Um . . when they are in the school, we have get more information on HIV/AIDS and HIV/AIDS is a disease which causes um . . . which attacks human white blood cells, so the um . . . the schools are the best for, getting information and in the school and information . . . and we are in the school and . . . (interrupted).

**Muktar:** In schools we can defence against HIV/AIDS by establishing clubs like anti HIV/AIDS club, by discriminating male and the female. So, Um . . . Um . . . I think this the school in a big area and by knowing HIV/AIDS.

**Mohammed:** In my idea, as you know, . . (interrupted by Bisrat).

**Bisrat:** What do you think this school is very important for controlling and knowing HIV/AIDS and have you any idea?

**Mohamed;** yes, because of, as you know the person who is educated something or who is not educated person is not the same as you know. Because, you will be . . . now, you are the member of this school. There is the a many classes and awareness. If you see the compound, these many pictures that put on the black board or in the school. These are one of the best way that we can defence the HIV/AIDS. The other one is if the person is, . . . now, what is the virus and what he can is will be as you know as the transmission of HIV/AIDS caused by illegal sex and transmission, sexual and black vision. Every thing, overtime. The students who are in the school they know and they aware of what is the transmission of HIV/AIDS. That is my idea.

**Daniel:** I have one idea, um . . . more than . . . This means, when you are in persons in schools and . . . why person not school, when you are in persons in schools and . . . when persons not school, um . . . there is a deference. There is a proverb that says "knowledge is a

power.” With you are knowledge, you know that what is good or wart is bad. Therefore you know what? about transmission.

**Bisrat:** Have you ever in the anti-HIV/AIDS club in this school?

**Daniel:** I have not the member of HIV . . . anti HIV club. But I know about HIV to transmitted, how to protected of from this epidemic disease. So, this is not important to enter to this club.

Q3. Have you ever done HIV/AIDS testing? When and why?

**Bisrat:** I have done HIV/AIDS testing in Jijiga senior secondary school um . . . may . . . may 2006 . . . because I know and why I better um . . . I get HIV and I get some medicines and to educate another peoples. I get from to HIV. But the medical says, “you haven’t HIV/AIDS.

**Muktar:** In addition to that, I trust myself, because the HIV/AIDS is not only transmitted by making sexual intercourse. Even, there is, you know, many things that you can get HIV/AIDS, like a niddle, illegal sexual intercourse and also there are many things. So, for myself, I trust my blood and also the doctor says, “There is no HIV/AIDS.

**Mohammed:** In my opinion, I haven’t done any HIV/AIDS testing, because of I have a self confidence and I know what it is because of as you know HIV/AIDS is um . . . HIV/AIDS transmits such like things illegal sex transmits, genital mutilation, etc. Still I am a teenager and I didn’t do sex and illegal sex. This is the reason that I didn’t test.

**Bisrat:** I disagree with your idea.

**Mohammed:** This is only my idea. Only I said this is my idea.,

**Daniel:** You says I protect from sexual intercourse but it is not only HIV/AIDS to be transmitted um . . . but it is not only um . . . trans . . . it can be transmitted by such as blood transmitting. You may be one day you may be touched by a needle. So, you are a human being, one day’s mistakes . . . for . . . you are not . . .

**Mohammed:** let me tell you one thing. As I mentioned, I know what what HIV/AIDS and the way that can be transmitted. Need<sup>le</sup> means the one who can use only for its use or um . . . but still I didn’t. Every year or two years starting from lower grade my teacher always advise me not to use the niddles such like the one that has been used by the others. Yea, this one is my first reason.

**Bisrat:** What is the important of testing?

**Mohammed:** That is the question that I am asking. Blood testing is because still now I didn't test for this one. This one is the one I want to ask you. I need, want to ask you this one.

**Muktar:** Some psychologists say that, if you are not testing blood testing, you have no self confidence; because you fear, you may be afraid.

**Daniel:** But you have to also understands these things.

**Mohammed:** Your self you must understand what I am saying. Because of say every time be protected or because to everyone who is not protecting the AIDS or the one who is affected with AIDS. Yea! The self confident means, the one who have every thing and the one who has relies of himself. If some one who didn't transmit . . . depend one some one his idea?

**Daniel:** No. I said to you, of you have self confidence, you have to be self confidence.

**Mohammed:** the reason that I am testing is not having the self confident when I am testing. But, I didn't make mistakes.

**Daniel:** <sup>No</sup>no. . . um. . .

**Mohammed:** Let me tell you one thing which time discovered the views of HIV/AIDS in Ethiopia? Can you tell me?

**Daniel:** ' I think, um . . . in 1981. . so you have to be understand HIV transmit not only needle um . . . you are not perfect.

**Mohammed:** Let me tell you one thing. When you want someone to advise, because of you must tell what he is, yea, because of this is the reason that I am saying in my idea or in my thinking what I have done.

**Bisrat:** In the world there is no perfect.

**Mohammed:** No one is perfect?

**Bisrat:** Yes

**Mohammed:** Are you sure?

**Bisrat:** Yes

**Mohammed:** Hée (laugh) – Let me tell you one thing.

**Bisrat-** No, no, no. You know . . . um. . . you didn't use a needle. But . . .  
um . . . sometimes . . . you know . . . needles.

**Mohammed-** injection.

**Bisrat-** Yes, injection, in the hospital.

**Mohammed-** That is the responsibility of the doctors. When the time, when they are educating in the university, yea, they know what this injection is the way they use. The reason that you are in our Ethiopia teaching in university means to be educated the people, not to simply insertable some one cure or another ok!?

**Muktar-** what about if he is forget?

**Mohammed-** Oh! This one is a work that he can't forget. It is his work.

Q4. Survival sex or transactional sex has becomes a common currency in many areas. What does it mean? Are there such people that practice this in your area (town)? Please tell to your group briefly.

**Daniel-** In my opinion, this is women's. Mostly womens in this area transactional or survival sex. This they will work for getting or for personal fulfillment. They work in order to fulfill their needs such as educations mostly girls students for engaging educations such as books . . . they work for such like things.

**Bisrat-** survival sex or transactional sex, means when a girl or the age of the girl is 15 and the man of the age 25 or 30. This is transactional sex and she come from transactional area going to the cities and when she works in the house of the man, she become to get shelter education and she had sex with a man. This transactional or survival sex.

**Mehamed** In my opinions till there is another question for this one. As you said there is they have getting such like sugar, a money or economy such like. There is no any work to work for their in come.

**Bisrat-** No, the girls coming from the countryside to the city.

**Mohamed-** to the city?

**Bisrat-** Yea, from the countryside to the city for shelter and education.

**Mohammed-** But they can work such like the one who makes other peoples such like the cafeteria, they can work, they can get another work. Simply they did make they work with the sex for money to get a money?

**Bisrt-** No, no, no, no. Are these um . . . the girls in the city she has not diverse or no mans she known and she comes from the countryside. She only get from the house of the man. . . .

**Mohammed-** But I told you something there are many girls in our area or Somali region that use such like work. She come from the countryside. Not, not come from another area. If I told

you some one. They come to . . . jijiga, because Jijiga is not the one that they stay. They come their house. Their house is in Jijiga. They are working the . . . (interrupted by Bisrat)

**Bisrat-** No, no, no, I said about. . . I said about she come from the countryside to the city.

**Daniel-** No, you have to shorten your idea. Let you add something. There is no um . . . not only the peoples who are coming from the countryside but also the another people. For example, when you compare or another towns, some citizens for example, some citizens working for they have no work and they have no chance.

**Mohammed** – Let me add one question. Ok!?

**Daniel-** you have not finished my idea.

**Mohammed-** Ok.

**Daniel-** There is a citizens who are not getting a job. So, what are the chance for earning their life. They may be get another purpose. For getting their show short time of their needs. So, they working for survival sex and transactional sexes.

**Mohammed-** Let me add one thing.

**Daniel-** ħñ ok.

**Mohammed-** Didn't transmit the virus for these day?

**Daniel-** Yes. For the money, they can get for example for one person. Listen to me. If one person pay large amount of money, they can sex with in um . . . without condom. May be get in to the HIV/AIDS. This one of the transmitting disease. You have to know.

**Mohammed-** But, if they don't use the condom that you are saying, if they didn't use this contraceptive, the people will all spreading jijiga or yea, everyone have a money. Suppose those who are making sex in more money, they have more money and they can say what ever they need. But condom is a money. You know, a payment.

**Daniel-** No, no, no. when we compare to these with Africans. African peoples the condoms produced for free.

**Mohammed-** free?

**Daniel-** Yes

**Mohammed-** No, let me . . . (interrupted by Daneil)

**Daniel-** For Americans for example 025 cents, not enough for Africans to get money.

**Muktar-** I think this, as you said I have one 'Joji' sorry. You said there is survival sex only for girls. Is that that same in the boys? You said there is the people that is sex girls.

**Bisrat-** No, no, no- The mostly survival sex or transactional sex is for the girls. Because when the girls are . . . (interrupted by Muktar).

**Muktar-** Ok, is it only of the girls or boy?

**Bisrat-** The girls . . . oh! I agree, girls and the boys.

**Muktar-** yes, I am used before um . . . only for girls. But as I think both for boys and girls. But if you go Latin America or Europe, mostly you can see men whom make sexes in night club stand bars. And the girls and ladies are making sexual because. . .

**Bisrat-** This is not rehapen in the countryside.

**Muktar-** But you said before on your idea

Q 5. Are there harmful cultural habits practicing in your area that can expose people to HIV/AIDS infection?

**Mohammed-** yea. There is an ample practice in Somali region. Because of that one is female Genital mutilation (FGM). This one is used only the women. Every mother says, "when I will make with Female Genital mutilation. "Yea; this is an ample practice because of these people who makes use of this practice or this work, they use a contraceptive or needle such like needles. This one is something that a member of transmitted HIV/AIDS or virus.

Then, I can say, This ample practice is the one that cause the Somali people many to transmit to the HIV/AIDS. That is all abut.

**Daniel-** I have additional ideas um . . . for example, when you go in others or higher area in Ethiopia, we consider this what? Abduction. Do you know abduction? Yes? Yes.

**Mohammed-** But let us study . . . (interrupted by Daniel)

**Daniel-** We are not discussing abductions. That is what? When persons in order to wedding or marriage girls, they need what? She takes something in road and get um . . . with out she . . . her permission. They make a sexes. This is one of harmful traditions that can transmit HIV/AIDS.

**Bisrat-** I have the 3<sup>rd</sup> ones, female circumcision. This is related to Female Genital mutilation. This is the harmful cultural habit in our.

**Muktar-** Ok In addition to that, when we come to our habit . . . it is only for girls and the girls are simply open their vaginas. So, this is overly harmful um . . . exposing to HIV/AIDS and I think this is you know parents in Ethiopia.

### Group 3

Q1. Which part of the society (age and sex group) do you think is especially most vulnerable to HIV infection and the impact of AIDS? Why?

**Bereket-** Especially, the most vulnerable part of the society for HIV/AIDS are young generation. Because, there is no more informations um . . . to . . . to know about HIV/IADS. That is all.

**Abdihakim-** I think if I try to discuss with my classmates, this um . . . when we look the most vulnerable to HIV infection and to its impact is the young teenagers like us. Because, we are among the ages that most of the population are like we take actively and the population. I think that why we are the most vulnerable to HIV/AIDS.

**Yosef-** The young boys and girls are most . . . vulnerable to HIV/AIDS. Because there is more want to sexual intercourse and there is not full information for that disease. Because that more is infected by HIV/AIDS.

**Abdulahi sheik-** If I say some thing about the part of the society that are mostly vulnerable to this disease. I may say really the female gender especially female. Females are the most vulnerable part of the society to this disease. And this is the reason. The reason is that their biological make up. That is the reason. So, females are the most vulnerable part of the society to this disease and this impact.

Q2. In what ways do you think schools can be the best defence against HIV/AIDS infection? (Discuss briefly).

**Yosef-** This is there is so many clubs in the school., that clubs students. Knowledge and teaching. For that it is avoid the HIV transmission and cause . . .

**Breket-** Ok, Globally, half of the people living with HIV/AIDS are girls. And this share contrast to the early stage of the epidemic system.

**Abdihakim-** I think that our school best defence against HIV and its impact. right? Our school can be best defene against HIV/AIDS by discussing briefly the cause and what um . . . if this disease affects a young especially students who are underage from 18-39. And our school can protect this impact in different ways. For example, creating- creating awareness of this disease. The effect and how this disease transmit through different tools and through sexual intercourse. And helping and protecting people with HIV and creating and establishing anti-



HIV/AIDS different clubs that compact and prevent this HIV/AIDS. That is why I think the way our school can protect HIV/AIDS.

**Abdulahi Shik-** In my idea, schools can be . . . in my idea that schools are . . . can be a defence against the infection of this disease. Yes, schools can be defence against this infection. Because schools are a villages where all teenagers or the teenagers of the society together in. So, in schools, even in this school, in our high school or in our jijiga s/s/school, we students, there are volunteer students even who is my colleague is one of them, Abdihakim. So, the this school, there are volunteer students that make awareness to the society about HIV/AIDS, its impact, its how it can be transmitted from one person to the other. So, since schools are a village when all teenagers together, it can be a factor that can be.

Q3. Have you ever done HIV/AIDS testing? When and why?

**Abdihakim Sheik-** Ok! This question says, "Have you ever done HIV/AIDS testing/ If you have, why and when? Really, um . . . till in my life, I have done only once. That was many years ago. But, even still I was negative, at that time. The reason that I was tested was to know whether I am affected or not. But, fortunately, I was negative. And I was very happy since I was negative. So, that was the reason that I tested myself. But I haven't done this test my self. I haven't done this test my own. I haven't test yes. I haven't done this test to another. . . I haven't done to another persons.

**Yosef-** I am testing the HIV/AIDS and I know my health um . . . and I . . . I free that disease.

**Bereket-** When I see about the disadvantage of HIV/AIDS, um . . . and the HIV/AIDS. It is free from that . . . I am testing for the HIV/AIDDS. The results free for that disease. Because, when I go testing for the HIV/AIDS, I have more informations about AIDS. . . and that is ok.

**Abdihakim-** Yes, . . . I have, I have done this counseling testing HIV/AIDS is my bloods two times. I have done two times in order to know my general health about HIV/AIDS. Because, when we look this um . . . this HIV/AIDS disease can not transmit any through sexual intercourse. Many people think that this disease can transmit through only sexual intercourse. I don't believe. I don't think so. Because, there is a lot of ways that this disease can transmit by making, by using different tools together with infected sharp tools with infected person. I was done my testing blood once in Dire Dawa and in Jijiga city when the voluntary NGOs come our village and testing the bloods of the society. I have. . . I was one

of those person . . . those take part this activity. And I was negative, I get negative result and I was very happy. Because, I know my result and I get negative.

Q4. Survival sex or transactional sex has become a common currency in many areas. What does it mean? Are there such people who practice this in your area or town?

**Abdulahi Sheik-** If I to say something about this sex, survival sex or transactional sex, as always tells that transactional or survival sex means, those teenagers that make sex in order to or for survival needs that is transitional sex what does it mean. Doing sex in order to survive or survival needs. That is of the sake of their existence level. Or to think what can I say, food or to get food or to get living for survival needs. That is all about what is that.

**Abdihakim-** If I try to discuss with my class mates this transactional sex, you know, most of the time this activity is a common for young teenagers. Especially, those um . . . those found in a city. Especially city. There is no transactional sex in a countryside, especially our environment when we go far from the city, and transactional sex is one way that this HIV/AIDS can transmit through sexual intercourse mostly. Those persons are very small in our area. Especially we are Somali peoples and we are very strong in our religion . . . religion . . . our religion . . . um . . . it doesn't allow this kind of behaviour. Although most of . . . although most of them do not have common places that every body knows that every body knows easily. They, they do this activity in side the hotels and those hidden place like night clubs that different activities of young teenagers those practice sexual intercourse gather together in order to do this activities, there is young teenagers especially female, those, you know, do this activity in order to get a profit or in order to survive. Because, other is no any money that they can live with the family. So, the only way to solve this problem is to do this activity. I mean transactional sex.

**Bereket-** They are more likely poor and powerless, have less in education and less access to land and social participation.

**Yosef-** Survival sex or transactional sex is um . . . there here in the country um . . . because of um . . . the women or the um . . . the women, the women, there is no many, the women there is no money. . . um to get men . . . that purposes is here main problem.

## Appendix-2

### Interview question Responses

**Q1:** What do you feel when you speak in English in class and also make mistakes during your English lessons? Why?

Mohammed. I am always glad to speak in English in the class and out of the class. I know that I make a mistake. If some one tells me that I make a mistake, I accept and I thanks him very much.

Int- Do you afraid when you make a mistake?

Mohammed- No, I don't afraid.

Int- don't you afraid?

Mohammed- yes.

Int- Why?

Mohammed. Because I have a self confidence.

**Q2:** How does your English teacher react to or treat your spoken English even when you make mistakes?

Mohammed- Since I am a human being, I know that I can make a mistake. The teacher always advises me to read and practice more and to develop my English skills. Therefore, there is nothing bad on the side of the teacher.

**Q3:** What do you feel when you speak in English in group activity and why? Do you participate actively? If not why?

Mohammed- Yes, I like and I am very interesting to do activities discussing with my friends in the group in English, because I know that this is a very good way of learning English language.

**Q4:** Do you think that your family/cultural background affects or enhances your oral speaking without worrying about making mistakes?

Mohammed- yes. I think it has a good contribution. My family always advices to improve my English. In the English private schools we learn conversation, story telling, drama and I always listen to different medias. This helps me very well. I always discuss openly with my family. Some time in the future, I may go to abroad. Therefore, trying to speak in English is important

Abdulahi- What helps me to improve my English is learning in the private language schools and a great focus given to speaking English by my family and the society that I live in. We learn and practice conversation, drama, story telling and such like things.

**Q7:** Among the factors mentioned, which one do you think highly affects or enhances your oral English speak?

Abdulahi- As I told you, the private schools and the society that I live in helped me very well.

**Abdihakim**

**Q 1:** What do you feel when you speak in English in class and also make mistakes during your English lesson? Why?

Abdihakim- Thank you, Most of the time students are not the same concerning English skills. This depends on the students family, cultural and other backgrounds. I myself, when I talk in English in the class, I don't afraid. I don't have any problem.

**Q 2:** How does your English teacher react or treat to your spoken English even when you make mistakes?

Abdihakim- Our teachers' situation and treatment is good when they teach. We know the previous teaching situation and the learning process. There were no tools. Now a days, we use different materials like plasma . The teachers are also becoming good.

Int- The English teachers treatment?

Abdihakim- Yes, it is good, they treat us in a good way. Mostly, they treat us equally and there is no problem even if you make a mistake, they don't become angry. They treat us in a good way.

**Q 3:** What do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?

Abdihakim- We mostly do group activities in the class. I like it and I actively participate in the discussion. Group discussion, you know, it is a good way of improving speaking English. Yes, I like it very much.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Abdihakim- yes, when we look our family and cultural background, for me, it has a very good contribution to develop my speaking English. When you look our family, we usually listen different medias like BBC, Algezira, something like that. Even the people, the Somali

**Q5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Mohammed- I can say that it is good, if students laugh at me when I make a mistake, for example, the next time I will try to improve my English and become perfect. Therefore, there is nothing bad

**Q6:** What else can you suggest about some factors that affect or enhance your oral English speaking?

Mohammed- um . . . That is all.

**Q7:** Among the factors mentioned, which one do you think highly affects or enhances you oral English speaking?

Mohammed- For my being good to speak in English, I think the teachers' advice and, my family have a very good contribution if my family was not open and make me openly talk with them, I would not be able talk this language like what I can do now.

### **Niman**

**Q 1:** What do you feel when you speak in English in class and also make mistakes during your English lesson? Why?

Niman- Actually, I feel nothing and I don't afraid when I speak in English in the class. Because I have a self confidence in my peaking skills and I am afraid nobody. I speaks as I have just wanted to give anything that students wanted to accept. I focus only my speaking and transferring my idea. Therefore, there is nothing bad happened in the class.

**Q2:** How does your English teacher react to or treat you spoken English even when you make mistakes?

Niman- The English teacher has his own approach for every student in his course. That means, he know that who is the best, the middle and the less active student. Therefore, when I do something or when I speak in the class, the teacher treats me in the way that I attract him. Because he knows that I am always the one who speaks well in the class and he attracts me in the positive way.

**Q3:** What do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?

5. Are there harmful cultural habits practicing in your area that can expose people to HIV/AIDS infection? Explain briefly.

**Bereket-** Womens and girls are influence of more vulnerable infections and gender based increased compound HIV/AIDS.

**Yosef-** There is here in society in . . in this . . (silent)

**Abdulahi Sheik-** If I say something about cultural habits practicing that can expose people to HIV/AIDS infection, Yes, there are habits or cultures that can expose to this infection. We Somalis have a cultural habit. Especially, the ladies, they circumcise. The circumcision, am . . really seriously, this is a serious activity that all ladies do on young girls. Do you know um . . . what is the purpose of this? This is only um . . they may say that this is good for her um . . What can I say, good for her future living. It is a serious culture and it is not a good one. But, Yes, there is a habit that harms or that is harmful. Of course.

**Abdihakim-** Yes, obviously, there is a cultural habit that our family or our population practices. This is a most thing and this is a cultural influence. This cultural influence also appears one way that this disease can transmit from one person to another. Because, when the young females, for example, circumcising and making female genital mutilation, there is one . . may be it may happen in one tools may circumcise around four young females. And this cultural influence is the way that the female becoming infected the males.

I can say this activity can make a girls infected the males. Because harmful traditional. Practices among which FGM are major problem prevalent among almost all Somali women. The type of circumcision that is practicing in Somali is drastic. This type of operation result infection life long in reproductive health and sexual problems. I think that is all about my idea.

Niman- Yes, because I mostly participate in the group that in any group the teacher assigns us or assigns me to participate in. I am the first participator, because group work is the only way in which students develop their skills of English.

**Q 4:** Do you think that your family and cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Niman- No, because our cultural background, our Somali culture has nothing to do with my English skill. Because the educational level that my parents have, has helped me nothing to learn English. "Somalis speak better than Amharas, that is. because of their culture." Not the culture. It is the way their family wants them to learn English. I am saying that my skill of English has no relation with y culture.

**Q5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Niman- I tied to answer one of your questions. I said that it depends of the students.

Int- What about for you?

Niman- I said that for me it is ok.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Niman- It is only what I mentioned before.

**Q 7:** Among the factors mentioned, which one do you think highly affects or enhances your oral English speaking?

Niman- As I have just mentioned before in the beginning, I have said that there are a lot of factors that affect or force or increase my capacity of English speaking skill. Mostly, I was practicing daily in English in private school.

It is every night and I made that my habit. On the day that I didn't go to the private school, I felt that I lost something. So, I used to attend it every night. This made me to develop my skill of speaking. Then, that made me speak a lot. Therefore, going to the private school, practicing conversation with students, speaking all the time, spending many time or getting exposure to English make me speak very well.

### **Muktar**

**Q 1:** What do you feel when you speak in English in class and also make mistakes during your English lesson? Why?

Muktar- Yes, when I try to speak in English, I feel some shyness and I am afraid. This is because, when I make a mistake, I feel every body laughs at me.

**Q2:** How does your English teacher react to or treat your spoken English even when you make mistakes?

Muktar- when I make a mistake, the teacher always correct me. There is one proverb, ‘Many mistakes make perfect’ I believe in this, but I don’t know whether the teacher believes in this or not.

**Q3.** What do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?

Muktar- Yes, I like to participate in the group activities I always try to participate even though I don’t have good ability to speak in English.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Muktar- yes, my family does everything for me especially to speak English very well. You know, in our society there is a great interest to go to abroad, because many relatives are there, to get scholarship, etc. you have to know English. That is why many people even those who are not educated try to speak in English.

Int- if so why do you afraid to speak in the class.

Muktar- Naturally I am afraid. But for the future I will try to improve it.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Muktar- I am afraid that students may laugh at me if I make a mistake, because there are some students who laugh at some of us. In fact more or less it is good.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Muktar-Practicing. If you always practice speaking, you may become perfect. Fortunately, I didn’t have this opportunity. But now I am trying.

**Q7:** Among the factors mentioned, which one do you think highly affects or enhances your oral English speaking?

Muktar- My family and my society. If I didn’t practice with my friends out of school, even I could not speak what I can speak now. Therefore, these have good contributions.

**Abdulahi Sheik**

**Q1 :** What do you feel when you speak in English in class and also make mistakes during your English lesson? why?

Abdulahi- Okay, when I speak in English, I don't afraid and I feel nothing bad, because I have a full confidence and also I can communicates in this language as I want.

**Q2:** How does your English teacher react to or treat your spoken English even when you make mistakes?

**Abdulahi-**

First of all, since I am a human being, I know that I can make a mistake. On the other hand, English is not my first language. The main thing for me is trying to express and transfer my idea. Therefore, most of the time, the teacher appreciates me and helps me but there is nothing bad.

**Q3:** what do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?

Abdulahi- I like group activity and I always participate actively. Because, in the group work, I do activities with my friends and it is the way that we learn and practice speaking this language.

**Q 4:** Do you think that your family or cultural background affects or enhances your English speaking without worrying about making mistakes? How?

Abdulahi- yes, everything starts at home, in the family. In the family, I don't have any problem to communicate openly in different issues. Starting from my childhood, I grew learning English in the private schools. In our society, there is a great focus given to English language and all my friends like to speak in English. This helps me to improve my English speaking.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when your make mistakes?

Abdulahi- All students are not the same. Some of them don't have a self confidence. They afraid by themselves. You know, the solution is in their hand. If they practice daily, they can improve it. Therefore, there is nothing bad in the classroom.

**Q6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

people have a habit of listening news. If you see them around 5:00 o'clock, every Somali listens a radio gathering together in the village and you know, the discussion continues after they listen the news. Then, every body, elders, young people, even children can give an opinion. There is no any restriction. On the other hand, our Somali background is different from the other peoples. This is because, we believe that English is our second language. That makes us most of the time to participate and speak better than the others.

Int- Is English language the second language for all Somalis?

Abdihakini- Most Somali people believe that English is their second language. As you know, English colonized the Somali people for a long time and all Somalis in different areas are related and there is contact and there is influence. Therefore, we are better.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Abdihakini- All students are not the same. When some body talks and makes a mistake in the class, some students try to laugh at them and some students become silent and try to correct as they can. I believe that our students are good in the English language and they encourage each other to learn this language.

Int- ? What bout for you?

Abdihakini- It is very nice.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Abdihakini- Most of the time the people that I live with and the family background are the main factors. If most of the people are exposed to that language and if they have a good habit you can't be out of that. So it is a good way to learn the language and nothing else.

**Q 7:** Among the factors mentioned, which one do you think highly affects or enhances your oral English speaking?

Abdihakini- I believe that our family and culture helped me the best for my being good speaker of English.

### **Abdihali Abdi**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

Abdulahi- When I speak in English in the class, I feel nothing bad even when I make a mistake. This is because if the class or listeners understand the social meaning of my speech, that is enough for me. I know that all of us in the class are foreigners for this language and there is no one perfect. Therefore, I feel nothing bad.

**Q 2:** How does your English teachers react to or treat your spoken English even when you make mistake?

Abdulahi- If the teacher asks questions and when we make mistakes, there is no any negative reaction coming from the teacher. There, is nothing bad on the teachers side

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

Abdulahi- some times the teacher asks us to discuss making a group displaying the plasma television. During the discussion time, I don't afraid. I participate actively and the students also do not laugh, because all of us are friends.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Abdulahi- I can say that my family and cultural background has a positive contribution for my English speaking skill. There are many family members in our family and we always go to the private shcool and study English. Unless we go such schools, the head of our family imposes a punishment. I can say that we are free to communicate in any issue at home what we think. Out of the home, we listen different medias like BBC and Algezira, we attend private language schools. We practice conversation, story telling and the like. We Somali's by nature, are straight forward and we have a right to participate in the discussion with elders. Therefore, it has a positive influence.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Abdulahi – The classroom situation depends on the students. If all students are good in the English language it can be good. Otherwise, there may be a problem. However, for me it is good. Because, I have a self confidence and I don't afraid and also no body laughs at me when I speak. Many of us are friends.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Abdulahi- If the teacher is good, the students also will be good.

Int- what do you mean?

Abdulahi- There are some teachers like this, but for me there is no any problem and that is all.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

Abdulahi- My family and cultural background has helped me to improve and develop my English speaking. In the classroom we always discuss in English and this develops my English. On the other hand our society, the Somali people have a special focus for English and most of the people try to communicate in English and I am not out of my society.

**H/Gebriel**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

H/Gebriel- yes, I am afraid and I am shy, because most of the time students laugh at me when I speak in English and make a mistake and pronounce some words.

Int- But you are a clever student.

H/Gebriel - But there are other students who are better than me.

**Q 2:** How does your English teachers react to or treat your spoken English even when you make mistake?

H/Gebriel - when I make mistakes, the English teachers correct me and they don't demoralize me. However, most of the time they don't encourage students to speak in English and discuss in groups.

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

H/Gebriel- When group work is given, we (non –Somalis) mostly speak in Amharic, not in English in fear of making mistakes and in fear of students laugh. But when we are grouped with Somalis we try to talking in English. Because, they are better than us in English and they don't laugh at us

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

H/Gebriel - In fact it has an indirect influence. If you are made express your ideas even in your language starting from your childhood, you may become a good speaker. But there is a

problem on the side of the “Habeshas”. Since silence is considered as good, we developed that habit.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

H/Gebriel - As a matter of fact it is good, in fact, when I want to ask questions and when I answer the teachers questions, I use Amharic, because I want that students not to laugh at me. But the teacher says nothing.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

H/Gebriel - my family background as well as the teachers behaviour are bad for me.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

H/Gebriel As I told you before, the teachers behaviour the class atmosphere and my family and cultural aground have a negative influence for my speaking English. There is nothing that encourage us in the classroom, there is laughing at us when we speak. Even the teacher himself speaks in Amharic in the English period.

### **Suleman**

**Q 1:** What do you feel when you speak in English in class and also make mistakes during your English lesson? Why?

Suleman- Infact, at the moment, I am not a perfect speaker of English. However, I want to be a perfect speaker. When I try to speak in English and made a mistake, some students may laugh at me. But now I adapted it. Therefore, I don't afraid.

**Q 2:** How does your English teacher react to or treat your speak English eve where you make mistakes?

Suleman- our English teachers are very good, they always advise us to try to speak in the class and out of the class, if we make mistakes, they don't demoralize, but they encourage us.

**Q 3:** What do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?

Suleman- I actively participate in the group activity. I am one of the active students in the class. Group work encourages us to discuss and it is a very good way of learning English.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking with out worrying about making mistakes?

Suleman- yes, family and our cultural background have bad influence for my speaking in English. Because, at home, I don't have the opportunity to talk in English. Even there is a limitation to talk in Amharic. Otherwise, people may say, "This is boastful." On the other hand I didn't have the exposure to talk in English starting from my child hood. Therefore, it has a bad effect

**Q 5:** How is your English class room atmosphere for your trying to speak in English even when you make mistakes?

Suleman- It is good. Our classroom students participate in the group activity. In fact, sometimes students laugh at the other students' spoken English, but now we experienced it. Especially the Somalis do not have any problem and they don't afraid. We are also (the non-Somalis) following their way.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking.

Suleman- One factor that has a bad effect for my weakness to speak English is the School. The school should facilitate some English language speaking audio materials and make us practice

**Q 7:** Among the factors mentioned, which one do you think highly affects or enhances your oral English speaking?

Suleman- My family and cultural background has a bad effect more than the others.

Int- How?

Suleman- You know, in our society, we are not encouraged to talk, to give opinions and silence is considered as good. Therefore, we don't have the exposure to talk more even in Amharic we afraid to talk in front of people. This is the bad habit that we inherited from our family and our culture we don't speak English out of the class not to be called boastful. But the Somalis are not like us.

### **Daniel**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

Daniel- I am afraid when I speak in English in fear of making mistakes and I become confused when they laugh at me. But I try to improve this.

**Q 2:** How does your English teachers react to or treat your spoken English even when you make mistake?

Daniel- The teacher's behaviour is good, if I make a mistake, he encourages me to improve it but he didn't demoralized me.

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

Daniel- Yes, I actively participate in the group discussion. In the group work there is discussion. On the other hand, the group members are our friends. Therefore, it is good way of improving our English speaking. However, some students speak in Amharic. That is the problem. But if we are with Somalis we speak in English. Because, some of them they don't know Amhatic and they can also speak in English very well very well.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Daniel- Yes, in our culture, talking much and talking in English is seen by the people as talkative and as boastful and ability is measured by grade (mark). Therefore, there is nothing that encourage us for English language speaking in our society.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Daniel- As to me, it is good. In fact when I speak some students laugh by my pronunciation and speaking. However, it doesn't matter. Now, I am avoiding my fear.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Daneil- My great problem is the absence of any way to speak English out of the school,.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

Daneil- It is this family and cultural background. I can't improve my English out of the school. The private schools focus only on the grammar.

**Bisrat**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

Bisrat- When I speak in English, I feel happy. Always I try to speak in English, Even though I make a mistake, I learn from my mistake.

**Q 2:** How does your English teachers react to or treat your spoken English even when you make mistake?

Bisrat- My English teacher treatment is good. He always shows me the best way to improve my English. He never discourages me.

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

Bisrat- I actively participate in the group work. We are all friends and group work is a good way of improving our speaking habit. Therefore, I always participate actively.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Bisrat- I don't have such a problem in my family. In fact I don't have the opportunity to speak English out of the class, but I don't have any problem to express my idea in my language.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Bisrat- Yes, there are some students who laugh, but I don't afraid to speak.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Bisrat- There is nothing out of this.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

Bisrat- The classroom atmosphere is not good, but now it is nothing form me.

### **Bereket**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

Bereket- I am afraid, because most of the students laugh at me. When I try to speak in English and make mistakes, most of them begin to joke and laugh at me.

Int- Why do you think they laugh at you?

Bereket- because I don't have the ability to speak in English.

**Q 2:** How does your English teachers' react to or treat your spoken English even when you make mistake?

Bereket- The teacher doesn't demoralize me, when I make a mistake, he always corrects me and advise me to read and practice more.

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

Bereket- There is a group work. But I don't participate actively, because I am afraid. Sometimes I discuss with some of them in Amharic in fear of making mistakes.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Bereket- Yes, I am the silent one in my home. I am told that it is a good conduct (personality). Now, I understand that this is the main thing than killed my English ability.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Bereket- As most students laugh in the class, I say it is not good. But the Somali students encourage me, they are good.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Bereket- Ability. I don't have the English language ability. The makes me to be more passive.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

Bereket- The class atmosphere and my family and cultural background have a negative influence for my speaking English.

**Yosef**

**Q 1:** What do you feel when you speak in English in class and also make mistake during your English lesson? why?

Yosef- I am very afraid

Int- Why?

Yosef- Because I don't have the ability. I didn't have the exposure to speak in it.

**Q 2:** How does your English teachers' react to or treat your spoken English even when you make

mistake?

Yosef- It is good, it is good. The teacher encourage, he never discourages. The problem is my own weakness.

**Q 3:** what do you feel when you speak in English in group activity and do you participate actively? If not, why?

Yosef:- yes, I try. I know that group discussion is a good way of improving our English speaking. However, mostly I use Amharic. This is because I am weak in English.

**Q 4:** Do you think that your family or cultural background affects or enhances your oral English speaking without worrying about making mistakes? How?

Yosef- Yes, because starting from our childhood, we are told that talking with elders is not a good personality. Hence, we are reserved. Even in the school, cleverness is measured by a good grade (mark). This is also a bad habit.

**Q 5:** How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?

Yosef- it is not good. Because, students laugh when we try to speak in English. However, the Somalis do not have any problem. They speak without any fear.

Int- Why do you think?

Yosef- Because in their culture they are open and straight forward, they have the exposure.

**Q 6:** What else can you suggest about some factors that can affect or enhance your oral English speaking?

Yosef- The ability. If you have the ability of this language you may not afraid to speak.

**Q7:** Among the factors mentioned, which one do you think highly affects or Enhances your oral English speaking?

Yosef - The big problem is my family background and the students laughing in the class are effects for me.

## Task one (Individual Work)

**Instruction:-** Look at the following sequence of Pictures carefully and tell a story about them briefly. Add some additional ideas what you think about them.

### The shepherd and the Wolf



## Task 2

### Pair work

### Information Gap Activity

#### Instruction

Look at carefully the following sequence of pictures and understand what they are about. Using the hints given for your part (numbers given) make the ideas complete what you think about them. Then, take turns and tell a story to your partner. Add some other idea what you think about the pictures given.

## The Donkey and the Lion's skin

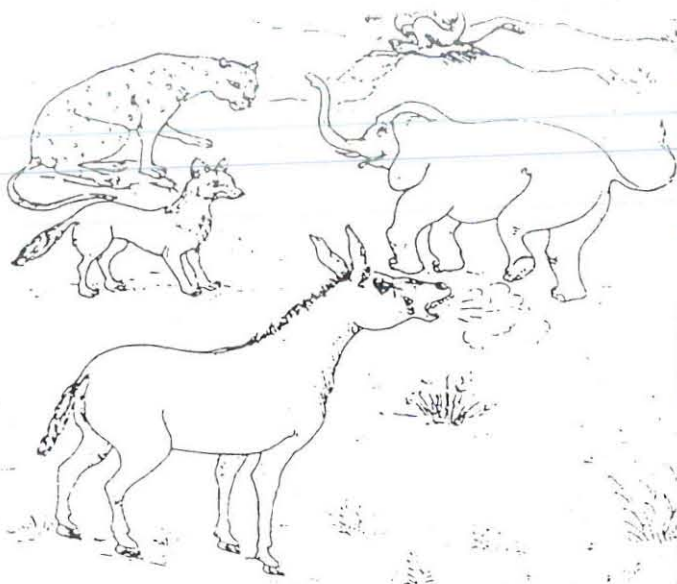
Start- Many, many years ago...

1. - A donkey lived around the bush, was not happy
  - There were \_\_\_\_\_ They had good relations except the donkey.
2. - The donkey was along, because \_\_\_\_\_
3. - \_\_\_\_\_, \_\_\_\_\_
4. - One day, the man with \_\_\_\_\_ the lion
  - All ran away except -----
  - The lion \_\_\_\_\_(lion's sound) and slept because, \_\_\_\_\_
  - The man killed the lion and \_\_\_\_\_
5. - \_\_\_\_\_, \_\_\_\_\_
6. - The donkey picked it up and \_\_\_\_\_ it carefully
  - He went to the \_\_\_\_\_(stagnant water) and looked his fact to \_\_\_\_\_
  - He jumped in fear, because \_\_\_\_\_
  - He became happy because \_\_\_\_\_
  - He \_\_\_\_\_ in the bush until others ( \_\_\_\_\_ ) came to him.
7. - \_\_\_\_\_, \_\_\_\_\_
8. - Soon, the \_\_\_\_\_ came
  - When \_\_\_\_\_ saw \_\_\_\_\_ it became \_\_\_\_\_
  - The \_\_\_\_\_ cried and \_\_\_\_\_ to \_\_\_\_\_
  - The donkey \_\_\_\_\_ with delight
9. - \_\_\_\_\_, \_\_\_\_\_
10. - In the evening, the \_\_\_\_\_ in search of \_\_\_\_\_
  - The donkey saw them and \_\_\_\_\_
  - They saw him and they \_\_\_\_\_
  - The donkey laughed loudly at them, so the \_\_\_\_\_
11. - \_\_\_\_\_, \_\_\_\_\_

## The Donkey and the Lion's Skin

1. - \_\_\_\_\_
2. - \_\_\_\_\_
3. - All of them laughed at him. They joked with his long -----
  - They gave him \_\_\_\_\_ name like \_\_\_\_\_
  - He tried to play with them to show that he is clever but he didn't succeed.
4. - \_\_\_\_\_, \_\_\_\_\_
5. - The man ( \_\_\_\_\_ ) \_\_\_\_\_ the lion's skin and \_\_\_\_\_ it on the ground for 2 weeks to make it \_\_\_\_\_
  - No one tried to come near to the lion's \_\_\_\_\_
  - One day, the \_\_\_\_\_ and jumped in fear, because \_\_\_\_\_
  - Then, he looked it carefully and \_\_\_\_\_ it.
  - Something came to the donkey's mind and became happy. i.e. \_\_\_\_\_
6. - \_\_\_\_\_, \_\_\_\_\_
7. - Those like \_\_\_\_\_ came to the donkey
  - The donkey \_\_\_\_\_ to them to make them \_\_\_\_\_
  - They ran away and \_\_\_\_\_ on to the \_\_\_\_\_ because \_\_\_\_\_
  - The donkey became happy and \_\_\_\_\_ at them because \_\_\_\_\_
8. - \_\_\_\_\_, \_\_\_\_\_
9. - The \_\_\_\_\_ came to the \_\_\_\_\_
  - The donkey \_\_\_\_\_
  - Then, the \_\_\_\_\_ turned his face and \_\_\_\_\_
  - The donkey \_\_\_\_\_ when he saw the \_\_\_\_\_ ran away the donkey, then, \_\_\_\_\_
10. - \_\_\_\_\_
11. - The donkey \_\_\_\_\_ because the \_\_\_\_\_ him
  - The \_\_\_\_\_ laughed at the donkey
  - The \_\_\_\_\_ said. "The foolish donkey? If you didn't laughed loudly, we \_\_\_\_\_
  - "Now, it is our \_\_\_\_\_ to jock at you."
  - All of them \_\_\_\_\_ the donkey.

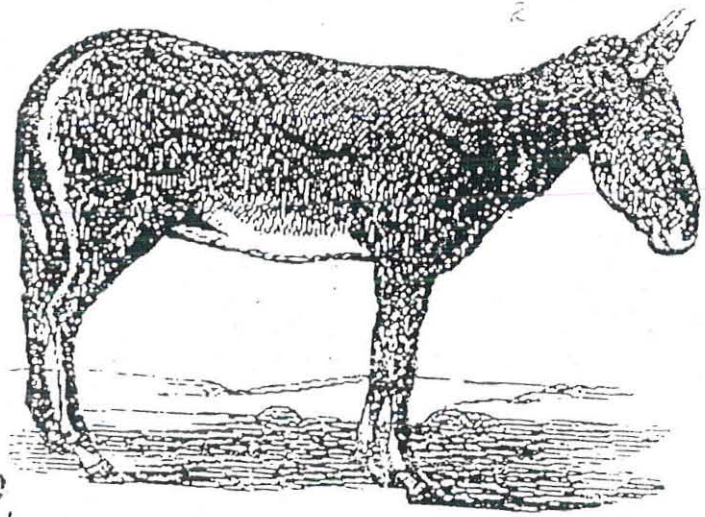
1



4



2



5



3



409

6



7



10



8



11



9



110

### **Task-3 Sharing what you know and think about HIV/AIDS**

Discuss briefly the following questions about HIV/AIDS in your groups.

1. Which part of the society (Age and sex group) do you think is especially most vulnerable to HIV infection and the impact of AIDS and why?
2. In what ways do you think schools can be the best defence against HIV infection? (discuss briefly)
3. Have you ever done HIV/AIDS testing? When and why?
4. "Survival sex" or "transactional sex" has become a common currency in many areas. What does it mean? Are there such people in your area (town)? Please tell to your group briefly.
5. Are there harmful cultural habits practicing in your area that can expose people to HIV/AIDS infection? Explain briefly.

# UNIT NINE

## IMPACT OF HIV/ AIDS

**Objectives:** In this unit, you will:

- read and analyze a text;
- write /give a report;
- use reported speech and 'wh' questions;
- take notes from spoken sources;
- write an essay on the effects of HIV/ AIDS.

### Section 1: Reading

#### Pre-reading Questions

**Exercise 1:** Look at the following data in your groups and answer the questions that follow.

The Situation of HIV/AIDS in Ethiopia. Estimated and projected adult HIV/AIDS prevalence by (%), by sex and setting in the selected years, (1982-2008).

	1982	1985	1990	1995	2000	2001	2002	2003	2008
National	0.0	0.2	1.6	3.2	3.9	4.1	4.2	4.4	5.0
Male	0.0	0.2	1.5	2.8	3.4	3.5	3.7	3.8	4.4
Female	0.0	0.2	1.7	3.6	4.4	4.8	4.8	5.0	5.7
Urban	0.0	0.7	7.0	13.4	13.0	12.8	12.7	12.6	12.6
Rural	0.0	0.1	0.3	0.8	1.9	2.1	2.4	2.6	3.4

(Source: AIDS in Ethiopia, fifth report, Federal Ministry of Health, June 2004)

1. Can you identify three points that the trend of the HIV epidemic from 1983 till 2003 suggests?

2. Can you give two reasons for each of the following questions?

- (i) Why is the prevalence of HIV in the female population high?
- (ii) Why is the prevalence of HIV in the urban centres high?

### How Does HIV/AIDS Affect Girls and Women?

1. Girls and women are especially vulnerable to HIV infection and to the impact of AIDS. Globally more than half of the people living with HIV/AIDS are female. This is in sharp contrast to the early stages of the epidemic when AIDS was thought of mainly as a disease striking at men.

2. Girls run a very high risk of infection. This is especially true in Sub Saharan Africa, the region hardest hit by HIV/AIDS. In this region more than two out of three newly-infected 15-24 year-olds are female.

3. For adolescents between the ages of 15 and 19, five or six girls are infected for every boy in the worst affected areas. This pattern-indicating 'age mixing' or sex between older men and younger women is also seen in other regions around the world. Even marriage, particularly for very young women, guarantees no protection from infection. Each year, many children and women in South Africa are raped and infected with HIV/AIDS. The risk of virus transmission during rape is higher for girls than for boys. The ease of transmission may be greater for girls for several reasons. Biologically, HIV is transmitted more readily from a man to a woman than from a woman to a man. Girls are much more likely to be infected during unprotected vaginal intercourse with an infected partner. During coerced sex there is less likely to be secretion of vaginal fluids associated with sexual arousal; for very young girls, children, there is no secretion of vaginal fluids. In the case of gang rape, where violence and other trauma and injury, such as vaginal tearing, is probable, the likelihood of becoming infected with a sexually transmitted disease may be significantly higher.

4. According to UNAIDS, the infection rates in young African women are far higher than those in young men, with HIV infection rates more than five times as high among African teenage girls as among teenage boys. South African health officials say adolescent girls are twice as likely to become infected with HIV as boys. This is likely to be a reflection of their increased sexual activity, often

coerced, with older men who have had longer exposure to the virus. In South Africa, the prevalence rate of HIV in girls and young women aged 15 to 24 is almost twice that of boys and young men of the same age.

5. Evidence also suggests that large share of the infections are due to gender-based violence in homes, schools, work places and other social arenas. Forced or coerced sex renders a woman even more vulnerable to infection, and the younger she is, the more likely it is that she will contract HIV.

6. Women and girls are physiologically more vulnerable to infection, and gender-based inequities compound their risks. They are more likely to be poor and powerless, have less education, less access to land, credit or cash, and to social services.

7. Grinding poverty, along with lack of education and productive resources, multiplies the chances that girls and women sell sex as their only economic option. "Survival sex" or "transactional sex" has become common currency, traded for food, cash, and 'shelter'- even for education.

8. While HIV/AIDS feeds on gender inequalities, it also aggravates them. Take education. Even before the pandemic, girls were less likely than boys to get an education. Today, children are being pulled out of school to care for their AIDS stricken families, and in Zimbabwe, for example, 70 percent of these caregivers are girls. Once out of school, a young girl's vulnerability is very high. She is cut off from life saving information and skills, and does not learn to fend for herself, economically or socially.

9. At the same time, schools are the best defense against HIV infection. Evidence suggests that girls who stay in school longer delay their first sexual experience; they have more knowledge about HIV prevention and greater understanding of HIV testing. And schools offer the best means to deliver HIV prevention information, as well as the long term social skills that help protect against infection.

10. But ensuring girls are in schools isn't enough. They need the right kind of youth friendly health services. They must grow up in an environment that protects and safeguards them from violence, abuse, exploitation and neglect.

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**To respondents**, the aim of this questionnaire is to obtain information about the risk-taking nature of students in oral production of English as a foreign language. Your cooperation to answer all the questions thoroughly and carefully is of a great value, thus the researcher requires you to give your genuine opinions by responding to the statements. The information you will give will be used only for academic purposes. Finally, the researcher would like to thank you in advance for your cooperation and devotion of time.

**Back-ground Information**

**Part one**

**Instruction:** Please fill in the following blanks with genuine information about your self

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Nationality \_\_\_\_\_
4. Mother tongue \_\_\_\_\_

## Part two

**Direction-** Please give your responses to each of the following statements using one of the given choices and put a tick-mark (✓) only once in the box for one item. Kindly check your positions on the scale as you read.

No	Items	Response categories				
		Strongly agree	Agree	Not decided	Disagree	Strongly disagree
1	The relationship among students and between the teacher and students in the classroom is friendly, so I always try to speak in English without worrying					
2	I enjoy to volunteer or to participate in the group discussion activity, because we always do pair and group activities.					
3	I am afraid to speak in English in the class, because the teacher gets easily angry when students speak in incorrect English and he/she always thinks that he is right and students wrong.					
4	Instead of trying to speak in English, I become silent in my English class, because I am highly influenced by family and cultural beliefs like "not to speak among people is a sign of modesty".					
5	The class always laughs at (ridicules) the spoken English of students. Therefore, I always prefer to be silent.					
6	It embarrasses me to participate in the group discussion since much of the class time is taken by the teacher talk and we lack an opportunity to practice in the group.					
7	I always try to speak in English in the class, because the teacher helps me to feel comfortable even when I make mistakes and he/she considers himself/herself as one of us.					
8	There is a pushing environment to talk in English in the society (culture) that I belong to, hence, I am not shy to try out what I want in English.					

9	Mostly my class students like working independently and competitively. Therefore, I don't feel comfort to speak in the class.					
10	I don't feel confident to volunteer or to participate in the group discussion, because I am always grouped with students of opposite sex, and with students who are not my close friends.					
11	I always do not afraid to speak in English with others in the classroom, because the teacher treats every student equally, even when we make mistakes.					
12	I don't afraid to talk in English in the class even if I make mistakes, this is because I am free to talk at home with my family and with any age group freely with no influence					
13	The class doesn't laugh at the spoken English of students but helped and encouraged each other while trying to speak. Therefore, I am always free to speak in English in the classroom.					
14	In my English class, I don't worry to speak in pairs or small group, because we are always given enough opportunity to practice cooperatively with others and I experienced such a situation					
15	I don't feel relaxed when I speak in English, because the teacher is always ready to correct every mistake I make.					
16	I am not encouraged to speak in front of others in English assuming they are better than me, because my culture doesn't encourage to talk equally with people who are seniors and who are better than me.					

## Interview Questions

1. What do you feel when you speak in English in class (and also make mistakes) during your English lesson? Why?
2. How does your English teacher react to or treat your spoken English? (Even when you make mistakes)
3. What do you feel when you speak in English in group activity and why? Do you participate actively? If not, why?
4. Do you think that your family or cultural back-ground affects or enhances your oral English speaking without worrying about making mistakes? How?
5. How is your English classroom atmosphere for your trying to speak in English even when you make mistakes?
6. What else can you suggest about some factors that can affect or enhance your oral English speaking?
7. Among the factors mentioned which one do you think highly affects or enhances your oral English speaking?

## Declaration

I, the undersigned declare that this thesis is my original work, and has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

Name= Ambelu Abebe

Signature=



Place= Institute of language studies .

Addis Ababa University

Date of submission= June, 2009