

THE DETERMINATION OF THE ENGLISH LANGUAGE PROFICIENCY
OF FRESHMEN: AN EXPLORATION OF SOME OF THE VARIABLES
THAT CONTRIBUTE TO PROFICIENCY IN ENGLISH

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Addis Ababa University

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by
Mekonnen Disasa
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ADDIS ABABA UNIVERSITY
School of Graduate Studies

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Abstract

This study is an attempt to assess the influence of a number of variables on the English language proficiency of first year students at Addis Ababa University. The selected variables were the exposure to the English language formally or informally, the reading resources, the reading background, and the quality of instruction.

To achieve this goal, a questionnaire entirely devoted to the students' senior high school English background was distributed to 140 Freshmen, out of which 106 were taken as full participants in the study.

The subjects were given two language tests:

- (i) The Michigan Test of English Language Proficiency (offered by the English Language Institute of the University of Michigan), and
- (ii) The Addis Ababa University Freshman English 101-A Course Test.

The students' responses to the questionnaire were tallied, coded and computed to see the correlation between the responses to the selected variables, and the subjects' performance in both tests.

On the average, the group with the highest positive responses to the selected variables was found to be the "A" students in the tests. Those who had the least positive responses were the "F" students.

The differences among the "A", "B", and "C", and "D" students were also significant: the study revealed that as the amount of positive

responses to the selected variables increased, performance also increased. The reverse was also true.

The multiple regression analyses showed a positive correlation between the selected variables, and the tests' results. Moreover, the variation in the students' performance in the tests was accounted for by the coefficient of determination.

On the basis of these findings, recommendations are made to provide the senior high school students with what they lack. These recommendations are worth considering if Freshmen are to do better at university level.

Acknowledgements

I am most grateful to all those people who contributed immensely to the whole thesis. I am also particularly thankful to Dr. Lakew W. Tekle and Dr. Mekonnen Yimer, both from the Department of Psychology, for their advice on questionnaire design.

I am greatly indebted to Ato Shiferaw Gurmu, Chairman, Department of Economics, who enlightened me on the ideas of coding and computing the responses to the questionnaire. I am particularly obliged to him for the assistance he gave me concerning the multiple regression analysis.

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Table of Contents

	<u>Page</u>
Chapter One	
The Problem, Definitions of Terms and Limitations of the Study	1
1.1 Statement of the Problem	1
1.2 Importance of the Study	3
1.3 Limitations of the Study	3
1.4 Definitions of Terms	3
Chapter Two	
Review of the Literature	5
2.1 The Exposure to the Target Language	5
2.2 The Reading Resources	8
2.3 The Reading Background	11
2.4 The Quality of Instruction	13
Chapter Three	
Methods and Procedures	16
3.1 A Questionnaire	16
3.11 The Design of the Questionnaire	16
3.12 Pre-Testing	17
3.13 Administration	18
3.2 Subjects	18
3.3 Population, Sample and Representation	19
3.4 Constants	19
3.5 Measurements	19
Chapter Four	
Findings and Discussions	20
4.1 Questionnaire and Response Analyses	20

4.11	The Exposure to the English Language ...	20
4.12	The Reading Resources	29
4.13	The Reading Background	32
4.14	The Quality of Instruction	33
4.2	The Responses to the Questionnaire and Achievement Correlation Analyses	37
4.3	Multiple Regression Analyses	41

Chapter Five

Conclusions and Recommendations	45
5.1 Conclusions	45
5.2 Recommendations	45

Bibliography

APPENDIX

- I. Questionnaire
- II. Michigan Test of English Language Proficiency
- III. Freshman English Composite Examination
- IV. The Correlation Between The Michigan Test and
the Freshman English Examination Results
- V. Coding Sheets for the Thirteen Questions, Row
Scores, and the Letter Grades of the Michigan
Test and the Freshman English Examination

List of Tables

TABLE	Page
1. Questions about the Exposure to the English Language by the Number of Respondents	21
2. Language Used in Asking Questions in the class most of the Time by Respondents	24
3. Teacher-Student Share in Reading and Talking in the English class by Respondents	25
4. Respondents by Number and Frequency of English Used Outside the class	26
5. Number of Respondents by Frequency of Television Watching	27
6. Frequency of Listening to English Radio Programmes by Respondents	28
7. Availability of Reading Resources by Respondents	29
8. Sharing Rate of One Book by the Number of Students	30
9. English Language Periodicals by Respondents	31
10. Number of English Books Read During High School Days by Respondents	32
11. The Use of English Dictionaries by Respondents	33
12. Frequency in the Use of Teaching Aids by Respondents	34

TABLE	Page
13. Type of Exercises by Respondents	35
14. Kind of English Skills by Respondents	36
15. Number of Students, Performance in the Michigan Test, and the Average Number of Responses to the Selected Variables	39
16. Number of Students, Performance in the Freshman English Examination, by the Average Number of Responses to the Selected Variables	40
17. Multiple Regression Analysis for the Selected Variables and the Michigan Test Results	41
18. Total Mean, Coefficient of Correlation and Coefficient of Determination for the Selected Variables, and the Michigan Test Results	42
19. Multiple Regression Analysis for the Selected Variables, and the Freshman English Examination Results	43
20. Total Mean, Coefficient of Correlation and Coefficient of Determination for the Selected Variables, and the Freshman English Examination Results	44

Chapter One

The Problem, Definitions of Terms and Limitations of the Study

1.1 Statement of the Problem

The purposes of this study are (a) to assess the influence of the exposure to the English language formally or informally, the reading resources, the reading background, and the quality of instruction on the English language proficiency of first year students at Addis Ababa University; (b) to determine the significance of the influence of these variables on the students' English language proficiency.

1.2 Importance of the Study

Ethiopia is a country where English is taught as a subject from Grade Three to Grade Six. It is also the medium of instruction from Grade Seven up to the institutions of higher education. Besides, English is the language in which Ethiopians communicate with the rest of the world on an international scale. Therefore, an adequate knowledge of the language is required for the students' academic endeavour as well as international communication. Nonetheless, the required adequacy in English is lacking, and this has been felt for several years. Duncan Forbes, English Language Teaching Adviser in the Ministry of Education reported the situation eleven years ago:

Gloom is continually expressed at the declining standard of English as the educational system expands in response to each fresh injection of international aid. Lecturers at the university complain that Freshmen are incapable of even putting two sentences together correctly.¹

¹ "Selling English Short," English Language Teaching, XXVII (February, 1973), 132.

Since then, the situation has not improved. In fact, it is a general belief that it has gone from bad to worse. Let alone putting two sentences together correctly, constructing a single correct sentence both in speech and in writing is a real ordeal for most Freshmen. In view of the fact that first year students seldom raise questions in English in class, and hardly follow lectures in English, Ethiopian instructors report that they are forced to repeat lectures in Amharic. This has led many university instructors to the assumption that deficiency in English is a possible cause of the relatively high attrition rate among Freshmen (21.6%)² for the first semester of 1983-84 academic year.

Educational authorities are also cognizant of the problem. A case in point is the 1983 Summer Workshop Improvement Programme to enhance the teaching ability of instructors in Basic Sciences and English, organized by the Commission for Higher Education, financed by U.N.D.P. However, this researcher knows no one who has so far done an investigation into the senior high school English background of the Freshmen at the Addis Ababa University, in terms of the selected variables. The importance of this study is then to find out the influence of these variables on the students' English language proficiency. If these variables are found to be significant, educational authorities and teachers will perhaps take preventive measures.

² Office of the Freshman Programme.

1.3 Limitations of the Study

The major limitation of this study is that it does not take into account the elementary school English background of the students involved in the study. The other limitation is that the study is based on the student questionnaire, entirely geared to background survey, where there is a likelihood for response error. Nevertheless, supporting evidence was cited wherever possible. Besides, much of the basic statistical data used in social sciences, business and public affairs is obtained through questionnaires, despite some shortcomings.³ Furthermore, David Williams used questionnaires to collect data and to assess factors affecting the reading performance of Nigerian children's learning English as a second language.⁴

1.4 Definitions of Terms Used in this Paper

1.41 The Reading Resources

These include newspapers, magazines, books of various kinds on several topics, English textbooks, supplementary readers, and dictionaries; all in the English media.

1.42 High School, Senior High School and Secondary School

These terms are used interchangeably to refer to grades 9-12.

³ W. Allen Wallis and Harry V. Roberts, The Nature of Statistics: An indispensable guide to the proper use of modern statistics (New York: The Free Press, 1966), p. 183.

⁴ "Factors Related to Performance in Reading English as a Second Language," Language Learning, XXXI (June, 1981), 31-49.

1.43 Coefficient of Determination

The square of the correlation Coefficient is called the Coefficient of determination. The coefficient of determination = r^2 is the proportion of total variation in y that is explained by the linear relation between x and y .⁵

⁵ G.S. Monga, Mathematics and Statistics for Economists (New Delhi: Vikas Publishing House, 1981), p. 494.

Chapter Two

Review of the Literature

Much has been written and much research has gone into the variables that affect learning second and foreign languages. Nevertheless, only a brief summary of the work on the problems very closely related to the purpose of this study will be given.

2.1 Exposure to the Target Language

The amount of exposure to the target language in formal and informal situations and its affect on learning second and foreign languages has been studied at various educational levels in various countries. Much has also been said on the same topic.

J. Carroll, in his study of foreign language proficiency levels attained by language majors about to graduate from college, found that the more exposure to the target language there was; for instance, trips abroad to a country in which the target language is spoken natively and parents speaking the language at home, the greater the success of the students in proficiency tests.⁶

A study of elementary and secondary students in the Bureau of Indian Affairs schools on the Navajo reservation by Bernard Spolsky revealed that on the Navajo reservation, the more remote the Bureau of Indian Affairs school was from an English speaking border town

⁶Quoted by Eugène J. Brière, "Variables Affecting Native Mexican Children's Learning Spanish as a Second Language," Language Learning, XXVIII (June, 1978), 160.

(thereby decreasing the exposure to and the need for English), the worse the Navajo students did in tests of English as a second language.⁷ A.K. Fathman, in a study of elementary and high school students enrolled in classes in English as a second language in Washington D.C., found that the groups of students who improved the most during the year seemed to be the students who used English the most.⁸

S.D. Krashen stated that meaningful exposure to the target language is one of the necessary conditions for language learning.⁹ Brière himself conducted a study on Native Mexican Children's learning Spanish as a second language to assess the effect of the different variables of theoretical and practical interest to second language research. He arrived at the conclusion that the degree of exposure to the target language was significant as attested by a Spanish language achievement test.¹⁰ Another study on Nigerian primary-five pupils showed that children do better in reading the target language, English in this case, when classroom activities are reinforced by the environment.¹¹

John A. Upshur, in a study of university students studying English as a foreign language concluded that foreign language learning is effective when the amount of exposure is intensified.¹²

⁷ Ibid., p. 161.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid., pp. 159-174.

¹¹ Williams, pp. 34-39.

¹² "Four Experiments on the Relation between Foreign Language Teaching and Learning," Language Learning, XVIII (June, 1968), 111-124.

According to William F. Mackey, a bilingual's degree of proficiency is reinforced and determined by the number of areas of contact and the variation of each in duration, frequency and pressure.¹³

Carmen Silva said, "The essential condition for learning the L₂ is adequate exposure to the language in use, in both its written and spoken form."¹⁴ It is also believed that "the farther an English language course-location is from opportunities to use the language in real life, the more it becomes a school subject."¹⁵ While discussing the same topic, David A. Daum wrote, "In Africa, the opportunity for learning English by natural assimilation from the environment is severely limited. Most African children have their first real contact with English when they enter the primary school."¹⁶

Monika Kehoe stated that Ethiopian students have never had the English language environment to strengthen the little that was done in class.¹⁷ Moreover, G.P. Mosback added, "The general linguistic environment in Ethiopia has not been such as to produce an adequate

¹³ "The Description of Bilingualism," Readings in the Sociology of Language, ed. Joshua A. Fishman (The Hague: Mouton & Co., Publishers, 1968), p. 554.

¹⁴ "Recent Theories of Language Acquisition in Relation to a Semantic Approach in Foreign Language Teaching," English Language Teaching, XXIX (July, 1975), 344.

¹⁵ Bernard Lott, "Sociolinguistics and the Teaching of English," English Language Teaching, XXIX (July, 1975), 274.

¹⁶ "A Role for Teaching Materials," English Language Teaching, XXVII (February, 1973), 124.

¹⁷ "The Teaching of English as a Third Language in Ethiopia," English Language Teaching, XVIII (April, 1964), 129.

second-language ability in its students."¹⁸

2.2 The Reading Resources

In this part of the review, available findings and a brief summary of views by various authors concerning school libraries and the reading resources will be given.

The study carried out on Nigerian primary-five pupils showed a significant relationship between the availability of reading resources at school and at home, and the pupils' performance in English language tests.¹⁹ Another study on Mexican children's studying Spanish as a second language also depicted a similar result.²⁰

E.A. Cross and Elizabeth Carney reported their experience in American high schools in the 1950's. According to these people, in most cases, high school libraries were not available. Where there were libraries, books were scarce, out-dated, and as a result, unattractive to the students. They further noted that magazines and newspapers were not available in school libraries.²¹

Edward William Dolch wrote that magazines and newspapers help high school students in developing skills and habits of systematic reading. However, he observed that high school English teachers had

¹⁸ "Service Courses in ESL at University Level - How Effective Are They?" English Language Teaching, XXXI (July, 1977), 318.

¹⁹ Williams, pp. 31-49.

²⁰ Brière, pp. 159-174.

²¹ Teaching English in High Schools (New York: Macmillan & Co., Ltd., 1955), p. 352.

neglected this fact.²² Moreover, it was Dolch's contention that easy rapid reading materials are the essential components of a school syllabus, because they speed up the recognition of common words, enlarge vocabulary, improve eye movement habits and reading taste.²³

John J. Deboer and others said, "Many teachers have reported classroom experiences with magazines which have resulted in improved reading interests on the part of high school students."²⁴ Besides, Mary Finnochiaro observed that newspapers and magazines enhance foreign language learning.²⁵ Wilga M. Rivers also expressed a similar view.²⁶ The usefulness of the local English newspaper was also emphasized by Ray Williams as a consequence of his personal experience as an English teacher at Malawi polytechnic.²⁷

The fact that secondary school students should have English dictionaries, and that the proper use of them should not be left to chance, or taken for granted was stressed by Richard C. Yorkey, M.J. Murphy and A.V.P. Elliott. Yorkey has enumerated what English language students can learn from a good English dictionary.²⁸ Secondary school

²² A Manual for Remedial Reading (Illinois: The Garrard Press, 1965), p. 257.

²³ Ibid.

²⁴ Teaching Secondary English (New York: McGraw-Hill Book Company, Ltd., 1965), p. 264.

²⁵ English as a Second Language: From Theory to Practice (New York: Regents Publishing Co., 1974), p. 116.

²⁶ Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1971), p. 231.

²⁷ "The Local English - Medium Newspaper in English Teaching," English Language Teaching, XXVIII (November, 1973), 47-51.

²⁸ Study Skills for Students of English as a Second Language (New York: McGraw-Hill Book Company, 1970), pp. 9-10.

students, Murphy stated should be taught to use an English dictionary intelligently in order to refer to it when they cannot work out the meaning from the context.²⁹ A.V.P. Elliot pointed out that secondary school students "need some direct instruction in the use and misuse of the dictionary: its use, as an aid to reading and as an instrument for checking the words they use in writing; its misuse as a quarry for long and impressive words to be learnt by heart."³⁰ The same author further commented on the necessity for reading resources:

Any school in which English is taught after the very early stage should provide a plentiful supply of books and magazines for both class and library reading. If it does not do so, or if administrators do not provide it with the money to do so, a great deal of the time devoted to English teaching is wasted.³¹

The situation in Ethiopian schools concerning reading resources has been commented on by many authors and researchers. Some of these people were English teachers in the country. Monika Kehoe wrote that reading resources were totally lacking or unsuitable.³² R. Jarvis added that "effective teaching of English is frustrated by the inadequate supply of teaching materials."³³ Ray T. Wilcox commenting on the same topic wrote:

²⁹ "Comprehension," A Language in Common: A Guide to English Language Teaching in Schools and Colleges, ed. Brian Tiffen (London: Longman Group Ltd., 1969), p. 123.

³⁰ "The Reading Lesson" Teaching English as a Second Language: A Book of Readings, ed. Harold B. Allen (New York: McGraw-Hill Book Company, 1965), p. 288.

³¹ Ibid.

³² "The Teaching of English as a Third Language in Ethiopia," p. 127.

³³ "Developments in English Teaching in Ethiopia," English Language Teaching, XXIII (January, 1969), 156.

In Ethiopian schools, textbooks, and library books are in very short supply. ... a textbook is ... one of the most important of instructional tools, for in no other place can the student find the same concentration of relevant information. Furthermore, well organized and up-to-date textbooks provide a means of self-directed study during free moments at school and after school.³⁴

It is Wilcox's contention that the lack of vocabulary attributed to most Ethiopian students of English, is associated with the meagerness of contact with a variety of books.³⁵

Ruby V. Martz, after having made a survey of the reading interests of secondary school students in Addis Ababa, found that interest was there, though minimal, but reading materials were not available. In her words:

The development of continuing education in Ethiopia depends upon available books and a citizenry who can and will read. When young people have been surrounded by books, teachers and librarians who are enthusiastic about reading, their reading tastes may change.³⁶

She continued, "Alert teachers, librarians, and administrators must be awake to the challenge of reading guidance."³⁷

2.3 The Reading Background

The study of Nigerian primary-five pupils revealed a high correlation between the reading background and performance in English reading tests.³⁸

³⁴ Effective Teaching in Ethiopian Schools (Addis Ababa: Artistic Printers, [n.d.], p. 40.

³⁵ Ibid.

³⁶ "A Survey of Reading Interests of Secondary School Students in Addis Ababa," (Addis Ababa: H.S.I.U., 1971), pp. 3-4 (mimeographed)

³⁷ Ibid.

³⁸ Williams, pp. 31-49.

Moreover, a similar study on native Mexican children's learning Spanish as a second language showed the same result.³⁹

G.R. Carroll reported that the importance of the extensive reading is also supported by the Birmingham experiment in "library-centred English":

...two matched groups of children were systematically compared over a year, the one taught by traditional textbook methods and the other by library-centred reading, discussion, and writing. The results showed that there was little difference between the two groups when tested with exercises in vocabulary, grammar, and usage, but the library-centred group was significantly better in reading skill, spelling and composition.⁴⁰

Describing the importance and the need for cultivating the reading background in secondary school students, P. Ajibola Ogundipe forwarded the view that a great majority of the students go to secondary schools with insufficient reading background. As a result, one aim of secondary schools must be to introduce these students to as many books as possible during their stay there. In addition to the class readers, he stressed that teachers should make it a point that each learner reads at least one book a week, 30 books a year, in his leisure time.⁴¹

Extensive reading, Geoffrey Broughton and others put forward, is one of the means by which a foreigner learning English can be exposed to a large sample of the language:

³⁹ Brière, pp. 159-174.

⁴⁰ "The Battle for Better Reading," Teaching English as a Second Language: A Book of Readings, 2nd ed. eds. Harold B. Allen and Russell N. Campbell (New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1979), p. 183.

⁴¹ "Selecting Reading Material," A Language in Common: A Guide to English Language Teaching, ed. Brian Tiffen (London: Longman Group Ltd., 1969), p. 154.

If a foreigner reads, and what he reads is of some interest to him then the language of what he has read rings in his head, the patterns of collocation and idiom are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.⁴²

J.A. Bright and G.P. McGregor contended, "Where there is little reading, there will be little language learning."⁴³ They also asserted that "further education depends on quantity and quality of reading."⁴⁴ According to G. Robert Carlsen, a student's success in college depends on what he has read in high school, and his attitude toward reading. Furthermore, regardless of any specific books that a student has read, he is not really ready for college if he has not developed complete enjoyment for reading both for pleasure and for information.⁴⁵

2.4 The Quality of Instruction

It has been observed that wherever teachers are professionally poor, the quality of instruction is also poor. In addition, "the effect of poor instruction is cumulative and the gap between syllabus and achievement is therefore greatest at the point when the student leaves secondary for tertiary education."⁴⁶ As a consequence, by the

⁴² Teaching English as a Foreign Language (London: Routledge & Kegan Paul, 1978), p. 110.

⁴³ Teaching English as a Second Language (London: Longman Group Ltd., 1978), p. 52.

⁴⁴ Ibid.

⁴⁵ Books and the Teen-Age Reader (New York: Harper and Row, Publishers, 1967), pp. 193-199

⁴⁶ Arthur H. King, "Notes on Remedial English," English Language Teaching, XXVII (July, 1973), 245.

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⁴⁶ Arthur H. King, "Notes on Remedial English," English Language Teaching, XXVII (July, 1973), 245.

end of the secondary school he is unable to construct normal English sentences.

Personal observation of Ethiopian schools helped Ray T. Wilcox to conclude that "teaching is heavily stereotyped. Fixed patterns of lecture, recitation, and drill predominate."⁴⁷ Besides, teachers are inadequate, often themselves poorly educated without any knowledge of modern approaches to language teaching. These teachers, because of their lack of confidence in their own mastery of the language, use Amharic for all classroom explanations, and the students rarely hear English spoken, even in the English class.⁴⁸

There are three very important English examinations which Ethiopian students must take if they are to go to the institutions of higher education. These are the Grade Six and Grade Eight National Examinations, and the Ethiopian School Leaving Certificate Examination. These examinations are 100% objective. Consequently, they do not require the candidates to write a single word of English. Moreover, it has become a common practice for the schools' internal examinations to be 100% objective as well. Thus, Duncan Forbes, commenting on the quality of English instruction in Ethiopian schools said:

The schools have abandoned the principle that one tests those skills that one hopes will be taught effectively, and teachers only test two skills - the ability to make the most plausible choice from a number of alternatives, and the ability to detect errors in someone else's work. To put it in its crudest terms, they are the skills of the quiz addict and the critic [fault finder].⁴⁹

⁴⁷ Effective Teaching in Ethiopian Schools, p.5.

⁴⁸ Kehoe, pp. 125-7.

⁴⁹ "Selling English Short," p. 135.

From a questionnaire distributed to Ethiopian school English teachers to assess the effect objective English examinations were having on the teaching of English in secondary schools, Ronald Forrest found:

In Ethiopia the all objective examination is, to say the least, having a very questionable effect on teaching. The most regrettable effect ... is the amount of time⁵⁰ teachers give to working objective questions in class.

⁵⁰ "Objective Examinations and the Teaching of English," English Language Teaching, XXIX (April, 1975), 240-245.

Methods and Procedures

3.1 A Questionnaire

A questionnaire was constructed to make a survey of the English language background among first year Addis Ababa University students, and to obtain data for the selected variables: the exposure to the English language, the reading resources, the reading background, and the quality of instruction. These variables are assumed to have had the influence on the students' English language proficiency.

3.11 The Design of the Questionnaire

While designing the questionnaire care was taken to phrase the questions in simple, everyday language and to use neutral wording. The fact that the medium used was not the students' mother tongue, was also taken into consideration. Nevertheless, a claim cannot be made that the questionnaire was free of any limitation. This is true for any kind of questionnaire, regardless of who designs it.⁵¹

3.12 Pre-Testing

The questionnaire was pre-tested to discover what the respondents understood by the questions. As a result, the elimination of some of the questions and the necessary revisions have been made to ensure clarity and the consequent appropriate responses.

⁵¹ C.A. Moser and G. Kalton, Survey Methods in Social Investigation (New York: Basic Books, Publishers, 1972), p. 308.

3.13 The Administration

The questionnaire was administered after the students stayed in the university about a month. Before the administration, the willingness of the students to participate in the study was established. The questionnaire was filled in by the students in class, and supervised at all times by the investigator and his colleague. This was to ensure consistency in the collection of the data. The researcher read aloud each item of the questionnaire before it was answered. This was to make sure that the students understood the questions in order to respond appropriately.

3.14 Coding and Computations

The responses to the questions were coded by using the dummy variables method, the standard coding system in statistics, where qualitative presence or absence is to be accounted for.⁵² The same method was used by W. E. Lambert and G. R. Tucker while coding their questionnaires on factors that influence bilingualism.⁵³

Codes were given as follows:

- (a) Absence of a variable = 0
- (b) Presence of a variable = 1
- (c) Numerical values, as they appeared
- (d) Adverbs of frequency, according to intensity = 0, 1, and 2.

⁵²G.S. Maddala, Econometrics (New York: McGraw-Hill Book Company, 1977), p. 132.

⁵³Bilingual Education of Children: The St. Lambert Experiment (Massachusetts: Newbury House Publishers, 1972), pp. 16-18.

To measure the significance of the variables, multiple regression analysis was used, because it is the most effective statistical method for measuring the influence of the overlapping and hence jointly explanatory variables. This kind of analysis also accounts for the variation in performance among the students in a given examination. The same method of analysis was used to assess the influence of the variables affecting native Mexican Children's learning Spanish as a second language.⁵⁴ This same method was also employed in the study of the variables affecting Nigerian children's English reading performance.⁵⁵

To run the regression analysis, the N.C.R. computer at the Addis Ababa University Data Processing and Systems Design Office was used. This was indispensable to ensure accuracy and to save time, since multiple regressions are difficult to handle manually.

3.2 Subjects

The subjects of this study were 106 Freshmen in four Freshman English sections: two sections from Sidist Kilo Campus and the other two from Arat Kilo. These classes were formed randomly. The reason for taking the social science as well as the natural science students was to obtain a varied sample.

3.3 Population, Sample and Representation

The target population for the study was the Freshman student body for the academic year 1983-84, comprising: 1109⁵⁶ social science, and

⁵⁴ Brier, p. 169.

⁵⁵ Williams, pp. 42-43.

⁵⁶ Office of the Social Science Freshman Programme.

785⁵⁷ natural science students, making a total of 1894. The sample under consideration (106 students) thus represents 6% of the Freshman population. Although this figure appears small, the sample came from 66 high schools (35.5%) of the total number of high schools in the country. There are 186⁵⁸ high schools in Ethiopia.

3.4 Constants

In this study, the number of years the subject of this study spent in learning English, their age, and the degree of motivation were assumed to be constant on the basis of the students' responses to the questionnaire.

3.5 Measurements

In order to gauge the English language proficiency of the students, two measurements were used: Michigan Test of English Language Proficiency (Form B Revised) and the First Semester Freshman English Examination results. The latter was set by the Department of Foreign Languages and Literature, Addis Ababa University. Both the test and the examination had three parts: comprehension, vocabulary and grammar.

The Freshman English Examination results were composed of the mid-semester (30%), homework and quizzes (20%), and the final (50%).

The Michigan Test had 100 items, carrying one point each. Thus, the score for both the measurements was 100% in both cases.

Concerning the types of questions, the Michigan Test was all objective; whereas the Freshman English Examination was about 95% objective.

⁵⁷ Office of the Assistant Dean For Natural Sciences.

⁵⁸ Ethiopian School Leaving Certificate Examination Office.

Chapter Four

Findings and Discussions

4.1 Questionnaire and Response Analyses

The exposure to the English language was assessed in terms of the opportunity for using English in the home, at school and in the environment at large. The students were asked to indicate whether or not (a) their family members read English at home, (b) they used English for asking questions in class, (c) they had English books at home for leisure time reading, (d) they had enough opportunity for reading and talking in English in the class, (e) they practised writing paragraphs and compositions, (f) they were exposed to dialogues, book reports, and the English mass media. They were also asked to indicate if they went to the cinema, and how frequently. In addition, there were questions on whether they had pen-friends, and the frequency of English used outside the class.

The reading resources were gauged by the availability of the English language periodicals, dictionaries, and the English textbooks in the schools.

The reading background was estimated by the number of books read by each student in his free time while in the high school.

The quality of instruction was measured by the use of teaching aids, the type of exercises done in the English class, the instruction in the use of dictionaries, and the kind of English language skills which took most of the students' time in the class.

Obviously, some of the questions may belong to more than one category. However, this is quite natural in the study of variables which have a joint influence, since the ultimate goal is to find out their joint responsibility.

4.11 The Exposure to the English Language

Of the questions which were expected to elicit the information for the exposure to English formally or informally, seven of them were treated together, because they were all of the same format, and for the same purpose. TABLE 1 shows the questions and how they were answered:

TABLE 1
QUESTIONS ABOUT THE EXPOSURE TO THE ENGLISH LANGUAGE
BY THE NUMBER OF RESPONDENTS AND THE RESPONSES

No.	Questions	No. of Respondents			
		Yes	%	No	%
1	Did members of your family read English books at home?	39	37.0	67	63.0
3	Did you have English books other than textbooks in your home?	64	60.4	42	39.6
9	Have you ever practised how to write paragraphs and compositions?	30	28.3	76	71.7
12	Did your teacher use dialogues in class?	16	15.1	90	84.9
16	Have you ever been assigned by your English teacher to give book reports?	31	29.5	74	70.5
21	Did you go to the cinema when you were in the high school ?	54	52.4	49	47.6
24	Did you have a pen-friend?	18	17.3	86	82.7

TABLE 1 depicts that 63% of the respondents to question 1, came from families which did not read English books at home. This is an indication that for the majority of the respondents the home had nothing to contribute to the students' efforts to learn English. Moreover, whatever was learnt at school lacked the backing of the home.

The replies given to question 3 show that 39.6% of the students did not have English books at home for leisure time reading. Therefore, one can make a safe generalization that these particular students did not develop the reading habit for pleasure or for information. Consequently, their success in their studies in the university is questionable, and their weakness in reading and understanding English is the outcome of their background.

The responses to question 9 show that in 71.7% of the cases writing was not taught in the high schools. This is similar to the replies given to Ronald Forrest's questionnaire when English teachers remarked that in Ethiopian high schools "Practice in real writing is tantamount to nil."⁵⁹ Furthermore, the high negative response to question 9 confirms the general belief that most Freshmen cannot write grammatical and meaningful sentences, and it is hardly surprising that they cannot.

Various authorities on the teaching of English as a second or a foreign language consider a dialogue an effective technique to expose students to the language. Accordingly, Julia Dobson said, "A dialogue

⁵⁹ Objective Examinations and the Teaching of English, pp. 243.

is a social unit of speech. Because it involves two speakers, it furnishes students with a social context in which to practice the new language. This makes the language 'come alive'.⁶⁰ But one can observe from TABLE 1 that dialogues were almost non-existent in the teaching of high school English. As a consequence, most of these students were deprived of an excellent opportunity for mastering pronunciation, grammar and vocabulary.⁶¹ This is borne out by the negative reply (84.9%) to question 12.

According to the responses given to item 16, (70.5%) of the respondents did not present written or oral book reports when they were in the high schools. There may be several reasons for this. None the less, it is generally believed that demanding book reports from high school students is one way of making them read, to encourage better language learning. Besides, training in making effective book reports is an important language activity in school. It is also rewarding later in life.⁶²

Of those who answered item 21, (47.6%) gave a negative reply. This shows that the negative respondents did not have any English language benefit from going to the cinema. This is unfortunate, because in a

⁶⁰ "Dialogues: Why, When, and How to Teach Them," English Teaching Forum, XIII (1975), 55.

⁶¹ Ibid., p.56.

⁶² J. Martyn Walsh and Anna Kathleen Walsh, Plain English Handbook: A Complete Guide to Good English (Kansas: McCromick-Mathers Publishing Company, 1966), p. 136.

country where English is not spoken widely, the cinema has a dual purpose: linguistic as well as entertainment.

Regular correspondence is one of the ways by which a learner of another language fosters the skill in the use of that language.⁶³ Despite this, the responses to item 24 indicate that 82.7% of the respondents did not have pen-friends.

Further investigation into the exposure to the English language was sought by an additional five questions. The researcher wanted to find out in what language the students asked questions in the class most of the time. TABLE 2 reports the results:

TABLE 2
LANGUAGE USED IN ASKING QUESTIONS IN THE CLASS
MOST OF THE TIME BY THE NUMBER OF RESPONDENTS.

Language	No. of Respondents	%
Amharic	31	29.2
English	75	70.8
Other	-	-

For most Ethiopian students the only place for using English is in the classroom, however little it may be. Nevertheless, the

⁶³ Mackey, p. 562.

29.2% of the respondents in TABLE 2 used to ask questions in Amharic in the class. This is at least an indication that even the classroom opportunity for saying something in English was not properly utilized, and hence a deficiency in English is the inevitable outcome.

The use of English in the classroom was further explored. TABLE 3 shows the analysis:

TABLE 3
TEACHER-STUDENT SHARE IN READING AND TALKING
IN THE ENGLISH CLASS, AND THE QUESTIONS FOR ELICITING
THE INFORMATION, BY THE NUMBER OF RESPONDENTS

No.	Question	No. of Respondents			
		Teacher	%	Students	%
8	Who did most of the reading in your English class?	64	60.4	42	39.6
25	Who did most of the talking in your English class?	98	92.5	8	7.5

TABLE 3 clearly demonstrates that most of the reading and the talking in high school English classes were done by the teacher, indicating a very low participation on the part of the learners. One observes from this table that the teacher was a very active actor, whereas the students were a passive audience. Thus, anyone who has taught Freshman English can conclude that the students are passive as a result of their background. Another observation that can be made from the table is that English was not

taught as a skill course, but lectured. In a skill course, it is the learner who needs more practice, and as a consequence more time.

An attempt was made to find out how frequently the students used English outside the class. The answers are shown below:

TABLE 4
RESPONDENTS BY NUMBER AND THE FREQUENCY
OF ENGLISH USED OUTSIDE THE CLASS.

Frequency	No. of Respondents	%
Very often	9	8.6
Often	13	12.4
Seldom	72	68.6
Never	11	10.4

According to TABLE 4 only a few of the respondents used English outside the class with reasonable frequency. The implication of this is that the linguistic environment is not conducive, and hence a poor performance in English is to be expected.

The question about watching television was answered as depicted in TABLE 5.

TABLE 5
NUMBER OF RESPONDENTS BY FREQUENCY OF
TELEVISION WATCHING

Frequency	No. of Respondents	%
Every night	10	10.8
Once a week	14	15.0
Twice a week	17	18.2
Never	52	56.0

TABLE 5 shows that 56% of the respondents did not watch English television programmes when in the high schools. One of the reasons indicated by the students was the total absence of television sets in the parts of the country they came from. Even for those who claimed to have watched television, the frequency is low for most of them. This is to be expected because most of the students came from low income families who could not afford television sets. Nonetheless, this table again confirms that the majority of the respondents had a very limited exposure to English.

In answering the question about listening to English radio programmes, the subjects gave the following replies:

TABLE 6
FREQUENCY OF LISTENING TO ENGLISH RADIO PROGRAMMES
BY THE NUMBER OF RESPONDENTS

Frequency	No. of Respondents	%
Every night	13	12.9
Once a week	25	24.8
Twice a week	16	15.8
Never	47	46.5

TABLE 6 further confirms that the informal exposure to the English language is severely limited. In fact, 46.5% of the respondents never listened to English radio programmes.

4.12 The Reading Resources

Five questions were asked to obtain the information on the availability of the reading resources in the high schools. The replies to three of them are shown in TABLE 7.

TABLE 7
QUESTIONS ABOUT THE AVAILABILITY OF THE
READING RESOURCES BY THE RESPONDENTS.

No.	Questions	No. of Respondents			
		Yes	%	No	%
4	Did your school have a library?	91	86.0	15	14.0
6	Did you have English dictionaries in your high school?	83	78.3	23	21.7
13	Did you have to share your high school English textbooks with other students?	80	75.5	26	24.5

A number of observations can be made from TABLE 7:

(a) It is encouraging to see that 86% of the high schools from which the respondents came have school libraries. However, what is disappointing is the remarks made by these students that in most cases reading materials were not available. Besides, the table shows that 14% of the high schools did not have libraries. Once again, no wonder these students cannot read well and understand what they read.

(b) It is good news to learn that 78.3% of the high schools from which the subjects came have English dictionaries. Nevertheless, the fact that 21.7% of the students came from high schools where there were no dictionaries is unfortunate, because in addition to being an aid to reading, a student of a second or a foreign language can learn a great deal from dictionaries. Furthermore, high school students should learn how to use reference books before they come to the university. This is important, since the students' ability to use reference materials is mostly taken for granted at university level.

As can be seen from TABLE 7, 75.5% of the respondents had to share their high school English textbooks. Thus one can imagine the difficulty these students faced in learning the language, and the consequent effect on their English language proficiency.

It was the interest of the researcher to establish further, how acute the shortage of English textbooks was in the high schools. TABLE 8 demonstrates the question and the replies:

TABLE 8
THE QUESTION AND SHARING RATE OF ONE BOOK
BY THE NUMBER OF STUDENTS

No.	Question	No. of Students			
		2	3	4	5
14	How many students shared one English textbook?	48	22	10	-

It can be gathered from TABLE 8 that the insufficient number of textbooks has become an obstacle to the effective teaching and learning of English. Under the circumstances, it is difficult for the teacher to give homework, and for that homework to be done on time. It is also difficult for the students to use the book as long as they wish. The situation is such that each student must rush through the homework to pass the book on to the next individual.

An additional enquiry was made to assess the availability of English language periodicals in the high schools. TABLE 9 displays the results:

TABLE 9
ENGLISH LANGUAGE PERIODICALS
BY RESPONDENTS

Periodicals	No. of Respondents	%
Newspapers and Magazines	34	32.1
Newspapers only	39	36.8
None	33	31.1

Although newspapers and magazines are cheaper than books, their value in promoting English language ability is widely accepted. However, TABLE 9 reveals that only 32.1% of the respondents had access to both newspapers and magazines, 36.8% had access only to newspapers,

and the other 31.1% did not have access to any of them. This is another indication that the subjects of this study have not had enough opportunity for reading, which may have repercussions on their Freshman work. Moreover, most of these students lack current information which is valuable for other school subjects, and is also important for general knowledge.

4.13 The Reading Background

The subjects were asked to indicate how many books they had read in their free time when they were in the high schools. The results are shown in TABLE 10:

TABLE 10
THE NUMBER OF ENGLISH BOOKS READ DURING
HIGH SCHOOL DAYS BY RESPONDENTS

No. of Books Read	No. of Respondents	%
Less than 3	28	26.4
3-5	25	23.6
6-10	17	16.0
11-20	16	15.1
21-30	9	8.5
More than 30	11	10.4

TABLE 10 shows that more than 50% of the students did not read even one book a year in thier free time. Only 18.9% read 21 and more

books in four years. Even this is not enough according to the various authorities cited in the Review of the Literature. According to G. Robert Carlsen, students of this type are not ready for college. This is also the kind of situation mentioned by J.A. Bright and G.P. McGregor when they said, "Where there is little reading, there will be little language learning." P. Ajibola Ogundipe asserted that many students go to secondary schools with an inadequate reading background. (See Review of the Literature 2.3 for the citations). TABLE 10, however, indicates a non-stop process: a situation where many students go to a university with an insufficient reading background, which is likely to be a hindrance to success.

4.14 The Quality of Instruction

There were five questions in the questionnaire to elicit the information about the quality of instruction. Two of them were treated together for convenience.

TABLE 11
QUESTIONS ABOUT THE USE OF ENGLISH DICTIONARIES
BY THE RESPONDENTS

No.	Questions	No. of Respondents			
		Yes	%	No	%
10	Were you taught how to use English dictionaries?	46	43.4	60	56.6
17	Did you find it difficult to use English dictionaries?	28	27.2	75	72.8

The responses to question 10 reveal that 56.6% of the students did not have any formal training in the use of the English dictionary. This implies that the proper use of the dictionary was left to chance.

The replies to item 17 indicate that 27.2% of the respondents had difficulty in using the dictionaries when in the high schools, and yet nothing was done to alleviate this. Therefore, the university receives some students who cannot even use dictionaries. Although 72.8% of the respondents claimed that they had no difficulty in using the dictionaries, it is still doubtful, judging from the experience of students in their Freshman year, whether these students really know how to use the dictionaries effectively.

There was one question about the use of teaching aids in teaching high school English. The answers are shown below:

TABLE 12
FREQUENCY IN THE USE OF TEACHING AIDS BY
RESPONDENTS

Frequency	No. of Respondents	%
Very often	-	-
Sometimes	14	13.2
Rarely	28	22.6
Never	68	64.2

TABLE 12 indicates that teaching aids were seldom used. This implies that teachers wasted a great deal of time lecturing in order

to help the students to understand the lessons. These teachers are perhaps unaware that teaching aids help students to be involved in the lesson. With the use of teaching aids, the learners become creative rather than passive listeners.

Further enquiry was made into the type of English language exercises which were done in the high schools, and the kind of English language skills which were taught most of the time. TABLES 13 and 14 demonstrate the replies:

TABLE 13
TYPE OF EXERCISES BY RESPONDENTS

Type of Exercises	No. of Respondents	%
Mainly objective	36	34.6
Mainly subjective	16	15.4
100% objective	9	8.7
50% objective and 50% subjective	43	41.3

TABLE 13 shows that the exercises are mainly objective. This finding is similar to that of Ronald Forrest. The analysis of his questionnaire distributed to English teachers in Ethiopian senior high schools depicted that on an average 53% of the English class was spent on doing objective exercises.⁶⁴ The aim of the objective exercises is perhaps to help the students pass the Ethiopian School Leaving Certificate

⁶⁴ "Objective Examinations and the Teaching of English,"
p. 242.

Examination, which is 100% objective. The situation being so, neither the teachers nor the students deserve the blame for concentrating on the objective exercises "as long as learning is connected with earning, as long as certain jobs can only be reached through exams, so long must we take the examination system seriously.⁶⁵ But it remains a fact that objective exercises cannot produce active, imaginative and creative students who can communicate with ease. There can be no doubt that communication is very important for a student as well as a graduate.

TABLE 14
THE KIND OF ENGLISH SKILLS WHICH TOOK MOST
OF THE STUDENTS' TIME BY RESPONDENTS

Kind of Skills	No. of Respondents	%
Reading	15	14.2
Grammar	87	82.1
Writing	4	3.7

TABLE 14 clearly indicates that high school English is dominated by grammar exercises, as though grammar exercises were independent skills by themselves. In actual fact, grammar is learnt through reading, and how much of it one has learnt is manifested in speech and writing. TABLE 14 also confirms Ray T. Wilcox's contention that teaching in Ethiopian schools "is heavily stereotyped. Fixed patterns of lecture,

⁶⁵ E.M. Forster, quoted by Ronald Forrest, "Objective Examinations and the Teaching of English," p. 240.

recitation, and drill predominate." (See Review of the Literature 2.4). Additional comment was made by Duncan Forbes on the same situation in the Ethiopian context:

... as the students go up the grades, and at the very stage when the course should become vitally enriched by drama and debate, by reading and writing with understanding and appreciation, it fades away into a dull routine of pattern practice-- practice of patterns which are a hundred times harder to assimilate into the mind because they are not embedded in memorable, meaningful contexts.⁶⁶

4.2 The Responses to the Questionnaire and Achievement Correlation Analyses

In this section of the paper, analyses of the responses will be compared with the grades obtained by the subjects both in the Michigan Test of English Language Proficiency and the Freshman English Examination.

To carry out the analyses thirteen questions* were chosen to represent the four selected variables. The reasons for the choice made were: (a) These questions were of higher pedagogical value. (b) They were answered by all the students. This facilitated comparison. (c) In analysing a questionnaire, priority must be given to those items that are of primary importance over those which are relevant, but not vital. If this care is not taken, it is likely that "the vital data are lost in a mountain of worksheets and questions."⁶⁷

⁶⁶ "Selling English Short," pp. 136-7.

⁶⁷ Wallis and Roberts, p. 186.

* See APPENDIX I Questions 1-13.

To establish the response - grade correlation, the students were classified on the basis of their letter grades; then their performance was compared with the average number of positive and negative responses to the questions. Comparison on the average response basis was indispensable because comparing a student's reply to a question with his grade does not tell much, since the selected variables influence his performance jointly: each selected variable has an input. Besides a student is a variable - positive in one question, but a variable negative in another. (See APPENDIX V).

The letter grade classification was done according to the First Semester Freshman English Examination Scale:

Below	35	=	F
	35 - 49	=	D
	50 - 70	=	C
	71 - 79	=	B
	80 - 100	=	A

The numerical values for the letter grades are:

F	=	0
D	=	1
C	=	2
B	=	3
A	=	4

In this study, the Freshman English Examination Scale was also used for the Michigan Test. Despite being two independent measurements (the former, an achievement test and the latter a proficiency test) they are highly correlated (0.89) almost 90% correlation. (See APPENDIX IV).

The comparison between performance in the Michigan Test of English Language Proficiency and the students' responses to the questions is shown below:

TABLE 15*
 NUMBER OF STUDENTS, PERFORMANCE IN THE MICHIGAN TEST,
 AND THE AVERAGE NUMBER OF RESPONSES TO THE
 SELECTED VARIABLES

No. of Students	Average Positive Response	Average Negative Response	Grade
7	11.0	3.8	A
5	8.8	5.4	B
64	7.0	6.0	C
27	4.4	8.5	D
3	2.3	10.7	F

TABLE 15 indicates that as the number of positive responses increases, the students' grades also increase. The reverse is also true. The "A" students are the ones with the highest positive responses, and the least negative responses. On the contrary the "F" students are the ones with the highest negative responses, and the least positive responses. One also observes differences among the "A", the "B", the "C", and the "D" students in terms of the number of positive and negative responses, and achievement. These differences are significant.

* (See APPENDIX V for the details of TABLE 15).

Further analysis was made with the Freshman English Examination results to see whether the preceding findings were consistent or not.

TABLE 16 gives the analysis:

TABLE 16*
NUMBER OF STUDENTS, PERFORMANCE IN THE
FRESHMAN ENGLISH EXAMINATION, BY THE AVERAGE NUMBER
OF RESPONSES TO THE SELECTED VARIABLES

No. of Students	Average Positive Response	Average Negative Response	Grade
9	10.0	3.8	A
7	8.4	5.8	B
57	7.3	6.0	C
28	5.0	8.0	D
5	2.4	11.0	F

Comparing TABLES 15 and 16 one sees that the number of "A" and "B" students has increased by 2 respectively. The number for "C" students has decreased by 7. The D's have increased by 1, whereas the F's have increased by 2. As a result, one observes a slight change in the number of responses on the average. However, the findings remain the same: as the number of positive responses increases performance also increases. The reverse is also true.

The results in TABLES 15 and 16 reveal that those students who had relatively better opportunities when they were in high schools, in terms

* APPENDIX V gives the details for TABLE 16.

of the exposure to the English language, the reading resources, the reading background, and the quality of instruction performed better both in the Michigan Test of English Language Proficiency, and the First Semester Freshman English Examination.

4.3 Multiple Regression Analyses

The students' responses to the thirteen questions of the questionnaire and the proficiency test results were fed into a computer. Eight of the questions came out significant. Three of them were significant at 1% level of confidence, and the rest at 5%. The levels of confidence show that the selected variables have an influence on the subjects' English language proficiency. This is 99% true in the case of the 1% level of confidence, and 95% true in the case of the 5%. The results of the analysis are reported in TABLE 17.

TABLE 17
MULTIPLE REGRESSION ANALYSIS FOR THE SELECTED VARIABLES
AND THEIR LEVEL OF SIGNIFICANCE FOR THE MICHIGAN TEST RESULTS

Variables	Mean	Standard Deviation	Computed T Value	Level of Significance **
Exposure to English (1, 3, 8 and 12)*	0.485	0.368	2.65349	1%
	0.594	0.494	1.80895	5%
	0.491	0.396	1.75370	5%
	0.479	0.349	1.74559	5%
Reading Resources (5 and 13)	0.821	0.047	3.82872	1%
	0.457	0.292	1.74017	5%
Reading Background (7)	10.108	9.895	4.44573	1%
Quality of Instruction (11)	0.481	0.358	2.06199	5%

* Numbers refer to the Questionnaire
 ** The value of T at 1% = 2.37. T at 5% = 1.66.

The results in TABLE 17 indicate that of the four questions about the exposure to the English language, item 1 is highly significant. The other three are significant.

Concerning the availability of the reading resources, question 5 is highly significant; whereas item 12 is significant.

The quality of instruction as measured by the use of teaching aids is significant.

The coefficient of correlation $r = 0.754$ shows a positive correlation between the selected variables and the test results. Moreover, the coefficient of determination (0.568) demonstrates that 56% of the variation in the students performance in the Michigan Test is explained by the selected variables jointly. The results are displayed in TABLE 18.

TABLE 18
TOTAL MEAN, COEFFICIENT OF CORRELATION AND,
COEFFICIENT OF DETERMINATION FOR THE SELECTED VARIABLES,
AND THE MICHIGAN TEST RESULTS

Total Mean	r (Coefficient of correlation)	r^2 (coefficient of determination)
57.2	0.754	0.568

Further investigation was made, using the students' responses to the selected variables, and the Freshman English Examination.

results to ensure the consistency of the finding:

TABLE 19
 MULTIPLE REGRESSION ANALYSIS FOR THE SELECTED VARIABLES,
 AND THEIR LEVEL OF SIGNIFICANCE FOR THE FRESHMAN ENGLISH
 EXAMINATION RESULTS

Variables	Mean	Standard Deviation	Computed T Value	Level of Significance
Exposure to English (1, 3, 8 and 12)	0.484	0.368	1.99979	5%
	0.594	0.493	2.72633	1%
	0.491	0.396	1.74370	5%
	0.478	0.349	1.74559	5%
Reading Resources (5 and 13)	1.047	0.821	2.79763	1%
	0.457	0.292	1.74017	5%
Reading Background (7)	10.109	9.895	3.50650	1%
Quality of Instruction (11)	0.482	0.358	2.06199	5%

On the whole, TABLE 19 depicts similar results to that of TABLE 18. But changes in the levels of significance are observed. It remains true, however, that the selected variables are statistically significant, and hence, they have an influence on the students' English language proficiency.

The coefficient of correlation ($r = 0.734$) indicates a positive correlation between the selected variables and the examination results. In addition, the coefficient of determination ($r^2 = 0.734^2$) demonstrates that 54% of the variation in performance among the students in this

examination is accounted for by the selected variables jointly. In this particular examination, the best explanatory factors which account for the variation in performance among the subjects are availability of English books at home, access to English language periodicals, and the number of books read by the students when they were in the high schools. Some of these points are summarized in TABLE 20.

TABLE 20
TOTAL MEAN, COEFFICIENT OF CORRELATION AND
COEFFICIENT OF DETERMINATION FOR THE SELECTED VARIABLES,
AND THE FRESHMAN ENGLISH EXAMINATION RESULTS

Total Mean	r (Coefficient of Correlation)	r^2 (Coefficient of determination)
57.4	0.734	0.539

Chapter Five

Conclusions and Recommendations

5.1 Conclusions

There are many variables which affect the teaching and the learning of English in Ethiopian high schools. These variables require several years of study. However, in this study attempts have been made to show the relationship between the selected variables, and the subjects' grades in the proficiency test, and the Freshman English Examination.

The students' responses to the questionnaire indicate that most high school students lack sufficient exposure to English formally or informally. Reading resources are scanty or not available. The reading background is almost nil, and the quality of instruction is generally inferior.

The responses to the questionnaire, and the achievement correlation analyses, coupled with the multiple regression analyses show that those students who had relatively better opportunities in terms of the selected variables are better achievers in both the tests.

5.2 Recommendations

Blaming Freshmen for their poor English is entirely unjust, because their deficiency in English is the result of their high school background. Under the circumstances, it is in fact a matter of considerable credit to these students that they have learnt English at all.

If school leavers are to do better in the institutions of higher learning the following should be fulfilled:

- (a) Parents should be aware of this: buying books for their children is of no less importance than buying them clothing. This should be communicated to the parents through parents' committees in the schools.
- (b) All senior secondary schools should have libraries, and these libraries should be provided with newspapers, magazines, books, simplified readers and dictionaries.
- (c) Suitable English textbooks, and dictionaries should be available in the schools so that each student has a copy.
- (d) Teachers should encourage the learners to speak, to read and to write in English during class hours. The students should also be encouraged to exploit every opportunity outside the class to expose themselves to the language.
- (e) All teacher-training programmes should stress English. In-service teacher education programmes should do the same.
- (f) The authorities concerned should arrange seminars, and refresher courses from time to time to introduce English teachers to modern methods of teaching English as a foreign language in an attempt to minimize the predominance of the lecture method.
- (g) Research should be done on how to test the standard National Examinations, since these examinations are having an undersirable affect on the teaching of English in the Schools.

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APPENDIX I

QUESTIONNAIRE

A survey of the English Language Background among First Year Students of Addis Ababa University.

I.D. No. _____
Freshman English Language Section _____
Previous School or Schools (9-12) _____

Age _____

Sex _____

E.S.L.C.E. English Result _____

Year the E.S.L.C.E. was taken for the First Time _____

Instructions to the Student

The purpose of this questionnaire is to determine the English language background of First Year Addis Ababa University Students. Your honest replies will reveal the true picture of the problems of teaching and learning English in Ethiopian Senior High Schools. Therefore, answer the questions honestly.

Read each question carefully and put a tick (✓) beside the answer which most closely states your experience. If there is no answer which satisfies you, write your own answer. The questions deal with your Senior High School experience not your experience now.

1. Did members of your family read English books at home?

A. Yes _____

B. No. _____

2. In what language did you ask questions in class most of the time?

A. Amharic _____

B. English _____

C. Other _____

3. Did you have English books other than textbooks in your home?

A. Yes _____

B. No _____

4. Did your school have a library?

A. Yes _____

B. No _____

5. What English newspapers and magazines did you read?

Write them below:

Newspapers

Magazines

Nothing

a)

b)

c)

d)

e)

6. Did you have English dictionaries in your high school?

A. Yes _____

B. No _____

7. How many books written in English did you read in your free time while in senior high school (9-12)?

A. Less than 3 _____

B. 3 - 5 _____

C. 6.-10 _____

D. 11 -20 _____

E. 21 -30 _____

F. More than 30 _____

G. I don't remember _____

8. Who did most of the reading in your Class?

A. The teacher _____

B. The students _____

9. Have you ever practised how to write paragraphs and compositions?

A. Yes _____

B. No. _____

10. Were you taught how to use English dictionaries?
A. Yes _____
B. No _____
11. Did your English teacher use teaching aids like pictures, flash cards (word cards), real objects and diagrams to explain certain items in English?
A. Very often _____
B. Rarely _____
C. Sometimes _____
D. Never _____
12. Did your English teacher use dialogues (conversation between two students) in class to teach vocabulary and grammar?
A. Yes _____
B. No _____
13. Did you have to share your high school English textbooks with other students?
A. Yes _____
B. No _____
14. If "Yes" how many students shared one book?
A. 2 _____ C. 4 _____
B. 3 _____ D. 5 _____
15. Which of the following is true for the type of exercises you did in your English class?
A. Mainly objective _____ C. 100% objective _____
B. Mainly subjective _____ D. 50% objective _____
50% subjective _____
16. Have you ever been assigned by your English teacher to read books out of school, and report to your classmates?
A. Yes _____
B. No. _____
17. Did you find it difficult to use English dictionaries?
A. Yes _____
B. No. _____

10. Were you taught how to use English dictionaries?
A. Yes _____
B. No _____
11. Did your English teacher use teaching aids like pictures, flash cards (word cards), real objects and diagrams to explain certain items in English?
A. Very often _____
B. Rarely _____
C. Sometimes _____
D. Never _____
12. Did your English teacher use dialogues (conversation between two two students) in class to teach vocabulary and grammar?
A. Yes _____
B. No _____
13. Did you have to share your high school English textbooks with other students?
A. Yes _____
B. No _____
14. If "Yes" how many students shared one book?
A. 2 _____ C. 4 _____
B. 3 _____ D. 5 _____
15. Which of the following is true for the type of exercises you did in your English class?
A. Mainly objective _____ C. 100% objective _____
B. Mainly subjective _____ D. 50% objective _____
50% subjective _____
16. Have you ever been assigned by your English teacher to read books out of school, and report to your classmates?
A. Yes _____
B. No. _____
17. Did you find it difficult to use English dictionaries?
A. Yes _____
B. No. _____

18. How often did you use English outside the class?
- A. Very often _____
B. Often _____
C. Seldom _____
D. Never _____
19. In your English class, which of the following took most of your time?
- A. Reading Practice _____
B. Grammar Exercises _____
C. Writing Practice _____
20. How frequently did you watch television programmes in English?
- A. Every night _____
B. Once a week _____
C. Twice a week _____
D. Never _____
21. Did you go to the cinema (movies) when you were in high school?
- A. Yes _____
B. No. _____
22. If "yes" how often?
- A. Once a week _____ C. Once a month _____
B. Twice a week _____ D. Never _____
23. How often did you listen to English programmes on the radio?
- A. Every night _____ C. Once a week _____
B. Twice a week _____ D. Never _____
24. Did you have a pen friend?
- A. Yes _____
B. No. _____
25. Who did most of the talking in your English class?
- A. The teacher _____
B. The student _____
26. Were you able to find variety of English books in your school

APPENDIX II

MICHIGAN TEST OF ENGLISH LANGUAGE
PROFICIENCY FORM B

INSTRUCTIONS: Do not begin the test until the examiner has read these instructions with you.

1. This test contains 100 items. These are divided into three parts: Part I is a grammar test; Part II is a vocabulary test; and Part III is a test of reading comprehension. There are examples at the beginning of each part to show you how to answer the problems.
2. Each problem in the test has only one best answer. Make only one mark on your answer sheet for each problem. If you want to change an answer, erase the old mark or cross it out several times.
3. Do not make any marks on this test booklet. Write only on your answer sheet.
4. The examiner will not explain any test problem; only the examples in each part may be explained if you do not understand the problems.
5. Try to answer all the problems. Each problem counts the same.
6. You will have 75 minutes to finish the entire test. Do not spend too much time on any one problem or you will not have time to finish the test. If you do not know the answer to a problem, you should make a reasonable guess. Unanswered problems will be counted wrong.
7. Continue working until you have finished the test. Do not stop after each part.
8. Begin the test now.

PART I

GRAMMAR

This is a test to show how well you can recognize and use English grammatical structures. Each question in this test is part of a conversation. In each conversation a word (or group of words) is left out. Following the conversation are four choices of words which might be used in the incomplete conversation. You are to select the word (or group of words) which would be used by a speaker of English, and which will best fit into the conversation.

EXAMPLE A:

"What is that thing?"

"That _____ a spider."

- a) to call
- b) for calling
- c) be called
- d) is called

The correct English sentence is: "That is called a spider."

Answer all the questions of Part I in this manner.

Mark only one answer for each problem.

CONTINUE

1. "Why didn't Henry, Peter and Jane go to the movies?"

a) "_____ of them had any money."

- a) None
- b) Some
- c) Any
- d) All

2. "What do you want your son to become?"

"I hope he becomes _____."

- a) doctor
- b) a doctor
- c) the doctor
- d) one doctor

3. "Why does John drive fast?"
"He tries to make his dull life _____."
a) interest
b) interested
c) interesting
d) interestingly
4. "Where is Tom?"
"He's still sleeping. He _____ to go to class."
a) must
b) should
c) ought
d) may
5. "Why is the professor tired?"
"Because the students _____ so many questions."
a) asked to him
b) to him asked
c) him asked
d) asked him
6. "I would like to have more milk, please." "How _____ more do you want?"
a) many
b) few
c) little
d) much
7. "Are you going to bed already?"
"Yes, I am _____ tired that I could sleep for 2 days."
a) such
b) too
c) so
d) very
8. "Nobody likes her."
"What caused _____ disliked by her classmates?"
a) hers
b) her to be
c) to be
d) her
9. "Who is going to come to the meeting?"
"Either my husband _____ I will try to be there."
a) with
b) but
c) and
d) or
10. "I can't work tonight."
"_____ can I."
a) Neither
b) Either
c) Also
d) Too

11. "Is John sorry that he stole the money?"
"No, he is only sorry _____ caught."
a) to have
b) that he
c) about being
d) being
12. "I like New York very much."
"There is not another city in the United States _____ New York."
a) like
b) as
c) so as
d) than
13. "I was home all night."
"Why _____ to the party?"
a) you not go
b) you didn't you go
c) you didn't go
d) didn't go you
14. "Did he need a car?"
"Yes, he _____ one or he couldn't get to work on time
a) had have
b) had to have
c) had had
d) have to had
15. "What can they do?"
"_____ go to the movies."
a) Them let to
b) They let
c) Let they
d) Let them
16. "What did Jack do last year?"
"I hear _____ taught German."
a) he
b) his
c) he is
d) him
17. "Can Mary go swimming with us when she comes home?"
"No. She will have been _____ for 2 hours."
a) swim
b) swam
c) swimming
d) swum
18. "Do you cook for yourself?"
"Yes, I'm used to _____."
a) being cooked
b) be cooked
c) cook
d) cooking

19. "Jack is a very nice person."
"Yes, _____ Other people
comes naturally to him."
a) please
b) pleasant
c) pleasure
d) pleasing
20. "Is Bill in his room?"
"I don't know. I haven't _____
him for 2 hours."
a) saw
b) seen
c) see
d) seeing
21. "Does finding the right
coat mean a lot to John?"
"Yes, he'll spend hours _____
the one he wants."
a) being found
b) to find
c) to have found
d) have found
22. "How often do you go to the
movies?"
"Once a month, but I wish _____
more often."
a) we went
b) us going
c) us went
d) we are going
23. "Isn't Kate still going to
the doctors?"
"No. But she had been _____
him regularly before she
moved away."
a) saw
b) seen
c) seeing
d) see
24. "Why is your cat so upset?"
"She doesn't like _____ indoors."
a) to keep
b) being kept
c) to be keeping
d) be keeping
25. "Did Jack sell the pictures?"
"No, he didn't know _____
sell them."
a) where could he
b) he where could
c) could where he
d) where he could
26. "Did the thief fall down the
stairs?"
"Yes, not until _____ did we
hear him."
a) when
b) then
c) therefore
d) because

27. "What happened?"
"The house ____ by the wind."
a) blew down
b) was blown down
c) was to blown down
d) was blown to down
28. "Why didn't you help me last week?"
"I _____ if you had asked me."
a) helped
b) have helped
c) would helped
d) would have helped
29. "Whose room is this?"
"It is _____."
a) of our children
b) belong to our children
c) our children's
d) of our children's
30. "May I play here?"
"Yes; as long _____ you are careful."
a) like
b) that
c) while
d) as
31. "I am too tired to go shopping today."
"Why don't you _____?"
a) have Matt go
b) have go Matt
c) Matt have gone
d) Matt have gone
32. "What happened to all the candy?"
"Joe ate what candy _____ was in the jar."
a) there
b) that
c) it
d) what
33. "Should I put the coat on the chair?"
"No, I want to keep the _____."
a) room neat
b) room neatly
c) neatly room
d) neat room
34. "Why was Joe sent to prison?"
"He was found guilty _____ armed robbery."
a) of
b) for
c) with
d) by

35. "Is this Chicago?"
"No, this is Detroit. Chicago is _____."
a) farther western
b) to the farther west
c) farther west
d) far to the western
36. "Do you think the restaurant will be crowded by noon?"
"Yes, so I would suggest _____ go early."
a) to
b) for you
c) you to
d) that you
37. "I haven't written home for a month."
"I'm _____; I haven't written for three months."
a) badder
b) worser
c) worst
d) worse
38. "Are mothers pretty?"
"Jimmy and Johnny's mother _____ very pretty."
a) is
b) are
c) has
d) have
39. "Do you like most of your classes?"
"Yes, but I dislike _____ English."
a) study
b) to study
c) studying
d) for studying
40. "I don't think he is going."
"What are we going to do if he _____ come along?"
a) would
b) should
c) might
d) shall

PART II

VOCABULARY

There are two types of vocabulary items in this test. In the first type you are given a sentence followed by four words or phrases. You are to find the word or phrase that is closest in meaning to the underlined word (or words) in the sentence and that could be used in the sentence without changing its meaning greatly.

EXAMPLE B. It's too windy to go for a stroll.

- a) swim
- b) sail
- c) drive
- d) walk

The word 'walk' means about the same thing as 'stroll' in this sentence, "It's too windy to go for a walk," means the same thing as, "It's too windy to go for a stroll."

In the other type of item you are given a sentence with one word omitted and a list of four words. You are to find the word that would best complete the sentence.

EXAMPLE C: Because of the storm and rough waves, it would be foolish to go out sailing today in a small _____.

- a) automobile
- b) House
- c) boat
- d) beast

The word 'boat' fits best in the sentence so that it reads, "Because of the storm and rough waves, it would be foolish to go out sailing today in a small boat."

Answer all of the questions of Part II in this manner. Mark only one answer for each problem.

CONTINUE

41. If you want to know what the book is about, you should read the _____.
- a) predicate
 - b) preface
 - c) precept
 - d) prelude
42. I moved out of that house because the _____ created by the neighbors was bad.
- a) acceptance
 - b) allowance
 - c) disturbance
 - d) disposal
43. I don't like this room; it's too gloomy.
- a) dark
 - b) light
 - c) wide
 - d) small
44. Nobody lives here, It is a very _____ place.
- a) deliberate
 - b) desolate
 - c) perpetual
 - d) sensitive
45. Hold on for a few more minutes until Mary comes in.
- a) wait
 - b) talk
 - c) stand
 - d) sit
46. This is precisely what I was looking for.
- a) almost
 - b) better than
 - c) worse than
 - d) exactly
47. In this locality many people are ill.
- a) area
 - b) city
 - c) hospital
 - d) season
48. Fred had a nightmare.
- a) bad dream
 - b) good trip
 - c) strange experience
 - d) black horse

49. Mary was out of the hospital quickly because she had only a _____ operation.

- a) hearty
- b) monstrous
- c) minor
- d) neutral

50. Jim said that his cat was as large as a tiger.

He likes to _____ his stories

- a) elevate
- b) overwhelm
- c) exaggerate
- d) surpass

51. Professor Burrows teaches Russian history. He _____ in the Communist period.

- a) specifies
- b) specializes
- c) segments
- d) characterizes

52. You must try to _____ your money.

- a) accomodate
- b) advocate
- c) adapt
- d) budget

53. Do you think Mary is going to catch on to the system?

- a) understand
- b) break
- c) join
- d) use

54. As Mabel walked closer to the fire, the heat became more and more _____.

- a) wild
- b) intense
- c) crude
- d) scornful

55. He lives alone because he is a _____.

- a) biscuit
- b) bachelor
- c) buffalo
- d) founder

56. The room was filthy.

- a) not clean
- b) narrow
- c) modern
- d) not small

57. Stop hitting your sister. You're being a _____ boy.
- a) significant
 - b) polite
 - c) pious
 - d) naughty
58. The country here is very rugged.
- a) that
 - b) low
 - c) rough
 - d) pretty
59. The speaker did not mention many facts, so Helen asked him to be more _____.
- a) certain
 - b) advisory
 - c) contrite
 - d) specific
60. Tommy took all the apples, so Mrs. Jones told him that he was being _____.
- a) greedy
 - b) gullible
 - c) grateful
 - d) generous
61. We live in a busy era.
- a) nation
 - b) time
 - c) city
 - d) manner
62. John wants to return to his country. He _____ for his family and friends.
- a) yearns
 - b) yawns
 - c) flares
 - d) grunts
63. When Tom fell from his bicycle, his arm was _____.
- a) fractured
 - b) frozen
 - c) frenzied
 - d) fringed
64. Flo wanted to bake a cake for dinner. She asked Susan for the _____.
- a) formula
 - b) index
 - c) focus
 - d) recipe
65. Pierre is French and he speaks two other languages _____ French.
- a) Additionally
 - b) moreover
 - c) except
 - d) besides
66. Did he flee his country?
- a) forget about
 - b) respect
 - c) escape from
 - d) talk about

67. She was gorgeous, so I took her out to dinner.
a) finished
b) hungry
c) beautiful
d) tired
68. Mrs. Jones hoards butter.
a) wants
b) needs
c) saves
d) sells
69. John is strong but his brother is a _____ boy.
a) foster
b) frantic
c) frail
d) fertile
70. Tom needs a _____ to dig a hole.
a) shelf
b) shore
c) shutter
d) shovel
71. Were these laid out before I came?
a) stored
b) arranged
c) sold
d) sent
72. You should refrain.
a) work
b) stop
c) start
d) hurry
73. No new ideas ever penetrate his narrow mind.
a) change
b) awaken
c) attack
d) enter
74. I think it is warped.
a) strange
b) empty
c) bent
d) straight
75. I could understand most of his speech, but his last words were _____.
a) ungainly
b) unflinching
c) unlimited
d) unintelligible
76. Cloth is made on a _____.
a) loom
b) loam
c) limb
d) limp

77. Jack shuddered when he saw
the sea
- a) shock
 - b) hurried
 - c) cheered
 - d) rested

78. Who would imply such a thing?
- a) admit
 - b) try
 - c) permit
 - d) suggest

79. When Ed told a funny story,
everyone began to _____.
- a) tickle
 - b) chuckle
 - c) bustle
 - d) crumble

80. She bought a sheer dress for
her siste.
- a) beautiful
 - b) thin
 - c) practical
 - d) warm

CONTINUE TO PART III

READING COMPREHENSION

This is a test to show how well you read. There are four reading passages each followed by five questions about the passage. You should read each passage carefully and then try to answer the questions following that passage. If you do not know the answer at first, you may read the passage again, but do not spend too much time on one passage or you will not have enough time to finish.

EXAMPLE

While I was getting ready to go to town one morning last week, my wife handed me a little piece of red cloth and asked if I would have time during the day to buy her two yards of cloth like that. I told her I would be glad to do it. And putting the piece of cloth into my pocket, I took the train for town.

- D. The person telling the story is
- a) a married lady.
 - b) an unmarried lady.
 - c) a married man.
 - d) an unmarried man.

You know that the person telling this story is a married man because he says, "... my wife handed me ..."

- E. The author was given a piece of red cloth ...
- a) in the morning.
 - b) at noon.
 - c) in the afternoon.
 - d) in the evening.

The passage says, "... one morning last week, my wife handed me a little piece of red cloth..."

Answer all questions for Part III in this manner.

Mark only one answer for each problem.

CONTINUE

READING COMPREHENSION (1)

Americans do not give cooking, 'considered as one of the fine arts,' an important place in life. Lunch is for them a kind of gratuity paid to the body. They hurriedly toss it a fruit or a fish and go back to work. Certain writers, in rebellion, have founded the club. 'Three Hours for Lunch,' but they are an agreeable exception. Even at dinner, general conversation is rare. Everyone talks to his neighbor. After dinner the men linger at the table, a custom inherited from England. In New York, your host will often propose taking you to the theatre, or else he will provide a pianist, a singer, a lecturer. The idea of leaving the guests to themselves, and expecting them to get pleasure out of meeting one another, astonishes and even appalls him. His excessive modesty does not permit his imagining that his friends can be happy merely in being in his house, with one another. He treats them like children. On Christmas Eve you will see, in some of the pleasantest homes in New York, Christmas trees for grown people. In other places, after a dinner at which you exchange ideas, there will be a magician who will do his best to amuse the oldsters. There you must realize that the absence of conversation in America comes, not from absence of ideas or lack of intelligence or understanding, but from an unconquerable shyness and a prodigious self-distrust.

81. The Americans hurry through lunch because ...
- a) they are ambitious.
 - b) they have rebelled against English customs.
 - c) they don't think it is important
 - d) talking while eating is impolite.
82. The author believes that ...
- a) people are capable of getting pleasure out of meeting one another.
 - b) people enjoy their food more when it is attractively served.
 - c) Americans don't want to act like mature adults.
 - d) Americans don't think deeply enough to be good conversationalists.
83. The author talks about some American writers who ...
- a) wrote stories about American eating habits.
 - b) decided to enjoy leisurely lunches.
 - c) eat while they work.
 - d) wrote short plays to be presented at fancy night clubs.
84. The author feels that Americans lack ...
- a) understanding.
 - b) self-confidence.
 - c) self-control
 - d) a rebellious spirit.
85. According to the author, in England ...
- a) the men are accustomed to money.
 - b) the men remain at the table to talk
 - c) the guests except the host to have entertainment for them.
 - d) people don't consider Christmas dinner important

READING COMPREHENSION (2)

I first met Alpheus Parr when I was in college. I was walking across campus with my room-mate, Ross Kemp, a leader in all sorts of activities, when Alpheus hove into sight. From a distance of five yards I could feel Parr's eyes upon us; begging for some kind of acknowledgement. Passing abreast of us he gurgled something that could have been "hello". It was all very awkward and pathetic. Today, however, Alpheus looked extraordinary. With the whitest of sheets wrapped about his cumbersome body, his hair brushed carefully to cover the bullet wound and his eyes closed, he looked almost dignified. Curious, isn't it, that a man whose greatest ambition in life was to attain dignity, should accidentally stumble upon it in death. But Alpheus was ever a stumbler, a buffoon, so one more stumble matters very little.

86. When the narrator first met him, Alpheus ...
- a) was afraid to look at him.
 - b) stopped him and begged for his friendship.
 - c) looked pleadingly at him.
 - d) closed his eyes.
87. The narrator's first encounter with him shows that Alpheus ...
- a) didn't want to be with people.
 - b) was an active person.
 - c) didn't notice people.
 - d) wanted people to like him.
88. In death, Alpheus Parr...
- a) expected to find dignity.
 - b) accidentally found dignity.
 - c) lost the extraordinary dignity he had in life.
 - d) was awkward even then.

89. Alpheus was evidently killed ...
- a) in a fall.
 - b) by choking
 - c) by hanging.
 - d) by a gunshot.
90. The narrator seems to be ...
- a) sad because Alpheus is dead.
 - b) unconcerned over Alpheus' death.
 - c) curious about why Alpheus dies.
 - d) confused by Alpheus' death.

READING COMPREHENSION (3)

The variety and amount of experimental, as well as traditional, theatre produced at colleges is always surprising to those not aware of their scope. In order to give their students practical and high quality training in theatre, colleges usually offer plays during the year which are student produced, but whose audiences are not limited to students. The entire community enjoys the opportunity the productions offer. Even though they are usually laboratories for the undergraduates, they are of sufficiently high quality to make the evenings highly profitable. A season with 30 or 35 productions at a medium-sized college is average.

91. College plays are given primarily ...
- a) for the practical training of students.
 - b) for the enjoyment of undergraduates.
 - c) to raise money for the college.
 - d) to increase the scope of the community.

92. The local communities ...
- a) raise money for the plays.
 - b) enjoy the plays.
 - c) are unaware of the plays.
 - d) don't like the plays.
93. According to the author, the plays...
- a) are limited in scope.
 - b) are of varying quality.
 - c) are given in laboratories.
 - d) have surprising variety.
94. Medium-sized colleges ...
- a) have given 30 or 35 average plays.
 - b) have each student play in 30 or 35 plays.
 - c) give each play 30 or 35 times.
 - d) have 30 or 35 different plays a year.
95. The author approves of plays at colleges because they ...
- a) are of high quality.
 - b) surprise the audience.
 - c) make a lot of money.
 - d) are numerous and varied.

READING COMPREHENSION (4)

All philosophers imagine that causation is one of the fundamental axioms of science, yet, oddly enough, in advanced science such as gravitational astronomy, the word "cause" never occurs. Dr. James Ward, in his Naturalism & Agnosticism, make this a ground of complaint against physics: the business of those who wish to ascertain the ultimate truth about the world, he apparently thinks, should be the discovery of causes, yet physics never even seeks them. To me it seems that philosophy ought not to assume such legislative functions, and that the reason why physics has ceased to look for causes is that, in fact, there are no such things. The law of casuality, I believe, like much that passes muster among philosophers, is a relic of a bygone age, surviving, like the monarchy, only because it is erroneously supposed to do no harm.

96. According to the author, philosophy assumed legislative functions when it ...
- a) supports the monarchy.
 - b) asks for government support.
 - c) judges statements and theories as right or wrong.
 - d) demands that every scientist look for causes.
97. According to the author, philosophers claim that the law of casuality ...
- a) is a fundamental axiom of science.
 - b) is not applicable to gravitational astronomy.
 - c) doesn't really exist.
 - d) is a relic of a bygone age.

98. Physics was singled out for attack by Dr. James Ward because it ...
- a) never looks for causes.
 - b) imagines that causation is fundamental
 - c) is looking for ultimate truths.
 - d) is a relic of a bygone age.
99. According to the author, both the monarchy and the law of causality ...
- a) are examples of lost causes.
 - b) do no harm.
 - c) are thought to be harmless.
 - d) are revered by philosophers.
100. From the description of Dr. James Ward, the reader can assume that he probably is ...
- a) a monarchist.
 - b) an agnostic.
 - c) an astronomer.
 - d) a philosopher.

END OF TEST

Check your answers

Be sure that your name, I.D. No. and section have been written on your answer sheet.

APPENDIX III*

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE
FLEn 101-A MID-SEMESTER EXAMINATION
(Regular)

Student's Name: _____

Section: _____

Date: December 5, 1983

I.D. No.: _____

Time: 1½hrs.

Instructor's Name: _____

Directions: Attempt all the questions. There are fifty questions that account for 30% of the semester grade.

Part I. Comprehension

Read the following passage and answer the questions below it. (The underlined words will be tested later on.)

There has been an important change in one aspect of university life during the last quarter of a century: the number of students living at home has remained roughly constant, whereas the number living in the university dormitories has more than trebled. In consequence, the proportion of students living at home is now only about 20 per cent. The larger universities are having desperate difficulty in finding adequate lodgings for their students, and the provision of dormitories has become one of the most pressing university problems. Such dormitories have always had their enthusiastic advocates, who have pointed out how valuable it is for the student to have a room of his own, without the distractions of home. The privilege of staying in a dormitory is that it offers excellent opportunities to the student of relieving loneliness by enjoying the society of fellow - students of widely different interest and social backgrounds. Young people, however, much they may love and respect their elders, usually yearn for the opportunity to talk to people of their own age and a dormitory enables a student of adequate judgement and will-power to strike the right balance between solitude and the claims of friendship.

The doctrine that students educate each other in the dormitories undoubtedly bears some truth and it is here that the process of mutual

* Freshman English Composite Examination

education can be carried on most effectively. Fortunately, there is plenty of evidence that dormitories do contain many students who have something to contribute.

However, there are disadvantages in dormitories. In some places, they are expensive and not every student finds his institutional atmosphere congenial. There are dangers too. Students who have led sheltered lives may suffer moral harm by being thrown too suddenly into a new environment where conventions may be deliberately flouted.

Most universities, while conceding the advantages of residence, have allowed the numbers of their students to grow at a rate which makes it almost impossible for new dormitories to keep pace with the increase.

Dormitories are expensive to build, but the problem is not merely financial. In large cities suitable sites are scarce, and when the dormitories are built, domestic staff is as difficult to recruit as academic.

There should be opportunities of frequent informal contacts between staff and students. For this reason, some of the lecturers should live in the dormitories. But experience shows that many lecturers of the right type are unwilling to live there, fearing that such a life would make too many inroads upon their time or possibly feeling that the physical discomforts would be too great.

But these misgivings can be set at rest when the lecturers are accommodated in comfortable self-contained flats in the dormitories. This provides an opportunity for mutual get-together of students and staff on occasions when informal parties are arranged by the students when they meet their own students and sometimes discuss a paper on a subject of common interest. Such meetings have the advantage of developing contacts more naturally.

Therefore, many students would prefer to live in dormitories to get the best out of their years of stay and their mental horizons, which otherwise wouldn't be so great, are widened by contact with other students and lecturers.

A. Choose the correct answer for the following questions and write on the left the letters of the correct answers ($\frac{1}{2}$ mark each).

- _____ 1. Living in a dormitory is more beneficial than living at home
- a. Because it has an intellectual atmosphere in which students can educate one another.
 - b. Because it enables a student to enjoy being alone.
 - c. Because it is good for a student to live with others who have the same outlook, the same interest and background as himself.
- _____ 2. Some students prefer to live in dormitories
- a. Because they think this is cheaper.
 - b. Because this gives them more freedom.
 - c. Because it is more comfortable
- _____ 3. Staff - student contact is effectively promoted by
- a. Regular meetings of societies and associations.
 - b. Formal dinners to which staff are invited.
 - c. Occasional parties arranged by the students.
- _____ 4. University staff hesitate to live in dormitories
- a. Because the accomodation in the older dormitories is too expensive
 - b. Because they fear that the students will interfere with their free time.
 - c. Because they do not like the institutional atmosphere of the dormitories.
- _____ 5. The number of students now living in university dormitories:
- a. has increased by 20%
 - b. is constant
 - c. has increased by more than 200%

B. Circle A, B or C. for the best substitute for the underlined words, as they are used in the passage. ($\frac{1}{2}$ mark each)

6. desperate: A. dangerous B. serious
 C. regardless

7. pressing: A. urgent B. ironing
 C. persevering
8. solitude : A. being happy B. being joyful
 C. being alone
9. doctrine A. belief B. teaching
 C. truth
10. Congenial A. to his disadvantage B. to his dislike
 C. to his liking

C. Answer the following questions in the space provided with information from the passage. (1 mark each)

11. Which aspect of University life has undergone a change?

12. What do young people desire?

13. Give two disadvantages a student may experience in dormitories.

14. Mention two problems faced when building new university dormitories.

15. Why is it desirable for some staff to live in the dormitories?

PART II VOCABULARY

INSTRUCTION: From the list of words given below, find the word that can best complete each of the following sentences, and write in the space provided. ($\frac{1}{2}$ mark each)

vanish	derive	fixation	frivolity
devices	skimming	dumbfounded	perseverance
ingenuity	context	versatile	incessant
crucial	deduce	proficient	

16. He was annoyed with me because I quoted his words out of _____.
17. Her _____ nagging drove the poor wretch to insanity.
18. His unparalleled courage in rescuing the drowning child left the crowd _____.
19. I know of some who still _____ immense pleasure from their research work.
20. The variety of things which he is good at ~~establishes beyond~~ any shadow of doubt that he is a _____ genius.
21. If you saw a policeman arresting a person, you might _____ the fact that a crime had been committed.
22. Let us hope that human _____ will succeed in averting a nuclear holocaust.
23. The elderly person intervened at the _____ moment and saved the situation for all concerned.
24. One should not give up one's persuasion at the first sign of difficulty for it is _____ that often helps in achieving laudable results in the end.
- 25.25. Peace-loving people throughout the world consider the stock-piling of nuclear _____ as inimical to world peace.

45. We (to prefer) to leave things as they are at the moment. (45 _____)

D. Put the verb in brackets into the correct form and tense, using either the PRESENT SIMPLE TENSE or the PRESENT CONTINUOUS TENSE. Write your answer in the space provided on the right. (½ mark each)

"Get off ", said the old man to the cat.

"You (46) (to lie) in my place. You (47) (to know) that I (48) (to sit) there every day."

46. _____
47 _____
48 _____

The cat jumped off the chair and the Old man called out, "Mary! (49) (the kettle not to boil) yet? I (50) (to want) my drink now."

49 _____
50 _____

Mary appeared at the door and said, "You (51) (to have to wait). I (52) (to make) a cake, the kitchen maid (53) (to scrub) the floor and ~~the~~ other maid never (54.) (to turn up) until midday."

51. _____
52 _____
53 _____
54 _____
55 _____

"(55) that to mean) I will get no morning drink today?" grumbled the old man.

"Probably," said Mary as she went out.

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
FLEN 101-A First Semester Examination
(Regular)

Student's Name: _____ Date: 28th Jan. 1984
Section: _____ Time: 2½ hrs,
I.D.No.: _____
Instructor's Name: _____

Part I: Comprehension

Read the following passage and answer the questions below it.
(The underlined words will be tested later on.)

Leisure in the Developed World

Our social habits and customs have been profoundly influenced by two modern developments, the mechanization of industry and the reduction in working hours. There has been an ever-increasing demand for greater leisure since the beginning of the present century, and the invention of new types of machinery, capable of greater productivity, has at last made it possible to reduce substantially the working hours of the average man and to give him a degree of leisure undreamed of by his ancestors.

The increase in leisure has, however, confronted us with a social problem, for it will not be beneficial unless it is employed wisely. The mere pursuit of frivolous pleasure will not afford us lasting satisfaction although they may offer a temporary escape from an uncongenial occupation. Certainly there is no lack of amusement to fill our spare moments. Radio, television, the cinema are no doubt very desirable forms of entertainment, but they are passive rather than active in nature and are not adequate in themselves. Our leisure must consist, not only for relaxation, but also of recreation, and between these two terms there is a very real distinction, which is not generally understood. There is a vast amount of evidence to prove that change of work and not

idleness is the real basis of leisure. The man engaged in some sedentary occupation will often prove an ardent and enthusiastic gardener, while the manual worker whose daily routine consists of hard, physical toil will perhaps turn in his leisure moments to books or will listen to music. He is not merely resting, but striving to satisfy those intellectual and aesthetic needs denied him by the very nature of his occupation.

In rural areas organizations such as Women's Associations and Community Associations cater to the social needs of country people while in urban areas there is an abundance of Dramatic and Choral societies, evening classes in arts and crafts and ample provision for further education. These days young people are not usually content to idle away their spare time but find some hobby or worthwhile pursuit. This is very clearly demonstrated by the growing popularity of youth organizations such as Boy Scouts, Youth Clubs, Girl Guides and the Pre-service units.

Indeed, when we consider the vast number of people and organizations engaged solely upon providing for our leisure we must ask ourselves if all is well with our present-day civilization. Our need for greater leisure is in itself an indication that many of us are engaged in occupations which are uncongenial and even distasteful to us. Instead of work becoming an end in itself, it has become merely the means whereby we may earn those material rewards necessary to enable us to enjoy our leisure hours. Let us contrast this attitude with that of the medieval craftsman. He made no artificial distinction between work and play, but laboured for the joy of creation. Perhaps in this respect he was more fortunate than we are today.

A. Choose the correct answer for the following questions and write on the left the letters of the correct answers (½ mark each)

- _____ 1. The working hours of the average man have been reduced considerably because of
- A. the lower productivity in factories
 - B. the invention of new types of machinery
 - C. His growing need for leisure time
 - D. the days being short and nights long
- _____ 2. The increase in our leisure cannot be beneficial unless it is
- A. of monetary advantage
 - B. used frivolously
 - C. sensibly used
 - D. employed temporarily
- _____ 3. Leisure should be used for
- A. laughter and jokes
 - B. happiness and sorrow
 - C. merely resting
 - D. relaxation and recreation
- _____ 4. The medieval craftsman made no distinction between work and play because
- A. he felt his craftsmanship was becoming obsolete
 - B. he was the master of the crafts he worked at
 - C. he worked for the joy of his creative work
 - D. he didn't bother about leisure

B. Circle A, B, C or D for the best substitute for the underlined words as they are used in the passage (½ mark each)

5. profoundly: A. easily B. intellectually
 C. badly D. greatly

- | | | |
|------------------|----------------------------------|---------------------------------|
| 6. substantially | A. strongly
C. largely | B. hardly
D. nearly |
| 7. confronted | A. faced
C. genial | B. opposed
D. racial |
| 8. frivolous | A. menial
C. genial | B. trivial
D. racial |
| 9. uncongenial | A. unreliable
C. disagreeable | B. uncomfortable
D. unlawful |
| 10. sedentary | A. inactive
C. manual | B. physical
D. mental |
| 11. aesthetic | A. emotional
C. artistic | B. bodily
D. material |
| 12. choral | A. singing
C. debating | B. acting
D. reading |
| 13. ample | A. meaningful
C. plentiful | B. gleeful
D. bashful |
| 14. worthwhile | A. forgetful
C. woeful | B. wonderful
D. useful |
| 15. rewards | A. pursuits
C. gains | B. hopes
D. pains |
| 16. laboured | A. lied
C. enjoyed | B. worked
D. labelled |

C. Answer the following questions (in meaningful and grammatically correct sentences) in the space provided with information from the passage. (1 mark each).

17. How have our social habits been influenced in recent times? (indicate any two ways)

18. According to the passage, what does not give people permanent satisfaction?

19. What three things may be considered passive forms of entertainment?

20. What is defined as the real basis of leisure?

21. According to the passage how may a sedentary and a manual worker be contrasted?

22. What puts in doubt the value of present day civilization?

23. What accounts for the growing popularity of youth organizations?

Part II VOCABULARY

A. From the list of words given below, find the word that can best complete each of the following sentences (½ mark each)

distract	compulsive	peremptory	mitigate
frivolous	spree	semur	suffice
vanish	futile	blatant	revoke
impromptu	redundant	squalid	intermittent
inundate	influx	lucrative	redeem
			horde

24. If it is his honour that is at stake, he must _____ it at all cost.
25. In view of Michael' s careless driving, the magistrate decided to _____ his driving licence.
26. The objects from the magician's hat seemed to _____ into thin air.
27. The soldiers set a unique example of obedience and devotion when they rode into the valley of death without _____.
28. So great is her sorrow that if something is not done to _____ her mind from it, she will soon become mentally deranged.
29. With pockets full of his new-found money, he went on a buying _____.
30. We should take the necessary precautions before this year's rains again _____ the fields.
31. _____ rain continued to interrupt the football match.
32. The untimely death of her beloved husband has left her so stricken that only time can _____ her profound grief.

42. Bring the plates in here and I them
a) will wash b) wash
c) will have washed d) washed 42. _____
43. A second school in the lower part of the town.
a) is erecting b) been erected
c) is being erected d) erecting 43. _____
44. at three o'clock this afternoon?
a) Was it still raining b) Did it still rain
c) Had it still rained d) Is it still raining
44. _____
45. The coat I in 1970 is still perfectly usable.
a) buy b) bought
c) have bought d) will buy 45. _____
46. Some more textbooks
a) have just printed b) just printed
c) just been printed d) have just been printed
46. _____
47. The plans without his knowldege.
a) were laid b) had laid
c) were laying d) lay 47. _____
48. I met your friend when he to see the library
a) being taken b) has been taken
c) was being taken d) be taken
48. _____
49. He ... a book, but he soon lost it
a) gave b) is being given
c) gives c) had been given
49. _____
50. The prisoners as soon as possible
a) will release b) will be released
c) will releasing d) releases 50. _____

59. He need not to read that chapter/ because it is not being examined/ in the next test/ according to what the teacher told us.

59. _____

60. That for the lack of swimming suits/children should not be allowed/ to use the swimming pool/is nothing short disgraceful.

60. _____

61. A proper selection not had been made/when thousands of men embarked/ on ships for the far-off shores of Eritrea/ to help De Bono and his army.

61. _____

62. He obeyed without demur the order to strike/although the men he had been sent/ to erect barracks and hangars/ had not completed all the work.

62. _____

63. While I was in hospital/ I was told by the doctor/ that I must to swallow/ two tablets in water three times a day.

63. _____

D. Put the verb in brackets into the correct form, voice and tense. write your answer in the space provided on the right. (½ mark each)

64. I shall recognise him as soon as he (to bring) in.

64. _____

65. I promise you that the work (to do) tomorrow.

65. _____

66. They (to threaten) us for some months now but we do not believe they will carry out their threats.

66. _____

67. I completely (to finish) the medicine an hour ago but I do not feel any better.

67. _____

68. You can go into the bathroom now, and while you, (to shave), she will make the tea for breakfast.

68. _____

E. Completing sentences

Complete the following sentence fragments to make complete sentences in correct and appropriate English: (1 mark each)

69. The soldier was provided _____

70. My mother was anything but pleased when _____

71. The man need not _____

72. The teacher asked for only such _____

73. The victory gave rise _____

74. Protected as the house was _____

75. When they hear the news, they will raise _____

76. Many problems are derived _____

77. So plentiful was _____

78. For additional help, she drew upon _____

APPENDIX IV

TABLE 21
THE CORRELATION BETWEEN THE MICHIGAN TEST AND
THE FRESHMAN ENGLISH EXAMINATION RESULTS

PERFORMANCE	CORRELATION
Grammar	0.76
Vocabulary	0.69
Comprehension	0.57
Total Score	0.89

FORTRAN CODING SHEET

C	COMMENT	STATEMENT	NUMBER	CONT.																																															
				00	01	11	11	11	11	12	22	22	22	22	23	33	33	33	33	34	44	44	44	44	44	45	55	55	55	55	56	66	66	66	66	67	77	77	77	77	77										
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42	57	C	57		C	0													1	4	0																														
43	57	C	52		C	0													1	1	0																														
44	58	C	60		C	1													2	5	5																														
45	58	C	56		C	0													2		4	0																													
46	58	C	57		C	0													1		1	0																													
47	58	C	58		C	0													1		1	0																													
48	57	C	61		C	0													2		1	0																													
49	57	C	59		C	1													2		3	0																													
50	57	C	55		C	0													2		5	5																													
51	57	C	62		C	0													1		4	0																													
52	56	C	56		C	1													1		5	5																													
53	56	C	60		C	0															4	0																													
54	56	C	66		C	0															4	0																													
55	55	C	59		C	1															8	0																													
56	55	C	62		C	1														2	5	5																													
57	55	C	45		C	0															5	5																													
58	55	C	48		C	0															4	0																													
59	55	C	58		C	0															1	0																													
60	55	C	57		C	1															8	0																													

FORTRAN CODING SHEET

COMMENT STATEMENT NUMBER	CONT.	00	01	11	11	11	11	12	22	22	22	22	23	33	33	33	33	33	34	44	44	44	44	45	55	55	55	55	56	66	66	66	67	77	77	77	77	77	
80	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
81	48	D	52	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
82	45	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
83	45	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
84	47	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
85	47	D	46	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
86	47	D	45	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
87	47	D	40	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
88	47	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
89	47	D	57	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
90	47	D	52	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
91	46	D	41	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
92	46	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
93	46	D	54	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
94	45	D	48	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
95	45	D	47	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
96	45	D	43	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
97	45	D	44	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
98	45	D	51	C	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
99	43	D	42	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
100	43	D	47	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

FORTRAN CODING SHEET

COMMENT STATEMENT NUMBER	CONT.	00	01	11	11	11	11	12	22	22	22	22	23	33	33	33	33	34	44	44	44	44	45	55	55	55	55	56	66	66	66	66	67	77	77	77	77
101	41	D	47	D	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
102	37	D	33	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
103	35	D	34	D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
104	33	D	29	D	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
105	31	D	25	D	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
106	28	D	37	D	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

D E C L A R A T I O N

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

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