ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE INTERRELATIONS OF ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT OF SEVENTH GRADE ETHIOPIAN STUDENTS

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A C K N O W L E D G E M E N T S

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Taddese Terefe

A B S T R A C T

In this study, an attempt was made to find the inter-relations of ELP and academic achievement of seventh grade students. In order to do this, 132 seventh grade students were randomly selected from Patriots' Junior High School. A test was prepared and given to these students by the writer to measure their ELP while their academic achievement test results in maths, science and geography were gathered from the school record.

The Pearson Product-Moment Correlation Coefficient formula was used to find the correlation between English-Geography, English-Maths and English-Science. The results of the computation revealed that:

- the correlation between English-Geography was 0.55.
- the correlation between English-Maths was 0.56.
- the correlation between English-Science was 0.64.

The results in general showed that students who scored high in the ELPT have also scored high in the other academic subjects and vice versa.

It was also found out that of those who scored 50% and above in the ELPT, 61.54% passed in maths, 84.62% in science and 92.3% in geography by scoring 50 and above in accordance with the Ministry of Education

Policy. Only 7.69% of those who scored 50% in the ELPT failed in all the three subjects.

On the bases of the results of the study and other relevant points mentioned in this paper, recommendations have been given. One such is to use 50% in the ELPT as a criterion for promotion from grade 6 to grade 7 if junior high school students are to succeed in their academic studies.

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L I S T O F T A B L E S

L I S T O F G R A P H S

CHAPTER ONE

INTRODUCTION

In this chapter, the problem to be studied, the purpose and importance of the study and the hypotheses to be tested are introduced. The definitions of the terms and abbreviations used are also given. As a stepping stone for the main study, the role and status of the English language in most parts of the world is explored in a few lines.

English is the native language of most of the highly industrialised and advanced societies. It is widely studied as a second language and used as a medium of instruction in most of the third world countries that are not scientifically and technologically advanced to an appreciable level and where vernaculars may, for various reasons, not be suitable for the importation of the much needed technology from the advanced countries. John Stoddart (1986:11) quotes Quirk as stating that there are ... some 300 million users of English as a mother-tongue, another 300 million as a second language, and a further 100 million as a foreign language.

A large number of people in Ethiopia are learning English to be able to study various subjects through it. At the present time, there is no way of escaping from this situation if the nation wants to import science and technology from the western world.

Abraham (1969:15) says that Ethiopia shares with many other countries - especially in Asia and Africa - the problem of achieving the technological level and the national

and cultural integration of industrialised western countries in as short a time as possible. Language plays a most important role in this task. In line with this, Stoddart (1986:11) states:

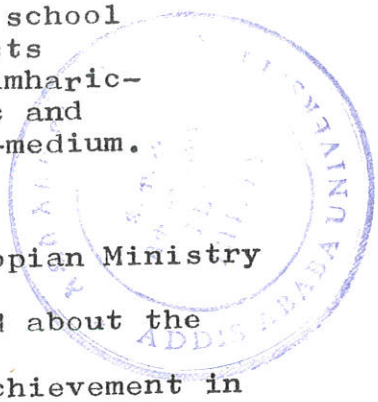
> Since English is increasingly the language of international communication and scientific and technological advance, it will continue to be indispensable for the modern development of Ethiopia.

Crystal as quoted by Stoddart (1986) also says that half of the world's scientific literature is now written in English. If this is the case, the teacher of English shoulders a great responsibility in the teaching-learning process of the country. Thus, the teaching of English should go far beyond the manipulating of structure drills and help students develop some of the basic language skills - speaking, reading, writing and listening to lectures - which are vital in the teaching-learning process. Of course, it is not here to say that English is the most important subject in the time-table discrediting the other subjects, rather, it is to stress the help that the other teachers could get when teaching their concerned subjects as far as English is used as the medium of instruction.

The medium of instruction is an important factor in the teaching-learning process. The language used to convey the content of a specific preparation plays a great role. English plays a significant role in the educational system of Ethiopia. It used to be the medium of instruction in

the primary grades --- until it was replaced by Amharic in 1956 E.C. Currently, it is taught as a subject from the third grade onwards and is used as a medium of instruction beginning from grade seven up to the university level. This implies that all Ethiopian students who are in contact with the language should talk it fluently and accurately both in and outside the classroom (English Language Curriculum, 1979; 1981-1982). However, after looking at the objective reality of teaching in the junior high schools, Stoddart (1986:23) writes:

> A concurrent form of bilingualism is what exists at present at junior secondary school level in Ethiopia where certain subjects (mainly arts and social science) are Amharic-medium while others (mainly scientific and technological) are officially English-medium.



Stoddart further states that the Ethiopian Ministry of Education has become very much concerned about the decline of the general level of academic achievement in its schools, and therefore felt that a re-examination of its educational language policy is necessary as part of an overall attempt to improve the quality of education in the country (p. 1).

1.1 The Statement of the Problem

In these days, it is very common in Ethiopia to hear of complaints from teachers saying that junior or senior high school students are not in the position of either constructing or reading and understanding very simple English sentences in a class.

In a similar manner, different scholars and parents are complaining about the regular deterioration of the standard of education in Ethiopia. As a matter of fact, most express their views over the decline in the standard of students' English language proficiency and 'negative washback effects' (to use Rea's words) this has on their ability to benefit from junior high school or other grade level courses of instruction conducted through the medium of English. One such very much concerned is Abraham Demoz. In one of his articles in the Ethiopian Herald (Jan. 19, 1969), he has the following to state:

> Although English continues to be taught as a subject from grade 3 on, yet the fact that it does not come into full use until the 7th grade has meant that the level of English acquired by students by the time they finish elementary school is very poor that their ability to follow secondary instruction in English is thereby very seriously impaired.

In addition to Abraham's views, the English Language Curriculum Department (1979:5) has expressed its concern about the problem of having English as a medium of instruction in the high schools and writes:

One of the great difficulties facing thousands of Ethiopian students is that they fail to understand and grasp whatever little knowledge and skills are transmitted to them by their teachers in English.

According to the English Language Curriculum Department, experience has shown that, because of lack of adequate English language ability ---, many Ethiopian students seem to have neither the courage to raise an argument nor the ability to open a discussion forum confidently with their teachers (Ibid).

Nowadays, the medium issue is one of the problems widely discussed among educators in Ethiopia. In another development, the English Language Curriculum Department (1981-1982:23) again states that the decline of the English language command of Ethiopian students has become obvious to the point of requiring investigation.

By way of conclusion about the complaints of different scholars concerning the decline of the standard of education in Ethiopia, Stoddart (1986:47) states:

> ... even 15-20 years ago, people were complaining that learning in secondary schools was being adversely affected by students' poor knowledge of English.

1.2 The Purpose of the Study

This study investigates one factor which may limit the learning of many students and thereby prevent them from achieving higher levels. This factor is the impact of English proficiency on academic success.

Thus, the main purpose of the study is to find the relationship between English language proficiency (ELP) and academic achievement of seventh grade students and give recommendations if necessary.

1.3 The Importance of the Study

This paper is an attempt to demonstrate the interrelations of English proficiency and academic achievement in the Ethiopian educational situation. Thus, from the findings: tentative implications can be drawn for revising the English Language Curriculum, developing teaching materials, and assessing the current teaching methods.

In writing about the importance of the revising of school curriculum, Dodson (1967) states, "In order to provide the best possible education for your child, a school must always examine and re-examine its curriculum and system of instruction."

1.4 Hypothesis

This paper tries to answer the following questions:

1. Do high scores of seventh grade students in English go along with high scores in the other academic subjects?
2. Similarly, do low scores of seventh grade students in English go along with low scores in the other academic subjects?

3. Conversely, do low scores in English go along with high scores in the other academic subjects?

4. Can academic success be predicted to some extent on the basis of the ELP?

In order to carry out the study, the following two hypotheses are made:

The first hypothesis states that there is no significant relationship between ELP and academic achievement of seventh grade students.

The second one, which is the opposite of the first hypothesis, states that there is a significant relationship between ELP and academic achievement of seventh grade students.

1.5 Definitions of the Terms Used

Achievement Test - assesses the learning that has gone before, and is therefore concerned with the past (Harrison, 1983).

Correlation - is a measure of the strength and direction of the association between two sets of scores (Wiersma, 1985).

Hypothesis - tentative propositions which are subject to verification through subsequent investigation (Galfo, 1965).

Population - is a statistical term referring to the larger target group from which a sample is selected for study (Galfo, 1965).

Proficiency - is the ability to communicate accurately in which every language modality is pertinent to the communicative requirements of the situation (Madsen, 1983).

Proficiency Test - a test that measures whether test takers have attained a specified minimal level of competency in a given area or on a specified skill (Brown, 1983).

- looks forward, rather than backward (Hughes, 1988).

Random Sample - is a sample drawn in such a way that all the potential observations of the population have an equal chance of being selected (Galfo, 1965).

Random Selections - selections made without any pre-conceived patterns; selections that occur purely as a result of chance (Galfo, 1965).

Sample - a subset of observation drawn from a larger population (Brown, 1983).

Standard Deviation - is the square root of the mean of squared deviations (Galfo, 1965).

1.6 Abbreviations Used

E.L.P. - English Language Proficiency.

E.L.P.T - English Language Proficiency Test.

E.L.T - English Language Teaching.

L.P. - Language Proficiency.

S.D. - Standard Deviation.

U.N.E.S.C.O. - United Nations Educational, Scientific, and Cultural Organization.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Main Objective of E.L.T. in most Developing Countries.

Before presenting the data, it will be necessary to briefly describe the theoretical framework within which the subject of the study will be viewed.

Hudson (1968:41) says that in countries like Ethiopia, English is nothing but a tool, a skill which is supposed to make possible learning in the other subjects, learning at a pace which will enable students to equal what is learnt by their student counterparts in the developed countries. Allen and Widdowson (in Brumfit, 1979:122) say that English language teaching overseas is taking on a new character as a result of the need for many advanced students to use the language as a tool in the study of scientific subjects.

In explaining the aim of learning a foreign language, Allen (1965:335) says that some of the pupils will be proceeding to a point where they will be taught other subjects through the medium of English. The programme of the first three years needs to take the requirements of this category of children into account. Rogers (1969:28) holds similar views to that of Allen when talking about the teaching of English in the Ethiopian

educational system. According to him, these four years (from grade 3 to 6) are supposed to produce students capable of reading science, history, geography and mathematics textbooks in English, capable of understanding lessons often given by native speakers of English.

In talking about the relation of the medium of instruction and other subjects, O'Donnell (1980:145) states that languages are not acquired for their own sake, as abstract formal systems separated from content, but as part of the process of actual performance. The content of a subject cannot be separated from the ability to talk and write about physics, chemistry. Without an adequate language, concepts in physics, chemistry, ... could never be formulated, discussed, communicated or taught. Thus, language is an essential part of the approach to every subject, O'Donnell adds. According to Whipple (1968:49), each language in everyday use by the people of the world grew up originally as a tool not merely to communicate, but to communicate about something.

In a similar manner, Kramsch (1986:336) says that language is primarily a functional tool, one for communication. Learning a language is learning how to use it, mainly for professional purposes. The goal of language teaching (Higgs and Clifford as quoted by Kramsch, 1986) is to enable students to take part in the "normal" give-and-take of target language conversation. Allen and Widdowson (1979:122-3) hold similar views. English

language teaching has been called upon to provide students with the basic ability to use the language, to receive and convey information associated with their specialized studies. This is particularly so in the developing countries where essential text-book material is not available in the vernacular languages. Kedir Ibrahim (1989:5) says, "As primary education spread, new demand for secondary education began. In the higher levels of education, vernaculars had no place in the educational system."

Bamgbose and his colleagues (in Jacobs, 1966:68) have the following to say about the main objective of teaching English in the Nigerian Schools:

> It is taught as a subject until it is learned. But soon,it becomes a tool for learning. ---- The success of the Nigerian boy or girl in all subjects and in all of the later years of schooling is conditioned to a very extent by how well he learns English.

In a different situation the Tanzanian Chief Education Officer (in Gorman, 1970: 79) in his introduction to the Pupils' Course Book once wrote:

> In order to learn, you need to use the most important studying tool, which is language. For the time-being the tool we use in our secondary schools is the English language. You must learn to use this tool well, in order to learn the skills and knowledge your country needs. If you work hard on this course, you will find it much easier to learn to serve your Nation later on.

The fact of the education officer's advice in the Pupils' Course Book shows that pupils should work hard on the language of the medium of instruction if they want to learn more about other school subjects;

otherwise, it will be a waste of time on the part of the learners and hence a loss for the nation.

In another development, Brumfit (1983:69) quoting Bamgbose summarizes the main objective of teaching English in the Nigerian educational system as follows:

> English is introduced as a subject in the first year of the primary school and from the third year of the primary school up to and including the university level, it is the medium of instruction. This in effect means that the Nigerian child's access to the cultural and scientific knowledge of the world is largely through English.

Brumfit is also stressing the importance of an adequate knowledge of a foreign language by learners if they want to be benefitted in other subjects, i.e., subjects taught in a foreign language as the medium of instruction. Bamgbose's statement is not very much different from that of the Ethiopian situation where English is used as a medium of instruction beginning from grade seven and upwards. For instance, the English Curriculum Department (1981-1982:6) has written the following in the curriculum guideline about the role of English in the Ethiopian schools:

> It is certain that English will remain the medium of instruction... in the junior high schools. --- Therefore we must work harder in order to improve the students' English proficiency.

Summarizing the main reason of learning English in the Ethiopian school system, Stoddart (1986:6) says, "The main reason why students ... learn English in

students are required to make of the language when they enter higher education. In consequence, they state, many technical institutions provide courses with titles like 'Technical English' and 'Report Writing', the purpose of which is to repair the deficiencies or to add to the knowledge of secondary school teaching. Ure (1975:229) also explains the problem of learners using a foreign language as a medium of instruction and the need for intensive training in language. According to him, most students who go under intensive training are those students whose mother-tongue is not the medium of instruction. These students before being admitted to the institute of higher education have had to satisfy the authorities on their proficiency in English.

Abraham Demoz (1968) in discussing the educational problems in the higher levels in Ethiopia has similar views to that of Allen & Widdowson and Ure and says that between the end of secondary school education and the beginning of university education, the level of English of students wishing to enter the university must be brought up by a period of intensive training in the language.

In a similar manner, Derrick (1966) pin-points the problem of immigrant pupils learning abroad. He states that the non-English-speaking immigrant pupil not only

has a far greater adjustment to make, but in all probability can not communicate directly with the teachers.... This means, he adds, that the non-English-speaking pupils are often carried as passengers through lesson after lesson without their being able to participate in any way. They will lag behind the rest of the class, and many of them will be unable to follow a normal lesson fully in any subject. In order to alleviate the problems of immigrant students mentioned by Derrick, people suggest organizing a special class, as a means of giving special training demanded by their lack of ability in English.

2.2 English in the Ethiopian School System: Views and Suggestions.

2.2.1 The Teaching of English in the Elementary Schools

In describing the objectives of teaching English in Ethiopia, UNESCO Publication No. 280 (1965) states that the purposes of teaching English are to increase the proficiency and accuracy in spoken and written English, to improve and widen the scope of comprehension so that the language may be employed in thinking and writing. The Revised English Curriculum for Grades 3 to 8 (1982) holds similar views to what is stated above. According to it, the objectives of teaching English in grades 3 to 8 is to establish the necessary preconditions for the ... junior secondary students so that after the

successful completion of their 8-year basic education programme, those who wish to pursue their education can do so confidently and easily on the basis of the ever-increasing future demands of the Ethiopian society. However, Stoddart (1986:35) writes:

> ... the present English curriculum does not constitute a fully-effective preparation either for those students who will continue into English-medium education or for those who will leave school before then.

Dendir (1985:15) writes about the teaching of English in the Ethiopian elementary schools. According to him, the practical realization of teaching English as a subject from grades 3 to 6 at all primary schools does neither meet the required quantity nor quality. The students of grades 7 and 8 have in any case to spend a lot of time in every subject to repeat the same concepts which they have covered in the elementary grades in English. Rogers (1969:30) also says that the present policy of teaching English in the elementary grades is, in the main, mistaken, that the English teaching that is done there is ineffective and wasteful. Stoddart (1986:15) quoting 'The English Curriculum Seminar of 1967' report states, "The state of English teaching in Ethiopia is critical.... The crisis has its origin in the elementary schools."

Briefly summarizing the teaching of English in the elementary schools, Stoddart says that it may

actually be harmful for continuing students to start English too early given the poor quality of instruction that is likely at primary and junior secondary levels. Thus, he adds, it would seem preferable not to start teaching the language before grade 9 (p. 13).

2.2.2 English as the Medium of Instruction (in the Junior High Schools).

Stoddart (1986:5) says, "English is still officially the language of instruction for almost two-thirds of the curriculum in grades 7 and 8 (and in particular for such subjects as science, geography, mathematics, productive technology, commerce and ... English itself)." However in spite of what is given in the curriculum guidelines and elsewhere about the objectives of teaching English, many educators, parents, etc. are expressing their views over the decline in standard of students' English proficiency and the negative washback effects this has on their ability to benefit from grade 7 upwards grade courses of instruction conducted through the medium of English.

In talking about the problem of teaching using English as the medium of instruction, Tesfaye and Taylor (in Bender, 1976:379) in their article 'Amharic' state, "... an Ethiopian teacher can be seen conducting classes in English but much of the content is either incorrectly or inadequately conveyed, partly because of the language barrier that exists."

In other words, whatever efforts teachers might make are in vain because of the low level of students' performance in the medium of instruction.

Concerning the specific problems encountered by seventh grade Ethiopian students using English as a medium of instruction, Dendir (1985:16) explains that the major problem during the transition is that students are burdened with two major tasks, i.e., challenging the language barrier and assimilating the new concepts being taught to them. The result of such a high demand, he states, is that students neither master the language nor the subject matter. In order to alleviate the existing problem of teaching using English and making students understand lessons, many teachers in the junior high schools are using unofficial solutions to their problems. They give explanations in English and Amharic and accept questions and answers in Amharic, Dendir adds. Likewise Hudson (1968:41) states that it is in the seventh grade where English is supposed to become the medium of instruction, and where some teachers teach their lessons twice-once in English for form and once in Amharic for the students. The situation explained by Hudson in 1968 is the real situation that exists up to now in classrooms.

Strevens (1980:19) calls such solutions (using English and Amharic) single blanket solutions. The

causes of success and failure must be dug out in order to find out the real solution.

In another development, Stoddart (1986:6) says that the English possessed by the vast majority of students at all levels in the secondary school is totally inadequate for the purpose of learning other subjects through it. Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks.... As a result of the inability of students to function through English, he adds, the quality of teaching and learning in schools has been very adversely affected. Stoddart quoting Tsegaye Shanko (1980) says that the main cause for student failure in the secondary school is inability to study through the medium of English. Similarly the survey undertaken by Dendir (1981) as quoted by Stoddart revealed that 80% of the junior secondary teachers considered that pupils fail their examinations because of problems with the English language. By way of conclusion Hudson (1968:41) writes:

> The average student, because of his weak background in English, begins falling back in his studies in seventh grade, his capacity for learning English is overwhelmed by the flood of new words.... and his attitude as a student is crippled by the hopelessness of his situation.

Stoddart (1986:7) reviewing the current teaching-learning situation in Ethiopia says that in such a

situation it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction. In all too many of the classrooms..., learning seemed to have virtually ceased. Kedir Ibrahim (1989:8) giving his general remark about the use of a second language as a medium of instruction states that if a second language serves as a medium of instruction for lower levels of education, it would not be difficult to understand the problems involved. Studies have shown that a foreign medium of instruction is one of the factors for very high school drop out and repetition... in Africa.

2.3 Some Researches Conducted on LP and Academic Achievement

Ellis (1985:302) says that language proficiency (LP) consists of the learners' knowledge of the target language, and can be considered synonymous with competence. On the other hand, Ubahakwe (1980) warns that LP should not be measured in time spent, but in his (learner's) competency in the clear established attainable goals agreed upon by the profession, which can be met by most students in a designated, reasonable amount of time.

Cummins (in Kramsch, 1986) mentions two types of LP. Namely, cognitive/academic LP - that type of proficiency which permits a student to participate effectively in a

target language school setting where the second language is used exclusively to learn various subject matters, and basic interpersonal communicative skills - that proficiency which permits a learner to interact socially and fulfill basic human needs.

The present study is mainly concerned with the impact of English proficiency on academic achievement, i.e., LP which contrasts with spontaneous language, which describes language performance of speakers in face-to-face communicative situations as Plantolf and Frawley (1985:340) put it.

Harrison (1983:7) says that the aim of a proficiency test is to assess the students' ability to apply in actual situations what he has learnt. Likewise Madsem (1983) asserts the following: "Proficiency tests can measure overall mastery of English or how well prepared one is to use English in a particular setting." Hughes (1988:36) also states that proficiency tests determine whether the students' language ability corresponds to specific requirements.

Gue and Holdaway (1973:89) write about the development of objective tests of English proficiency in general. A number of objective tests of English proficiency, they say, have been developed and used extensively. Among these are: The Test of English as a Foreign Language (TOEFL),

developed by the Educational Testing Service, Princetom, New Jersey; the Michigan Test of English Language Proficiency (MTELP), developed by the University of Michigan and the American Language Institute Test (ALT). These and many other locally devised tests, such as the British Council Tests, have been used for many years to screen students at English-speaking universities.

Harrison (1983:8) explains the difference between a proficiency and an academic achievement test. According to him, proficiency is very much concerned with the students current standing in relation to his future needs; an achievement test assesses the learning that has gone before, and is therefore concerned with the past. In a similar manner, Madsen (1983:9) says that proficiency tests can measure overall mastery of English or how well prepared one is to use English in a particular setting; achievement tests ... simply measure progress in a course.

In writing about grades 6 and 8 Ethiopian National Examinations, Madsen (in Bender, 1976:484) in his article 'Language Examinations in Ethiopia' has the following to say:

> Almost from the beginning, the National Examinations have been used for dual or even triple purposes:... to measure academic achievement..., to standardize the curriculum... and to determine entrance (or predict academic success) in a higher level school.

In another development Hughes (1988:40) has similar views to that of Madsen when saying that "... final achievement tests are like proficiency tests in that their content is not to be based on the syllabus or text books." It is on objectives, Hughes adds, rather than on the syllabus or textbooks, that the content should be based (p. 41).

From Madsen's statements, we understand that the two grades' National Examinations given in Ethiopia are used as proficiency tests.

In stating the importance of a high level of proficiency, Jacobs (1966:38) asserts that in a learning situation where English is being used as the medium of instruction, the importance of acquiring a high level of proficiency in English is beyond questioning. Its mastery, Jacobs further writes, will not guarantee scholastic success, but certainly inability in English can easily lead to failure. Allen (1965:110) also discusses the importance of LP. According to him there are many factors besides English competence which contribute to academic success and failure, and no one to my knowledge, has been very much successful in isolating the language factor from amongst all the others. Likewise Mirhassani (1986:524) writes that language proficiency can only serve among many important variables

for predicting and influencing a child's chances of succeeding in an academic environment.

Oller (1978:36) says that language is a key factor in getting education. For the same reason, for some students language looms as a major obstacle to progress through the schools. It is becoming increasingly clear that educational failure is primarily a linguistic failure. Similarly O'Donnell (1980:140) writes:

> ... The truth is that in English speaking communities success in education and in most other spheres depends heavily upon the ability to speak, read and, above all write, standard English.

In another development Widdowson (1979:117) states that large number of students in developing countries are entering universities and technical institutions to take up subjects which can only be satisfactorily studied if the students are able to read textbooks in English efficiently. Even though Widdowson's statement refers to the higher institutions, the adequate knowledge of a language being used as the medium of instruction is absolutely essential for learning the other subjects in any grade level.

Allen (1965:114) adds that no matter what field you are in you will not do your best until you know the language well. Williams (1984:119) also says that some of the overseas students fail to survive

academically not because of lack of potential in their specialist subject but simply as a result of language difficulties. In spite of all these Lund (1971) says, "The most serious problem of all ... is our failure to recognize language for what it is - a means to the most noble goal in education."

According to Carroll (in Alderson, 1981), a student's success in accomplishing a given learning task is a function of his ability to understand the instruction and LP is an accumulated index of a person's mastery in second language. With regard to language mastery, Jacobs (1966:38) summarizes in the following manner:

> Mastery of the language must extend far beyond the ability to "absorb" or memorize content printed in English.... the formation of new concepts, and analyses and summary are just some of the elements of learning which must be handled in the language. Therefore mastery of the skills of the language must be much more complete than is the case in learning a "foreign" language as a supplementary communication skill.

Mirhassani (1986:523) states that LP is certainly necessary for academic achievement and those competent in all language skills should be able to carry on their studies more successfully. Similarly Allen and Corder (1975:276) write that success in language learning has

a good deal in common with success in learning other subjects. Thus it seems sensible to ask what is the strength of the relationship between measures of LP and educational tests that purport to measure achievement? says Oller. In answering a question such as this, Morgan (1984:28) writes:

> Correlation refers to co-relationship between two sets of scores. Thus, to obtain a correlation, we must have two sets of scores on the same individuals.

In further substantiating Morgan's statements, Brown (1983:48) says, "... we might be interested in the relationship between scores on two examinations in a course, between students' English and mathematics grades. This is the problem of correlation."

In describing the purpose of proficiency tests, Alderson (1981:161) says that as long as the purpose of proficiency testing is to determine whether a learner's language ability corresponds to specified language requirements it makes more sense to speak of a learner's specific proficiency in relation to the content area defined and the criteria used. Williams (1984:116) on his part states that proficiency in written English is important in a number of subjects - laboratory reports need to be written in a clearly - structured and concise fashion.

Bennette (1968:70) is very much concerned about the level of LP in different situations. According to him, a young adolescent, unless he is preparing for a specialization, will want speaking, understanding and reading. He will only need, Bennette adds, a high proficiency in writing if future studies will clearly require it. The level of proficiency is worth questioning. As a matter of fact, studying literature needs far more fluency in the four language skills than studying mathematics. Perren (1967:104) states that the concept of proficiency in language is to some extent an abstraction to be derived from anticipation of its use in defined situations. There is no such thing as total proficiency - only levels of proficiency in relation to particular uses of English for certain tasks, Perren adds. Thus, Alderson (1981:163) writes:

> Proficiency ... is interpreted as a dynamic contact, as the relative degree or level of competence a person has reached by the time of measurement. Proficiency testing has a distinct social function which has to do with future needs - predictive value.

Dodson (1967) states that in the general student population, high scores are indicators of probable college success. On the other hand, Ushur (in Mason, 1971) suggests that predicting of academic success from proficiency test scores can be enhanced by considering

the types of courses foreign students enroll in, i.e, the kind of English demands made upon the students - in conjunction with GPA. In another development, Mason (1971:179) himself says that intensive work in English as a foreign language is often an American University pre-requisite to full academic work for entering foreign students. Nevertheless, in a research conducted about the predictive ability of English language proficiency in the American Universities, he writes:

> Within the limits of sample size and ability level of the subjects used in this study, results suggest that we can not predict through existing English-test batteries the success or failure of the foreign student in the academic programme of an American University (p. 202).

According to Gue and Holdaway (1973:90) conflicting evidence exists concerning the relationship between English proficiency tests and academic achievement as measured by GPA. in the 1960's and early 1970's. A number of studies (Ushur, 1967; Jones, Kaplan and Michael, 1964; Sugimoto, 1966; Mulligan, 1966) indicate that scores on tests of English proficiency do not yield high correlations with grade point average, and are thus unsatisfactory as predictions of academic achievement. On the contrary, at least two studies(Mestenhou, 1961; Chemlers, 1964) found high correlations between high scores on objective language tests and satisfactory or better GPA's.

Another scholar, Allen (1965:114) summarizing about LP says that ELP. tests are developed for different reasons - prediction and diagnosis to name only two. Many ELP tests are used to predict the academic success readiness or academic ability of the foreign student, Allen adds. Gannon and Cozerniewska (1980:1) hold similar views. They explain that studies were intiated which looked at the relationship between the language children used and their educational success. The language ability of the child was seen as a factor affecting achievement in school, in all subject areas. Likewise, Ellis and Tomlison (1980:1) state that competence in English is an essential pre-requisite for educational and career success. Without it a pupil will be handicapped when learning his other subjects and later on when performing a job. In two separate principal component analyses, they further write, language proficiency proved to be a major variable reflected in achievement test performance (p. 94).

In a similar manner, Alderson (1981:163) writes about the relationship between LP and academic achievement as follows:

> There is hardly any doubt that LP strongly relates to ... different aspects of academic achievement.

CHAPTER THREE

PLAN OF THE STUDY

3.1 Subjects

3.1.1 Background of the Subjects and Site of the Study

The research was carried out in the Patriots' Junior High School; Zone 5; Addis Ababa. It was based on the currently enrolled seventh grade students. The total number of seventh grade students in the school was 805 distributed into 16 sections with a class size of 46 to 50 in each section. All of these students came from five different elementary feeder schools and joined Patriots' School in the beginning of September 1989 after passing the sixth grade National Examination. According to the school director, students' grouping into different sections was done randomly. Thus, he said, academically very good, good, average and weak ones were to be found in each section.

The Patriots' school itself was randomly selected for the study as there are no significant differences among the junior high schools throughout Addis Ababa. According to the policy of the Ministry of Education, all schools follow the same curricula and teach the same

number of school subjects in the respective grades. The academic background and professional training of teachers in the junior high schools is more or less similar. On the bases of these, all eighth grade students have to sit for the same National Examination in order to be promoted to senior high school.

All of the subjects involved in the study studied English as a second language at least for four years beginning from grade three. During the time of the study, they were also studying English as a subject and using it as a medium of instruction for three academic subjects - mathematics, geography and science besides productive technology and commerce - where as Amharic was studied as a subject and used as a medium of instruction for other subjects. According to the current programme, the students have five forty-minute English class periods a week.

3.1.2. Sampling of the Subjects

Because of the limitations of time and funding it was found almost impossible to include in the study all seventh grade students, i.e., the 805 students enrolled in the Patriots' School. Experience also shows that it is hardly possible to include in the study all of the target population in most research work except taking a representative sample. As a result, using a representative sample was the only alternative that the

researcher decided to take so as to tackle the situation.

According to Galfo (1965:154), one way to select a representative sample is to pick the individuals that are to make up the sample at random. Various proceures may be employed to obtain a random sample, but one thing is that chance factors are likely to intervene more in random selection than elsewhere. Based on his system, out of the expected 136 subjects drawn by lot from eight sections to take part, 132 were involved in the study while four were absent at the time the test was conducted (See Table A).

Table A: SAMPLE SIZE

Section	Male	Female	Total
A	12	5	17
B	10	7	17
C	11	6	17
E	7	10	17
F	10	7	17
J	7	9	16
L	10	7	17
N	9	5	14
TOTAL	76	56	132

3.2 Data Collection

The nature of the study required that data be collected from two different sources; namely from the ELPT and the School Record. In both cases, 132 students' test results represented the data on which this study was based.

3.2.1 The ELPT

3.2.1.1 Preparation of the ELPT

The objective of preparing and testing the ELPT for this study was to investigate whether the seventh grade students' command of English was sufficient to help them cope with their lessons in English. The test was prepared by the investigator after having read different books that have examples and excercises about the ELPT. The guideline and sample questions of the Michigan Test of English Proficiency were also referred to. Not only these but also questions prepared by seventh grade English language teachers in some junior high schools in Addis Ababa in previous years were taken into consideration. In writing about the preparation of grade 6 and grade 8 Ethiopian National Examinations, Madsen (1976:486) says, "The direct use of local teachers is avoided.... However, teachers are encouraged to submit their classroom tests to the Chief Test Expert...." All these attempts were made bearing in mind the idea that appropriate information about preparing the ELPT might not be obtained by a single

means. In short, after having done these it was hoped that the test could be a valid one.

In addition to these attempts, the test questions were submitted to some experienced English teachers both at the elementary and junior secondary schools for evaluation. These gave their comments and on the bases of their evaluation of the test, further modification was made on the test. The test was also submitted to Ato Galgalo Liben, who is a member of the English Panel at the English Curriculum Division (Ministry of Education), for his comment. Based on his suggestions, some difficult words were replaced by more appropriate ones. This procedure was adopted because, as Harrison (1983:134) states:

> No one person can write a test by himself, even if he puts it aside for a few days and comes back to revise it later. If he does this, he will certainly find all kinds of errors and inconsistencies which he had not noticed as he worked out of the test.

Thus, according to Harrison, discussing the test with others before its administration is vital.

After having looked at the preparation of the test from different angles, I decided to write the questions by closely following the format of grades 6 and 8 National Examinations given in Ethiopia. These examinations (grades 6 and 8 National Examinations) are taken to be tests of English proficiency and are objective tests (Madsen 1976).

Hence, grammar, vocabulary and reading comprehension skills of the English language were tested in an integrated multiple-choice test form. Briefly, the test contained 50 items divided into two main parts. Part I was Reading Passage where as Part II was a test of grammar and vocabulary; it included different subparts.

A short reading passage was given to find out how well the students read and comprehend in English. On the other hand, grammar questions were given to test how well they recognize and use English grammatical structures. In relation to this, sentence completion in two-person dialogue questions were included besides a multiple-choice completion of a single sentence. In testing the lexical knowledge of students, a multiple-choice completion and a multiple-choice paraphrase type of questions were given.

In the first item of the vocabulary questions, students were given a sentence with one word omitted and a list of four words to choose from; i.e., form those words, they had to find the word that would best complete the sentence. In the other item of vocabulary questions, a sentence with a word or phrase underlined in it was given, followed by four words; students had to find the word that was the closest in meaning to the underlined word in the sentence. Each question in the

test was followed by four choices so that examinees could choose the best answer according to the question. Furthermore, an example was given at the beginning of each part (or subpart) in the test so as to familiarize the students in answering questions (See Appendix I).

3.2.1.2 Administration of the ELPT

The test was administered during the course of the first semester (December 9, 1989) in Patriots' School. It was administered by four invigilators in four sections with between 31 and 35 examinees in each section under the overall supervision of the test writer. The invigilators were properly oriented about the objectives of the test before its administration so that they could strictly follow the instructions given on the test cover sheet of paper.

In order to keep a uniform test condition, the same instructions were read aloud to all of the four sections by the respective invigilators and after that, 5 minutes were given to the examinees to read the instructions silently all by themselves. While taking the test, the examinees were told to:

1. read over the passage carefully
2. write the letter with the correct answer on the left side of each question
3. check their answers quickly and go ahead within the limits of the given time; and

4. ask questions if they had any.

Above all, they were reminded to use only one correct answer for each question. The time alloted to complete the test was 60 minutes.

3.2.1.3 Marking of the ELPT

The test was marked by the writer and checked by another English teacher. There were 50 questions in the test and the total correct scores of the questions in the test were multiplied by two - since each question was worth two points - to convert the score out of 50 into percentage.

3.2.2 The School Record

The academic achievement test results of the three subjects - mathematics, geography and science - which are taught in English were gathered from the school Record. Tests on these subjects were prepared and administered by the concerned subject teachers.

3.3 Statistical Computation

The main purpose of conducting this study was to find out whether or not there is a relationship between ELP and academic achievement of seventh grade students. In this connection Galfo (1965:189) says that there are

several methods used to test relatedness. One such method developed by Karl Pearson is the Pearson Product - Moment Coefficient of Correlation (r). To obtain a correlation such as r, (Morgan 1984:28), we must have two sets of scores on the same individuals.

Thus, in order to find the relationship, it is hypothesized that there is no significant relationship between ELPT and academic achievement of seventh grade students. Failing to retain this hypothesis would automatically result in accepting its converse; namely that there is a significant relationship between ELPT and academic achievement of seventh grade students.

In order to test the hypothesis, r (the coefficient of correlation) will be computed between ELPT and test results in the selected school subjects and, these will be presented in the form of table B.

TABLE B.

REQUIRED COMPUTATIONS OF THE CORRELATION COEFFICIENTS BETWEEN ELPT AND THE TEST RESULT IN EACH SCHOOL SUBJECT FOR THE STUDY.

	English	Maths	Science	Geography
English	1.00	X	X	X
Maths		1.00	X	X
Science			1.00	X
Geography				1.00

Note: X means the correlation between two different subjects whereas 1.00 indicates the correlation between each subject and itself.

Then, the correlation between ELPT result and each of the selected school subjects' test results will be tested using a t-test to find out whether or not the result is statistically significant. It is only when it is statistically significant that the hypothesis which states that there is no relationship between ELP and academic achievement of seventh grade students will be rejected and the converse of it accepted.

The computation for r will be carried out using the following formula:

$$r = \frac{\Sigma X.Y}{N\sqrt{X}\sqrt{Y}}$$

where,

r = denotes the correlation coefficient of variables X and Y.

X = represents the difference between $X-\bar{X}$

Y = represents the ELPT scores

$\bar{X}$ = represents the mean of variable X.

Y = represents the difference between $Y-\bar{Y}$

Y = represents maths test scores

$\bar{Y}$ = represents the mean of variable Y

N = denotes the number of samples

$\sqrt{X}$ = represents the standard deviation of variable X

$\sqrt{Y}$ = represents the standard deviation of variable Y

Σ = sum of

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 Presentation of Results

The scores for the total number of students (N=132) in ELPT were separately correlated with their own test results of maths, science and geography. The sum of the scores for ELPT was 4572, maths 4442, science 5665 and geography 6167. Their mean scores were 34.63, 33.65, 42.92 and 46.72 respectively (see Appendix VI, VII and VIII). The correlation coefficients of English - Maths, English - Science and English - Geography are given in Table C. below as well as the intercorrelations of the various subjects.

TABLE C.

CORRELATIONS BETWEEN ELPT AND ACHIEVEMENT TEST RESULTS IN SELECTED SUBJECTS

	English	Maths	Science	Geography
English	1.00	0.56	0.64	0.55
Maths	0.56	1.00	0.69	0.59
Science	0.64	0.69	1.00	0.64
Geography	0.55	0.59	0.64	1.00

It can be seen in Table C. above that the correlation coefficient of English-Maths is 0.56; that of English-Science

is 0.64 and that of English-Geography is 0.55. Each of the three groups, i.e., English-Maths, English-Science and English-Geography has a high positive relationship (Morgan 1984). In other words, their relationships are direct and positive with the range of Pearson Correlation Coefficient having 0.55 to 0.64. Brown (1983:49) writes that if high scores on one variable go with high scores on the other, and low with low, the correlation will be positive. Conversely, if high scores on one variable are associated with low scores on the other, the coefficient will be negative.

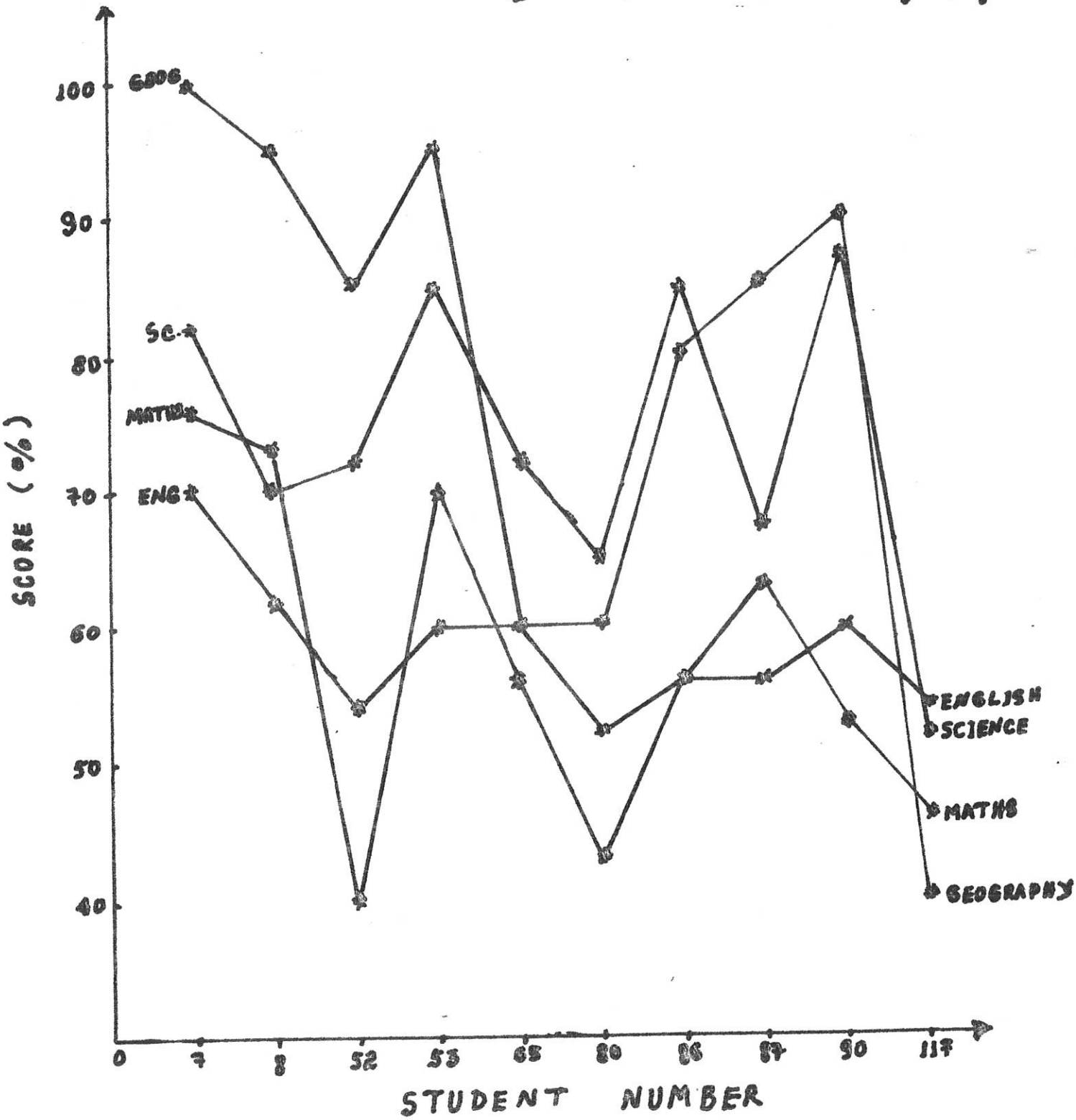
According to the findings in this study, students who scored high in ELPT on the average tend to score high in maths, science and geography. Table D. below and graph I. on page 42 illustrate this.

TABLE D.

TOP 10 SCORES IN ENGLISH (MATHS, SCIENCE & GEOGRAPHY)

Student	English	Maths	Science	Geography
7	70	76	82	100
8	62	73	70	95
53	60	70	85	95
65	60	56	72	60
90	60	53	87	90
86	56	56	85	80
87	56	63	67	85
52	54	40	72	85
117	54	46	52	40
80	52	43	65	60

GRAPH 1: Top 10 Scores in English [Maths, Science, and Geography]



Students who scored low in ELPT tend on the average to score low in the academic achievement tests. If one looks at Table E. below and graph II. on page 44, one can easily detect that students who got the bottom 10 scores in English got on the average the same kind of results in other subjects. For instance, the average score for the bottom 10 students in English is 17.4 while that of maths is 24.4, science 29.5 and geography 32.3. Similarly, the scores of the 10 students who fall in the middle also tend to follow the same pattern. As a result, the average score for the middle 10 students in English is 33.6 while that of maths is 30.2, science 35.3 and geography 40.0 (see Table F. on page 45 and Graph III. on page 46). That is what the various r's (calculated) in the study signify.

TABLE E.

BOTTOM 10 SCORES IN ENGLISH (MATHS, SCIENCE & GEOGRAPHY)

Student	English	Maths	Science	Geography
72	20	26	27	20
109	20	20	22	15
124	18	30	20	25
110	18	16	22	25
36	18	23	32	53
27	18	16	32	35
2	18	30	35	45
61	16	30	35	35
130	14	30	40	35
121	14	23	30	35

GRAPH 2 : Bottom 10 scores in English
[Maths, Science and Geography]

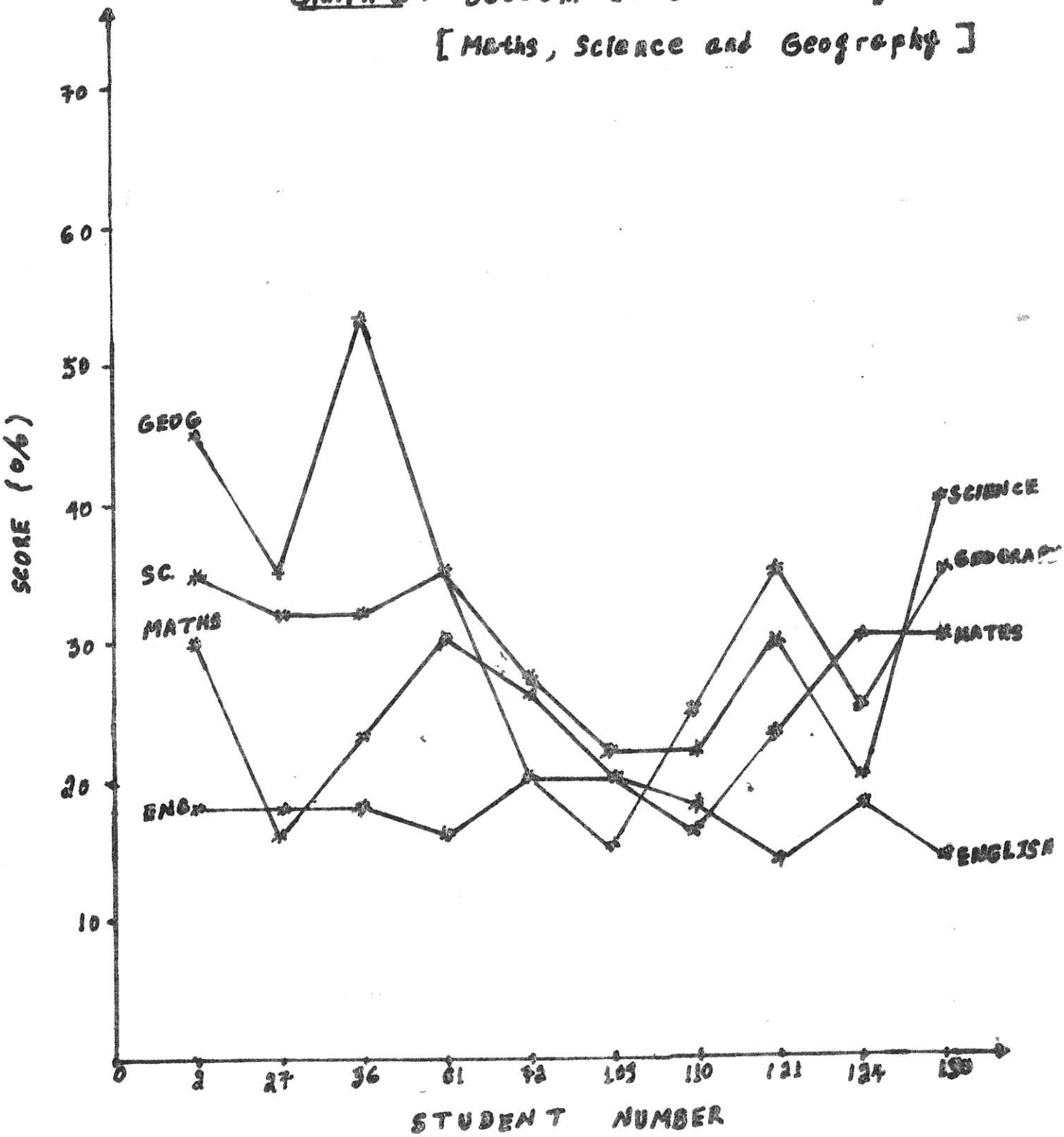


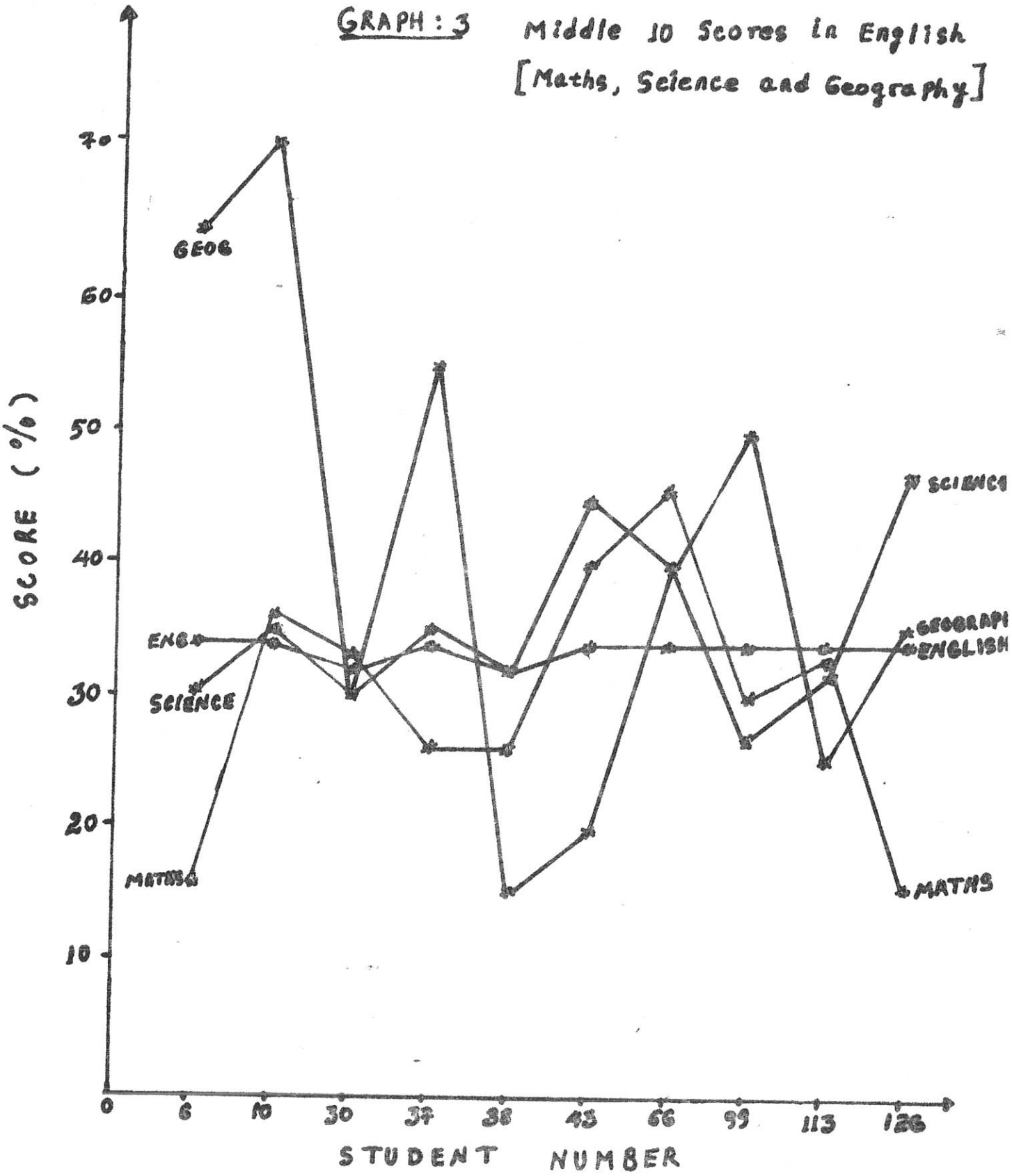
TABLE F.

MIDDLE 10 SCORES IN ENGLISH (MATHS, SCIENCE & GEOGRAPHY)

Student	English	Maths	Science	Geography
6	34	16	30	65
10	34	36	35	70
37	34	26	35	55
43	34	40	45	20
66	34	46	40	40
99	34	30	27	50
113	34	33	32	25
126	34	16	47	35
30	32	33	30	30
38	32	26	32	15

On the bases of Tables D, E and F, it is worth remembering that it is not always possible to find a one-to-one correspondence between two variables which, of course, shows a perfect relationship. The assumption here is that a stu lent who got high scores in one subject, in our case English, is expected to get relatively high scores in maths, science and geography. Similarly, a stu lent who got low scores in English is expected to get relatively low scores in the other subjects.

GRAPH : 3 Middle 10 Scores in English [Maths, Science and Geography]



Though all the three groups - English - Maths, English - Science and English - Geography have positive relationships, the degree of relationship in each group slightly varies from one group to the other. This is so since each subject has its own terms to use and formulae to apply. Not only this, but also an individual may not have the same interest and ability in two different subjects.

Other explanations could also be offered for the differences. The fact that there were three independent teachers for maths, science and geography suggests one possible explanation for those differences among the three correlation coefficients. Apart from this, the question of tests having equal weight (standard) in maths, science and geography is another very important issue to be taken into consideration. In anyway, the above is not so much relevant. What matters in these results is that the correlation between English-Geography (0.55) is the lowest while that of English-Science (0.64) is the highest as far as face falue judgement is concerned. The correlation between English-Maths (0.56) lies in between the two extremities.

Concerning the three correlation coefficients, an attempt was made to find whether or not there were statistically significant differences among them.

A statistical computation was done using Johnson's (1982:388) formula. After the computation, it was found out that there were no statistically significant differences among the three correlation coefficients. This showed all correlations were more or less equal and the differences among them were ngligible.

In further analyzing the results of the study, of those who got 50% and above in the ELPT, 61.54% passed in maths, 84.62% in science and 92.31% in geography by scoring 50% and above in accordance with the Ministry of Education Policy. On the other hand, 7.69% of those students who got 50% in ELPT have failed in all of the three subjects. Whether this was a result of lack of interest in the concerned subjects or due to feelings of ill-health, etc. are left for further investigation. However, this figure (7.69%) is not as such to be worried about for the time being since the majority of the students have passed in all of the three subjects while a few failed in one subject only.

Not surprisingly, 3.78% of the students who passed in all the three subjects have failed in the ELPT. This agin could be considered as a negligible number since 96.22% (100%-3.78%) of those who got 50% and above in the three subjects have passed in the ELPT.

Furthermore, an attempt was made whether or not students who scored between 40 and 49 in the ELPT could get passing scores in all the three subjects. The finding was disappointing, i.e., only 9.9% of those who scored between 40 and 49 in ELPT scored 50% and above in maths, science and geography.

4.2 Hypothesis Test

In this study, two hypotheses were formulated:

The first hypothesis stated that there would be no significant relationship between ELP and academic achievement of seventh grade students. The second one, which was the opposite of the first hypothesis, stated that there would be a significant relationship between ELP and academic achievement of seventh grade students.

The level of significance used was 0.001. The t-calculated values were found to be 7.69, 7.46 and 9.48 for English-Maths, English-Geography and English-Science respectively. The value of t-tabulated was found to be 3.29.

The computations in Table G. on page 50 show that the t-calculated was greater than the t-tabulated. As a result of this, the hypothesis stated that there would be no significant relationship between ELP and academic

achievement of seventh grade students was rejected which led to the acceptance of the second hypothesis.

TABLE G.

HYPOTHESIS TEST

	English	t-cal.	t-tab.	Statistical
Maths	0.56	7.69	3.29	significand
Geography	0.55	7.46	3.29	significant
Science	0.64	9.48	3.29	significant

To sum up, this study has revealed the following:

1. The relationships between English-Maths, English-Geography and English-Science are direct and positive (see Table C. on page 40).
2. A student who got a high ELP score has got high scores in the other subjects (see Table D. on page 41).
3. Similarly, a student who got a low ELP score also has got relatively low academic achievements in the other subjects (see Table E. on page 43).
4. The differences among the three correlation coefficients are not statistically significant.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The results of the study reveal that the correlation between English-Maths, English-Geography and English-Science are 0.56, o.55 and 0.64 respectively. These correlation coefficients show high relationships between ELP and achievement test results in the other subjects. They show the objective reality and are quite good indicators of the importance of English on learning in the junior high schools. In other words, the implication is that scores on the second test, i.e., maths, science and geography can be predicted with a high degree of confidence from scores on the first test, i.e. ELPT.

The findings in this paper also show that of those who got 50% and above in the ELPT, 53.84% passed in all the three selected academic subjects by scoring 50% and above in accordance with the Policy of the Ministry of Education. However, a small percentage (38.46%) of those who got 50% and above in the ELPT, failed in only one subject. Even those students who failed in one subject have got an average of more than 50% for the three subjects, namely maths, science and geography. From this it could be concluded that a passing score

(50%) in the sixth grade English National Examination should be the basis for promotion from grade 6 to grade 7.

On the bases of the above results, the educational implication is clear. An increase in the ELPT is implied by an increase in the academic success of students. In other words, the improvement of teaching English either in the elementary or junior high schools (or in both) could be considered as an essential part in the academic studies of seventh grade students. To say the least, it seems correct to conclude that performance in English affects the results in the other academic subjects.

As indicated earlier in Table C. on page 40, it might seem that the correlation between English-Science (0.64) is higher than that between English-Maths (0.56) and English-Geography (0.55). Nevertheless, it has been statistically proved that there are no significant differences among the three correlation coefficients, i.e. high ELP is more or less equally important for science, maths and geography classes.

Henceforth, it is justifiable to say that an improvement in the teaching of English as a subject will have a positive effect for the success of students in the Ethiopian junior high schools. From this, it is

possible to conclude that much of the students' academic failure as it could be observed in Appendix V. on pages 84-87 (and as it has been stated by Hudson, 1968; Jarvis, 1969; Tesfaye and Taylor, 1976; English Language Curriculum Department, 1979; Dendir, 1985 and Stoddart, 1986) is the result of the poor English language background of students in the elementary schools.

As far as my experience as an English teacher and the complaints I hear from other teachers are concerned, the level of English language proficiency of the students in the junior high school is very low.

To sum up, the writer cannot say that his findings are absolute for all of the junior high school students. Nevertheless, all the available evidence points to the fact that prediction of academic success for seventh grade students will be very high provided that a score of 50% in ELPT in grade 6 English National Examination is used as a criterion for promotion to grade 7. This implies that ELPT could be used as a good academic prediction in further studies in the junior high school. The question is what percentage of the students would be able to get a score of 50% and above in the required English language competence. This is something that should take the attention of the educational authorities at large.

It seems that the need for English will continue as long as it is the language of international communication and scientific and technological advance; however, its effectiveness in meeting its demands depends upon how effectively it is taught as a subject in schools. Unless changes are made very rapidly in the system of teaching English both in the elementary and junior high schools, the level of English proficiency will continue to go down. This indicates that the quality of education will further deteriorate. In this connection, Dendir (1985:17) has the following to state:

> ... certainly it becomes clear... that it is not possible to change the medium of instruction at secondary schools... despite the actually existing problems in connection with using English as the medium of instruction.

5.2 Recommendations

5.2.1 Background of the Recommendations

Before suggesting any sort of recommendation in improving the ELP of seventh grade Ethiopian students, it seems wise and more appropriate to briefly state the objective of teaching English as a subject, the findings in this paper and other related points in the Ethiopian educational system.

The Revised English Curriculum for Grades 3-8 (1982:2) states that the specific objectives of teaching English in grades 3-8 emanate from the general educational objectives of the country. These specific objectives are based on the immediate needs of our country in using English as a medium of acquiring knowledge and organizing experience into concepts.

The official policy of the Ministry of Education is that English will begin to be taught as a subject starting from grade 3 and used as a medium of instruction from grade 7 onwards. This means upon completion of the elementary school course, Ethiopian students should be able to speak, read and understand effectively materials written in English. However, Stoddart (1986:6) writes:

> ...the vast majority of students in the secondary school is totally inadequate for the purpose of learning other subjects through English. Students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks let alone to participate actively through their own speaking and writing.

Nowadays, it has become common that the majority of the students who have studied English for four or more years cannot speak English even when the situation demands it. Of course, this condition has very much

worried scholars in the country for quite some time now. According to the results of the study in this paper, it was found out that there is a high positive relationship between ELP and academic achievement of seventh grade students. However, the results of the students in the ELPT in general was not good. The highest score was 70% while the lowest one was 14 (see Appendix V). This shows that the academic achievement test results in maths, science and geography were not good. This implication indicates that steps are to be taken in order to upgrade the ELP of the junior high school students to improve the quality of education in the country.

In the above sections of the present work, the objective of teaching English, the policy of the Ministry of Education regarding English, the high positive relationship of ELP and academic achievement and the inadequate knowledge of English by the

students have been pin-pointed. Thus, having seen the real situation of the language in the country, one might think of what the solutions might be.

In fact, the real solution to the problem is to improve the system of teaching English both in the elementary and junior high schools. There is nothing wrong with the language itself. That is, the fact that students encounter problems using English is not because of the defective knowledge of the system of English, but it is due to the system of teaching the language and students' unfamiliarity with English usage. The question lies on how to improve the language ability of students and how to use it effectively as a medium of instruction.

The problem of having English as a medium of instruction is not particular to Ethiopia. For instance, Allen and Widdowson (1979) and Ure (1975) have expressed their dissatisfaction with the use of English as a medium of instruction in other parts of Africa. However, their solution to the problem was not to do away with English and use vernaculars as mediums of instruction. Rather, they gave a number of recommendations on how to improve the English language instruction.

5.2.2 Recommendations

If English is to continue to be used as the medium of instruction and achieve its objective in facilitating the teaching-learning process, the Ministry of Education should take drastic measures in order to curb the deteriorating situation and improve the quality of education in the country. What measures to take and improve it need further studies. Nevertheless, based on my experience as an English teacher quite a considerable number of years and on suggestions that I hear from other English teachers as how to improve the teaching of English, I have given the recommendations below:

1. Quality of teachers - The English Panel in the Curriculum and Supervision Department (1981-1982:23) says, "Most teachers who teach English in Ethiopian schools are not trained for it." If this is the situation, people who have a good academic background should be selected and trained in the teacher training institutes for both the elementary and junior high schools.

2. Class size - The number of students in each section should be minimized. According to the English Panel (1981-1982), the number of students in a class visited was above normal and the average number was found to be 70 students in a class.

3. Multiple-Choice questions have a harmful washback effect.

The objective type of question is the one which is widely used in the Ethiopian school system. In this type of examination, students are not required to use the productive skills of the language, i.e. they are not required either to write or speak using the language. Rather, they are required to select a word or a phrase among the given alternatives. Students as well as teachers are extremely examination oriented. As far as my experience is concerned, the multiple-choice type of examination has contributed a lot to the deteriorating situation of the standard of ELP in the country.

On the basis of its negative washback effects, it seems advisable that the objective system of examination be replaced by the subjective type; if possible both should be used.

4. English teachers should teach language skills rather than more facts about the language.

5. In my opinion, conversation and dictation programmes are vital. However, in most schools, conversation and dictation programmes are non-existent. For instance A Detailed Outline of English Curriculum for Grades 9-12 (1979:5) stresses, "... the emphasis should be more on giving

'ideological English' than on conversational English."

6. Seminars - Language workshops for teachers should be organized. It is here where teachers could share their professional experiences and discuss their problems.

7. If possible, remedial classes should be organized for students who are said to be deficient in ELP.

8. Student - teacher interaction should always be in English at least beginning from grade 7.

9. A score of 50% in the sixth grade ELPT should be the minimum requirement for promotion to grade seven if students are to succeed academically in the junior high schools.

10. The existing textbooks prepared by the curriculum department concentrate on the structural aspects of the language rather than its communicative aspects. Therefore, appropriate teaching materials geared to developing language skills that enable students to perform better in the academic subjects should be prepared. In short, the teaching approaches to the language need revising.

The recommendations given above could mainly be grouped into two, i.e. those that could be dealt with by the Ministry of Education and those which could be

tackled by classroom teachers. For instance, recommendations numbers 1,2,3,6,9 and 10 could mainly be treated by the Ministry of Education whereas numbers 4,5, and 8 are the sole responsibility of classroom teachers. On the other hand, recommendation number 7 is a task that could be achieved by the Ministry of Education in collaboration with schools, teachers, parents, etc. In all cases, the involvement of the school authorities is likely to facilitate the situation.

Although many of the recommendations given require important financial expenses for implementation, the writer still believes that this is one of the country's responsibilities and that the implementation of these recommendations is a real panacea for the existing chronic problems in our educational system.

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APPENDIX I: ELPT.

PATRIOTS' JUNIOR HIGH SCHOOL

A D D I S A B A B A

GRADE 7 ENGLISH LANGUAGE PROFICIENCY TEST

DEC. 9, 1989.

NAME _____ SECTION_____ ROLL No._____

SEX _____ AGE_____.

GENERAL DIRECTIONS:

1. READ EACH QUESTION CAREFULLY.
2. WRITE THE LETTER WITH THE CORRECT ANSWER ON THE SPACE PROVIDED ON THE LEFT SIDE OF EACH QUESTION.
3. THERE IS ONLY ONE CORRECT ANSWER FOR EACH QUESTION.
4. CHECK YOUR ANSWERS CAREFULLY.
5. THERE ARE 50 QUESTIONS IN THIS QUESTION PAPER.
6. YOU ARE GIVEN 60 MINUTES TO ANSWER ALL THE QUESTIONS.

APPENDIX I. ELPT.

Name _____ Section_____ Roll No. ___

I. Reading Passage

A. Directions:

Here is a short reading passage. Read it carefully and answer the questions that come at the end of it.

My Home Town

At home in Dangilla when the school closes, I get up at about 7 or 7:30 a.m. - depending when my mother gets up. Some days I have porridge for breakfast, some days an orange, some days a cup of milk, and some other times nothing. I do not see the point of doing the same thing everyday.

After my mother goes to the place where she works, I start studying in my bedroom. I have a very simple lunch at about half-past twelve. Sometimes a sleep afterwards.

In the afternoon, I usually go to the library to read books. In the evening, my mother has coffee ceremony with the family. She likes this occasion. As usual, I go to bed at about 8:00 o'clock.

B. For each of the following questions, choose the best answer according to the passage given above (1-10).

APPENDIX I. ELPT.

Example: A When does the writer have lunch?

A) at about 12:30 B) at about 12:00
C) at about 8:30 D) at about 8:00

The expected answer is A and thus it is written on the left side of the question.

____ 1. Where is the writer's home?
A) It is in Addis Ababa. B) It is my home town
C) It is in Bahir Dar. D) It is in Dangilla.

____ 2. How many kinds of breakfast does he have?
A) He has 3 kinds of porridge.
B) He has 3 kinds of oranges.
C) He has 3 kinds of breakfast.
D) He has 3 cups of milk.

____ 3. When does he study?
A) In the afternoon B) In the morning.
C) After his mother comes home.
D) After his mother goes to office.

____ 4. At about half-past twelve he _____.
A) eats lunch B) sleeps on bed.
C) goes to the library.
D) drinks a cup of coffee.

____ 5. In the afternoon, he _____.
A) usually goes to the library.
B) sometimes goes to the library
C) has coffee ceremony with his mother.
D) studies in his bedroom.

____ 6. Why does he change his breakfast everyday?
Because _____. A) he likes porridge
B) he does not want to do the same thing everyday.
C) he wants to get up at 7:30
D) his mother tells him to change everyday.

APPENDIX I: ELPT.

____ 7. A library is the place where you _____.

A) buy and read books. B) sell and buy books.

C) find a collection of books and read them.

D) find newspapers only.

____ 8. At about 8:00 o'clock, _____.

A) he goes to bed. B) his mother goes to office.

C) he eats his breakfast.

D) he will have a coffee ceremony.

____ 9. According to the passage, 'gets up' means:

A) wakes up B) stands up C) bedroom

D) coffee ceremony.

____10 'Occasion' in the passage means:

A) a cup of coffee time B) lunch time

C) breakfast time D) time.

II. Grammar and Vocabulary Questions

A. Choose the word or phrase that best completes each sentence (11-40).

Example:

__A__ She is ____ her breakfast.

A) eating B) eats C) ate D) eaten.

The expected answer is A and thus it is written on the left side of the question.

____11. Abebech is beautiful but Aster is _____.

A) more than B) more beautiful

C) beautiful D) most beautiful.

____12. If beautiful is to Almaz so handsome is to _____.

A) Abebech B) the girls C) Kebede

D) the students.

____13. Blind people cannot see. But they can ____ their friends' voices. A) satisfy B) recognize

C) know D) admire.

____14. Don't _____ the teacher while he is writing notes.

A) progress B) interrupt

C) offer D) copy.

APPENDIX I: ELPT.

____15. Don't _____ this orange. _____ is spoilt by insects. A) it/Eat B) it/It C) eat/It D) eat/Eat.

____16. Can you _____ the _____ from here?
A) sea/see B) see/see C) see/sea D) sea/sea

____17. She quickly _____ her lunch. A) drank B) ate C) drove D) slept

____18. He did not do his homework _____ he was careless.
A) foolish B) beautiful C) because D) never

____19. Bekele is _____. He can't hear. A) blind B) deaf C) dumb D) dull

____20. We must say "_____" if we make a mistake.
A) please B) Thank you C) I am sorry D) No, thank you.

____21. My mother's brother is my _____.
A) niece B) uncle C) aunt D) sister.

____22. What is the difference _____ this and that?
A) with B) among C) between D) from.

____23. You must know how many _____ one make five.
A) times B) chances C) beans D) boys.

____24. Where are the girls? They are sitting in _____.
A) they room B) their room C) theirs room D) them room.

____25. The _____ today is quite good.
A) weather B) Whither C) wetter D) whether

____26. How old _____ when you came to Addis Ababa?
A) are you B) will you be C) were you D) would you been.

____27. I _____ going to write but I lost your address.
A) was B) will be C) have been D) had been

____28. The car _____ he drives is mine.
A) which B) who C) whose D) whom.

____29. I _____ to the hospital tomorrow.
A) went B) will go C) comes D) will see

APPENDIX I: ELPT.

____30. Where did Kebede go? He went _____ Awassa yesterday.
A) to B) in C) at D) into.

____31. Who _____ it? Grandfather did it.
A) buy B) was bought C) bought D) did buy.

____32. What is that animal? That ____ an ox. A) to call
B) for calling C) he called D) is called.

____33. The children were fighting because they both wanted the _____ ball. A) same B) some
C) like D) very.

____34. How _____ have you lived in Addis Ababa? A) far
B) old C) soon D) long.

____35. What is _____ time? A) an B) a C) the D) un.

____36. He looked at the man and the woman. Did he look at _____ happily? A) them B) they
C) their D) theirs.

____37. _____ him a few words of English? A) Who taught
B) Who did teach C) What did he teach
D) Whom did he teach.

____38. You can not get blood out of _____. A) a chicken
B) an ox C) a plant D) a sheep.

____39. The earth _____ on its own axis. A) rotating
B) rotated C) rotate D) rotates.

____40. A _____ attracts or picks metals. A) iron
B) magnet C) wire D) copper.

B. Choose the meaning of the word which is underlined in each sentence (41-43).

Example:

_B_ There are certain English books that you can read easily.
A) many B) some C) much D) any.

The expect answer is B and thus it is written on the left side of the question.

____41. This year, he is progressing in his English.
A) working B) improving C) studying
D) getting.

APPENDIX I: ELPT.

____42. My sister made a steady improvement in her English results. A) regular B) good C) better D) beautiful.

____43. The house is adjacent to the school. A) near B) above C) next D) across.

C. Choose a sentence that answers the question (44-48).

Example:

__C__ Is this your new book? A) No, it is your B) No, it is you C) No, it is yours D) No, it is your one.

The expected answer is C and thus it is written on the left side of the question.

____44. How long did the soldiers fight last week? A) for two weeks B) for three hours C) with enemies D) for the country.

____45. When is your birthday? A) It is in Addis Ababa B) I was born in Awassa C) It is on the 16th of May D) I have a birthday gift.

____46. With whom do you study? A) I study in a forest B) with my sister C) with whom I study D) I don't know where to study.

____47. Which subject do you like best? A) You taught me English B) I learned science C) I like science D) I do not study geography.

____48. Do you like your English teacher? A) Yes, I do not B) Yes, I do C) Yes, I does D) Yes, I does not

____49. Choose the word that is misspelled in this list. A) mathematics B) scence C) chemistry D) geography.

____50. Which word is different from the others in the list given bellow? glass, tea, bottle, cup. A) glass B) tea C) bottle D) cup

APPENDIX II: MATHS TEST.

PATRIOTS' JUNIOR HIGH SCHOOL

A D D I S A B A B A

Grade 7 Mathematics Model Examination.

Name _____ Section_____ Roll No. ____

Instruction: I. Write "True" if the statement is correct and write "False" if the statement is wrong on the space provided on the left side of the question number.

____ 1. Empty set is a set with one element in it.

____ 2. A collection of objects, numbers, persons, figures or ideas is called a set.

____ 3. Every equal set is an equivalent set.

____ 4. Sets that match exactly are said to be in one-to-one correspondence with each other.

____ 5. The set $\{0,1,2,3,\ldots\}$ is the set of whole numbers.

Instruction II. Choose the best answer and write the letter of the answer on the space provided.

____ 1. A set that contains either no elements or a definite number of elements which can be counted is called: A) subset B) finite set C) equivalent set D) disjoint set.

____ 2. A natural number which has exactly two different factors, itself and 1 is called: A) an even number B) an odd number C) a composite number D) a prime number.

____ 3. Which of the following is the set of even counting numbers less than 10? A) $\{2,4,6,8\}$
B) $\{1,2,3,4,5,6,7,8,9\}$
C) $\{0,1,\ldots,9\}$ D) $\{1,3,5,7,9\}$

APPENDIX II. MATHS TEST.

____ 4. What is the smallest natural number? A) 0
B) 2 C) 1 D) None of the above.

____ 5. Which of the following is not correct?
A) $2 \subseteq \{2,4\}$ B) $\emptyset \subseteq \{a,b,c\}$ C) $-1 \nsubseteq 100$
D) $\{1,3\} \subseteq \{1,2,3,4,5\}$

____ 6. $(5,7) \rightarrow 12$. The operation used is: A) addition
B) subtraction C) division D) multiplication

____ 7. Which one of the whole number properties is illustrated by the following statements
$2(3+4) = (2x3)+(2x4)$?
A) Associative property for multiplication
B) Commutative property for addition.
C) Distributive property of multiplication with respect to addition.
D) Associative property for addition.

____ 8. The Greatest Common Factor of 4 and 7 is: A) 27
B) 11 C) 1 D) 2.

____ 9. Which of the following sets is equivalent to $\{a,b,c,d\}$? A) $\{a,b\}$ B) $\{1,2,3,4,5\}$
C) $\{a,b,c,d,\}$ D) $\{3,5,7,9\}$

____10. If A= the set of whole numbers greater than 8
B= the set of whole numbers less than 13.
Then A B is: A)$\{9,10,11,12\}$ B)$\{9,10,\ldots\}$
C)$\{0,1,\ldots,12\}$ D)$\{8,9,10,11,12,13\}$

Instruction III. Fill in the blanks.

1. The set of all numbers used to count objects is called_____.
2. _____ is an even prime number.
3. _____ is a collection of things.
4. Let Set $A=\{5,*,\square\}$. Then $n(A)$ = _____.
5. The sign "$\subseteq$" is a sybol we use to stand for the words "is a _____ of".

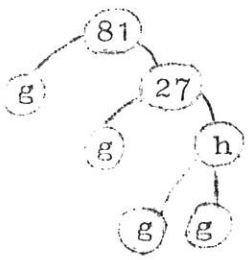
APPENDIX II. MATHS TEST.

Instruction IV. Match the statements of the first column with the terms in the second by putting the appropriate letter in the space given in the left column.

____ 1. Any two sets which have no members common to them.	A. Prime number.
____ 2. A natural number which has more than two different factors.	B. equal sets.
____ 3. Addition and multiplication.	C. disjoint sets.
____ 4. A = {x/x is a vowel in the English alphabet}	D. even number.
____ 5. An integer that has 2 as a factor	E. set builder notation.
	F. composite number.
	G. primary operations.

Instruction V. Work out.

1. Find the set of factors of 12.
2. Express 24 as a product of prime numbers.
3. What is the LCM of 8, 12, and 24.
4. Find the missing numbers



g: _____

h: _____

5. _____ is neither composite nor prime.

APPENDIX III. SCIENCE TEST.

PATRIOTS JUNIOR HIGH SCHOOL

A D D I S A B A B A

Grade 7 Science Model Exam. 1982 E.C.

Name _____ Section_____ Roll No. ____

I. Say True if the statement is correct or false if the statement is wrong. Write your answer on the space provided.

____ 1. In your environment there are living things and non-living things.

____ 2. Science is the study of non-living things only.

____ 3. Observation is looking at things carefully which are around us.

____ 4. Formalin is a liquid used to preserve plants.

____ 5. Frog is an insect.

____ 6. Maize, wheat, sorghum etc. are the sorts of crops.

____ 7. Ostrich is a bird.

____ 8. Frog lives only in water (lakes).

II. Choose the Best answer and underline it.

9. Which animal is a mammal? A) Ostrich B) Snail C) Frog D) Lion.

10. In a grouping of animal snail is a _____. A) amphibian B) reptile C) mammal D) molluscs.

11. Which one is one of the simple plants? A) moss B) ferns C) conifers D) flowering plants.

12. How many senses are there? A) 3 B) 4 C) 5 D) 2.

13. The empty bottle is really empty? What is inside it? A) water B) air C) milk D) nothing.

14. A magnet attracts or picks all metals. A) false B) true C) sometimes true D) always true.

15. Which metal can be picked up by magnet? A) copper B) gold C) silver D) iron.

APPENDIX III. SCIENCE TEST.

16. Copper can be picked up by a magnet. A) picked up B) not picked up C) repel D) None of the above.
17. When the electric wire (circuit) is opened the bulb _____. A) does not light B) lights C) sometimes gives light D) None.
18. During heating what happens to a burning candle? A) melts B) smokes C) gives light D) all
19. After heating what does water look like? A) blue B) white C) no colour D) changes colour
20. Never heat any unknown substance; why? Because it may be _____. A) changes colour B) Tasty C) dangerous D) none.
21. Alcohol is used to preserve _____. A) insects B) frog C) snake D) snail.
22. What is the most common food eaten in your town? A) bread B) injera C) kollo D) inset.

II. Name the one which does not belong with the others.

23. A) Tid B) Zigba C) Kosso D) frog.
24. A) sand B) salt C) stone D) water.
25. A) cow B) goat C) lion D) sheep.
26. A) oil B) water C) air D) milk
27. A) oxygen B) carbondioxide C) nitrogen D) water.
28. How many grams are in one kilogram? A) 100 B) 500 C) 200 D) 1000
29. A magnet will pick up _____. A) some metal things B) plastic things C) all metal things D) some paper.
30. Name one gas which is found in the air. A) rain B) oxygen C) carbondioxide D) B and C.

III Match Group "B" to Group "A".

Group "A"	Group "B"
____31. Liquid	A. Reptile
____32. Good Conductor	B. Wheat
____33. Environment	C. Grasshopper.
____34. Preserve animals	D. Surrounding.
____35. An insect	E. To keep from decay.
____36. Crop product	F. Metal wire.
____37. Snake	G. Water.

IV. Fill in the blanks with suitable words or phrases.

38. Unlike Poles of two magnets _____ to each others.
39. _____ is not heated when it was made.
40. _____ is common thing which is made of iron.

APPENDIX IV. GEOGRAPHY TEST.

PATRIOTS' JUNIOR HIGH SCHOOL

A D D I S A B A B A

Grade 7 Geography Model Examination. 1982 E.C.

Name _____ Section____Roll No. ____

I. Choose the right answer among the following choices and write on the space given. (1-5).

____ 1. The path of each planet is called: A) light year B) Milky-way C) orbit D) None.

____ 2. At the beginning the earth was: A) a ball of hot solid B) a ball of hot gas C) a ball of hot liquid D) None.

____ 3. The ocean floor is: A) uniform B) only mountain C) not uniform D) None.

____ 4. If you were to cut across the earth you would see that the earth has _____ parts. A) two B) three C) One D) five

____ 5. All planets give of ____ and ___ of their own. A) gas and water B) rocks and soil C) light and heat D) None of these.

II. Write True if the statement is true and False if the statement is false. (1-5).

____ 1. Our galaxy, the Milky-way has a shape which looks like a disc.

____ 2. A group of stars is called a Milky-way.

____ 3. The Solar System means the sun-system.

____ 4. Distances on earth are measured in light year.

____ 5. The nearest star to the earth, other than the sun is Alpha Centuari.

APPENDIX IV. GEOGRAPHY TEST.

III. Choose the right word from group B and put your answer infront of each statement in Group A (1-5).

Group "A"	Group "B"
____ 1. Bodies that revolve around the sun.	A. Atmosphere.
____ 2. All planets move around the _____.	B. Solar System.
____ 3. The solid outer covering of the earth.	C. Sun.
____ 4. The sun is the biggest member of the _____.	D. Crust.
____ 5. A very heavy blanket of air.	E. Planets.
	F. Moon.

IV. Fill in the blank spaces. (1-5).

1. _____ are bodies that revolve around the sun.
2. On which part of the earth do people live?
   _____.
3. The _____ is infinite.
4. The ocean floor is not _____.
5. A group of stars is called _____.

APPENDIX V.

TEST RESULTS OF ELP, MATHS, SCIENCE AND GEOGRAPHY (%)

Student	English	Maths	Science	Geography
1	32	26	45	45
2	18	30	35	45
3	42	36	35	60
4	26	23	22	30
5	36	33	32	35
6	34	16	30	65
7	70	76	82	100
8	62	73	70	95
9	30	56	52	30
10	34	36	35	70
11	46	26	30	35
12	40	26	40	55
13	40	43	27	75
14	40	56	57	50
15	44	43	55	20
16	38	33	45	45
17	26	30	35	25
18	46	30	47	40
19	46	40	65	65
20	44	30	35	55
21	28	33	35	56
22	38	36	32	45
23	30	26	20	30
24	32	30	30	70
25	32	30	35	55
26	28	20	35	20
27	18	16	32	35
28	30	30	45	45
29	48	33	35	40
30	32	33	30	30
31	44	40	62	65
32	38	43	52	55
33	30	30	40	20

APPENDIX V.

TEST RESULTS OF ELP, MATHS, SCIENCE AND GEOGRAPHY (%)

Student	English	Maths	Science	Geography
34	36	30	45	40
35	26	50	52	65
36	18	23	32	35
37	34	26	35	55
38	32	26	42	15
39	28	23	30	35
40	42	16	30	40
41	40	36	50	65
42	28	30	37	45
43	34	40	45	20
44	42	60	62	95
45	32	23	32	30
46	42	33	52	85
47	48	66	82	95
48	20	26	42	55
49	36	26	20	25
50	24	56	55	65
51	24	20	27	20
52	54	40	72	85
53	60	70	85	95
54	36	30	45	55
55	46	26	45	25
56	40	36	60	70
57	28	30	40	40
58	44	33	45	30
59	36	16	45	65
60	40	36	55	65
61	16	30	35	35
62	28	33	32	40
63	36	36	32	75
64	46	30	55	35
65	60	56	72	60
66	34	46	40	55

APPENDIX V.

TEST RESULTS OF ELP, MATHS, SCIENCE AND GEOGRAPHY (%)

Student	English	Maths	Science	Geography
67	30	40	37	30
68	28	40	27	20
69	28	23	40	45
70	50	30	27	35
71	36	40	57	70
72	20	26	27	20
73	26	23	30	15
74	40	36	50	75
75	36	40	40	35
76	32	30	32	30
77	22	30	55	40
78	26	30	37	40
79	36	26	42	35
80	52	43	65	60
81	32	23	35	35
82	40	30	37	45
83	36	26	35	90
84	32	33	57	45
85	36	30	65	45
86	56	56	85	80
87	56	63	67	85
88	40	26	45	40
89	26	13	27	40
90	60	53	87	90
91	48	33	60	90
92	28	33	45	25
93	44	20	32	20
94	30	30	35	55
95	30	33	60	70
96	26	13	30	35
97	24	36	42	20
98	32	30	35	65
99	34	30	27	40

APPENDIX V.

TEST RESULTS OF ELP, MATHS, SCIENCE AND GEOGRAPHY (%)

Student	English	Maths	Science	Geography
100	26	30	40	50
101	36	27	37	25
102	50	53	47	50
103	44	26	57	45
104	28	30	35	25
105	32	40	55	55
106	36	33	70	60
107	28	33	50	30
108	28	30	35	25
109	20	20	22	15
110	18	17	22	25
111	38	40	32	40
112	30	40	32	56
113	34	34	32	25
114	24	40	32	35
115	32	16	22	20
116	30	36	50	45
117	54	46	52	50
118	26	20	12	25
119	28	20	42	40
120	38	50	40	35
121	14	23	30	35
122	24	24	30	45
123	22	26	47	35
124	18	30	20	25
125	30	26	37	25
126	34	16	47	35
127	26	63	57	95
128	52	43	65	90
129	20	36	35	20
130	14	30	40	35
131	28	43	47	40
132	26	20	37	25

APPENDIX VI.

THE CORRELATION BETWEEN ELPT AND MATHS TEST RESULTS

St.	Eng. (X)	Maths (Y)	$X-\bar{X}$	$Y-\bar{Y}$	$(X-\bar{X})^2$	$(Y-\bar{Y})^2$	$(X-\bar{X})(Y-\bar{Y})$
1	32	26	-2.63	-7.65	6.92	58.52	20.12
2	18	30	-16.63	-3.65	276.56	13.32	60.70
3	42	36	7.37	2.35	54.32	5.52	17.32
4	26	23	-8.63	-10.65	74.48	113.42	91.91
5	36	33	1.37	-0.65	1.88	0.42	-0.89
6	34	16	-0.63	-17.65	0.40	311.52	11.12
7	70	76	35.37	42.35	1251.04	1793.52	1497.92
8	62	73	27.37	39.35	749.12	1548.42	1077.01
9	30	56	-4.63	22.35	21.44	499.52	-103.48
10	34	36	-0.63	2.35	0.40	5.52	-1.48
11	46	26	11.37	-7.65	129.28	58.52	-86.98
12	40	26	5.37	-7.65	28.83	58.52	-41.08
13	40	43	5.37	9.35	28.83	87.42	50.21
14	40	56	5.37	22.35	28.83	499.52	120.02
15	44	43	9.37	[illegible]5	87.79	87.42	87.61
16	38	33	3.37	-0.65	11.36	0.42	-2.19
17	26	30	-8.63	-3.65	74.48	13.32	31.50
18	46	30	11.37	-3.65	129.28	13.32	-41.50
19	46	40	11.37	6.35	129.28	40.32	72.20
20	44	30	9.37	-3.65	87.79	13.32	-34.20
21	28	33	-6.63	-0.65	43.96	0.42	4.31
22	38	36	3.37	2.35	11.36	5.52	7.92
23	30	26	-4.63	-7.65	21.44	58.52	35.42
24	32	30	-2.63	-3.65	6.92	13.32	9.60
25	32	30	-2.63	-3.65	6.92	13.32	9.60
26	28	20	-6.63	-13.65	43.96	186.32	90.50
27	18	16	-16.63	-17.65	276.56	311.42	293.52
28	30	30	-4.63	-3.65	21.44	13.32	16.90
29	48	33	13.37	-0.65	178.76	0.42	-8.69
30	32	33	-2.63	-0.65	6.92	0.42	1.71
31	44	40	9.37	6.35	87.79	40.32	59.50
32	38	43	3.37	9.35	11.36	87.42	31.51
33	30	30	-4.63	-3.65	21.44	13.32	16.90

APPENDIX VI.

THE CORRELATION BETWEEN ELPT AND MATHS TEST RESULTS

St.	Eng (X)	Maths (Y)	$X-\bar{X}$	$Y-\bar{Y}$	$(X-\bar{X})^2$	$(Y-\bar{Y})^2$	$(X-\bar{X})(Y-\bar{Y})$
34	36	30	1.37	-3.65	1.88	13.32	-5.00
35	26	50	-8.63	16.35	74.48	267.32	-141.10
36	18	23	-16.63	-10.65	276.56	113.42	177.11
37	34	26	-0.63	-7.65	0.40	58.52	4.82
38	32	46	-2.63	-7.65	6.92	58.52	20.12
39	28	23	-6.63	-10.65	43.96	113.42	70.61
40	42	16	7.37	-17.65	54.32	311.42	-130.08
41	40	36	5.37	2.35	28.83	5.52	12.62
42	28	30	-6.63	-3.65	43.96	13.32	24.20
43	34	40	-0.63	6.35	0.40	40.32	-4.00
44	42	60	7.37	26.35	54.32	694.32	194.20
45	32	23	-2.63	-10.65	6.92	113.42	28.01
46	42	33	7.37	-0.65	54.32	0.42	-4.79
47	48	66	13.37	32.35	178.76	1046.52	432.52
48	20	26	-14.63	-7.65	214.04	58.52	111.92
49	36	26	1.37	-7.65	1.88	58.52	-10.48
50	24	56	-10.63	22.35	113.00	499.52	-237.58
51	24	20	-10.63	-13.65	113.00	186.32	145.10
52	54	40	19.37	6.35	375.20	40.32	123.00
53	60	70	25.37	36.35	643.63	1321.32	922.20
54	36	30	1.37	-3.65	1.88	13.32	-5.00
55	46	26	11.37	-7.65	129.28	58.52	-86.98
56	40	36	5.37	2.35	28.83	5.52	12.62
57	28	30	-6.63	-3.65	43.96	13.32	24.20
58	44	33	9.37	-0.55	87.79	0.42	-6.09
59	36	16	1.37	-17.65	1.88	311.52	-24.18
60	40	36	5.37	2.35	28.83	5.52	12.62
61	16	30	-18.63	-3.65	347.08	13.32	68.00
62	28	33	-6.63	-0.65	43.96	0.42	4.31
63	36	36	1.37	2.35	1.88	5.52	3.22
64	46	30	11.37	-3.65	129.28	13.32	-41.50
65	60	56	25.37	22.35	643.64	499.52	567.02
66	34	46	-0.63	12.35	0.40	152.5	-7.78

APPENDIX VI.

THE CORRELATION BETWEEN ELPT AND MATHS TEST RESULTS

St.	Eng. (X)	Maths (Y)	$X-\bar{X}$	$Y-\bar{y}$	$(X-\bar{X})^2$	$(Y-\bar{Y})^2$	$(X-\bar{X})(Y-\bar{Y})$
67	30	40	-4.63	6.35	21.44	40.32	-29.40
68	28	40	-6.63	6.35	43.96	40.32	-42.10
69	28	23	-6.63	-10.65	43.96	113.42	70.61
70	50	30	15.37	-3.65	236.24	13.52	-56.10
71	36	40	1.37	6.35	1.88	40.32	8.70
72	20	26	-14.63	-7.65	214.04	58.52	11.92
73	26	23	-8.63	-10.65	74.48	113.42	91.91
74	40	36	5.37	2.35	28.83	5.52	12.62
75	36	40	1.37	6.35	1.88	40.32	8.70
76	32	30	-2.63	-3.65	6.92	13.52	9.60
77	22	30	12.63	3.65	159.52	13.52	46.10
78	26	30	-8.63	-3.65	74.48	13.52	31.50
79	36	26	1.37	-7.65	1.88	58.52	-10.48
80	52	43	67.37	9.35	301.72	87.42	162.41
81	32	23	-2.63	-10.65	6.92	113.42	28.01
82	40	30	5.37	-3.65	28.83	13.52	-19.60
83	36	26	1.37	-7.65	1.88	58.52	-10.48
84	32	33	-2.63	-0.65	6.92	0.42	1.71
85	36	30	1.37	-3.65	1.88	13.52	-5.00
86	56	56	21.37	22.35	456.68	499.52	477.62
87	56	63	21.37	29.35	456.68	861.42	627.21
88	40	26	5.37	-7.65	28.83	58.52	-41.08
89	26	13	-8.63	-20.65	74.48	426.42	178.21
90	60	53	25.37	19.35	643.64	374.42	490.91
91	48	33	13.37	-0.65	178.76	0.42	-8.69
92	28	33	-6.63	-0.65	43.96	0.42	4.31
93	44	20	9.37	-13.65	87.80	186.32	-127.90
94	30	30	-4.63	-3.65	21.44	13.32	16.90
95	30	33	-4.63	-0.65	21.44	0.44	3.02
96	26	13	-8.63	-20.65	74.48	426.42	178.21
97	24	36	-10.63	2.35	113.00	5.52	-24.98
98	32	30	-2.63	-3.65	6.92	13.32	9.60
99	34	30	-0.63	-3.65	0.40	13.32	2.30

APPENDIX VI.

THE CORRELATION BETWEEN ELPT AND MATHS TEST RESULTS

St.	Eng. (X)	Maths (Y)	$X-\bar{X}$	$Y-\bar{Y}$	$(X-\bar{X})^2$	$(Y-\bar{Y})^2$	$(X-\bar{X})(Y-\bar{Y})$
100	26	30	-8.63	-3.65	74.48	13.32	31.50
101	36	26	1.37	-7.65	1.88	58.52	-10.48
102	50	53	15.37	19.35	236.24	374.42	297.41
103	44	26	9.37	-7.65	87.88	58.52	-71.68
104	28	30	-6.63	-3.65	43.96	13.32	24.20
105	32	40	-2.63	6.35	6.92	40.32	-16.70
106	36	33	1.37	-0.65	1.88	0.42	-0.89
107	27	33	-6.63	-0.65	43.96	0.42	4.31
108	28	30	-6.63	-3.65	43.96	13.32	24.20
109	20	20	-14.63	-13.65	214.04	186.32	199.70
110	18	17	-16.63	-16.65	276.56	277.22	276.89
111	38	40	3.37	6.35	11.36	40.32	21.40
112	30	40	-4.63	6.35	21.44	40.32	-29.40
113	34	34	-0.63	0.35	0.40	0.12	-0.22
114	24	40	-10.63	6.35	113.00	40.32	-67.50
115	32	16	-2.63	-17.65	6.92	311.52	46.42
116	30	36	-4.63	2.35	21.44	5.52	-10.88
117	54	46	19.37	12.35	375.20	152.52	239.22
118	26	20	-8.63	-13.65	74.48	186.32	117.80
119	28	20	-6.63	-13.65	43.96	186.32	90.50
120	38	50	3.37	16.35	11.36	277.22	55.10
121	14	23	-20.63	-10.65	425.60	113.42	219.71
122	24	24	-10.63	-9.65	113.00	93.12	102.58
123	22	26	-12.63	-7.65	159.17	58.52	96.62
124	18	30	-16.63	-3.65	276.56	13.32	60.70
125	30	26	-4.63	-7.65	21.44	58.52	35.42
126	34	16	-0.63	-17.65	0.40	311.52	11.12
127	26	63	-8.63	29.35	74.48	861.42	-253.29
128	52	43	17.37	9.35	301.72	93.12	162.41
129	20	36	-14.63	2.35	214.04	5.52	-34.38
130	14	30	-20.63	-3.65	425.60	13.32	75.30
131	28	43	-6.63	9.35	43.96	93.12	-62.00
132	26	20	-8.63	-13.65	74.48	186.32	117.80
T.	132	4572	4442		14726.03	19276.32	2527.56

APPENDIX VI.

THE CORRELATION BETWEEN ELPT AND MATHS TEST RESULTS.

CALCULATIONS:

1. mean $(\bar{x})$

A) $\bar{X} = \frac{\Sigma X}{N}$ $= \frac{4572}{132}$ $= 34.63$

B) $\bar{Y} = \frac{\Sigma Y}{N}$ $= \frac{4442}{132}$ $= 33.65$

2. Standard Deviation (S.D).

A) $\sqrt{X} = \sqrt{\frac{(X-X)^2}{N}}$

$\sqrt{\frac{14726.03}{132}}$

$= 10.56$

B) $\sqrt{Y} = \sqrt{\frac{(Y-Y)^2}{N}}$

$= \sqrt{19976.32}$

12.30

3. $r = \frac{\Sigma XY}{N \sqrt{X} \sqrt{Y}}$

$\frac{9597.56}{17,145.22}$

$= 0.56$ (The above procedures are applied to Appendices VII and VIII).

APPENDIX VII

THE CORRELATION BETWEEN ELPT AND SCIENCE TEST RESULTS

St.	Eng. (X)	Science (Z)	$X-\bar{X}$	$Z-\bar{Z}$	$(X-\bar{X})(Z-\bar{Z})$
1	32	45	-2.63	2.08	-5.47
2	18	35	-16.63	-7.92	131.71
3	42	35	7.37	-7.92	-58.37
4	26	22	-8.63	-20.92	180.54
5	36	32	1.37	-10.92	-14.96
6	34	30	-0.63	-12.92	8.14
7	70	82	35.37	39.08	1382.26
8	62	70	27.37	27.08	741.18
9	30	52	-4.63	9.08	-42.04
10	34	35	-0.63	-7.92	4.99
11	46	30	11.37	-12.92	-146.90
12	40	40	5.37	-2.92	-15.68
13	40	27	5.37	-15.92	-85.49
14	40	57	5.37	14.08	75.61
15	44	55	9.37	12.08	113.19
16	38	45	3.37	2.08	7.01
17	26	35	-8.63	-7.92	68.36
18	46	47	11.37	4.08	46.39
19	46	65	11.37	22.08	251.05
20	44	35	9.37	-7.92	-74.21
21	28	35	-6.63	-7.92	52.51
22	38	32	3.37	-10.92	-36.80
23	30	20	-4.63	-22.92	106.20
24	32	30	-2.63	-12.92	33.98
25	32	35	-2.63	-7.92	20.83
26	28	35	-6.63	-7.92	52.51
27	18	32	-16.63	-10.92	181.60
28	30	45	-4.63	2.08	-9.63
29	48	35	13.37	-7.92	-105.89
30	32	30	-2.63	-12.92	33.98
31	44	62	9.37	19.08	178.78
32	38	52	3.37	9.08	30.60
33	30	40	-4.63	-2.92	13.52

APPENDIX VII.

THE CORRELATION BETWEEN ELPT AND SCIENCE TEST RESULTS

St.	Eng. (X)	Science (Z)	$X-\bar{X}$	$Z-\bar{Z}$	$(X-\bar{X})(Z-\bar{Z})$
34	36	45	1.37	2.08	2.85
35	26	52	-8.63	9.08	-78.36
36	18	32	-16.63	-10.92	181.60
37	34	35	-0.63	-7.92	4.99
38	32	42	-2.63	-0.92	2.42
39	28	30	-6.63	-12.92	85.66
40	42	30	7.37	-12.92	-95.22
41	40	50	5.37	7.08	38.02
42	28	37	-6.63	-5.92	39.25
43	34	45	-0.63	2.08	-1.31
44	42	62	7.37	19.08	140.62
45	32	32	-2.63	-10.92	28.72
46	42	52	7.37	9.08	66.92
47	48	82	13.37	39.08	522.50
48	20	42	-14.63	-0.92	13.46
49	36	29	1.37	-22.92	-31.40
50	24	55	-10.63	12.08	-128.41
51	24	27	-10.63	-15.92	169.23
52	54	72	19.37	29.08	563.28
53	60	85	25.37	42.08	1067.57
54	36	45	1.37	2.08	2.85
55	46	45	11.37	2.08	23.65
56	40	60	5.37	17.08	91.72
57	28	40	-6.63	-2.92	19.36
58	44	45	9.37	2.08	19.49
59	36	45	1.37	2.08	2.85
60	40	55	5.37	12.08	64.87
61	16	35	-18.63	-7.92	147.55
62	28	32	-6.63	-10.92	72.40
63	36	32	1.37	-10.92	-14.96
64	46	55	11.37	12.08	137.35
65	60	72	25.37	29.08	737.76
66	34	40	-0.63	-2.92	1.84

APPENDIX VII.

THE CORRELATION BETWEEN ELPT AND SCIENCE TEST RESULTS

St.	Eng. (X)	Science (Z)	$X-\bar{X}$	$Z-\bar{Z}$	$(X-\bar{X})(Z-\bar{Z})$
67	30	37	-4.63	-5.92	27.41
68	28	27	-6.63	-15.92	105.55
69	28	40	-6.63	-2.92	19.36
70	50	27	15.37	-15.92	-244.69
71	36	57	1.37	14.08	19.29
72	20	27	-14.63	-15.92	232.91
73	26	30	-8.63	-12.92	111.50
74	40	50	5.37	7.08	38.02
75	36	40	1.37	-2.92	-4.00
76	32	32	-2.63	-10.92	28.72
77	22	55	-12.63	12.08	-152.57
78	26	37	-8.63	-5.92	51.09
79	36	42	1.37	-0.92	-1.26
80	52	65	17.37	22.08	383.53
81	32	35	-2.63	-7.92	20.83
82	40	37	5.37	-5.92	-31.79
83	36	35	1.37	-7.92	-10.85
84	32	57	-2.63	14.08	-37.03
85	36	65	1.37	22.08	30.25
86	56	85	21.37	42.08	899.25
87	56	67	21.37	24.08	514.59
88	40	45	5.37	2.08	11.17
89	26	27	-8.63	-15.92	137.39
90	60	87	25.37	44.08	1118.30
91	48	60	13.37	17.08	228.36
92	28	45	-6.63	2.08	-13.79
93	44	32	9.37	-10.92	-102.32
94	30	35	-4.63	-7.92	36.67
95	30	60	-4.63	17.08	-79.08
96	26	30	-8.63	-12.92	111.50
97	24	42	-10.63	-0.92	9.78
98	32	35	-2.63	-7.92	20.83
99	34	27	-0.63	-15.92	10.03

APPENDIX VII.

THE CORRELATION BETWEEN ELPT AND SCIENCE TEST RESULTS

St.	Eng. (X)	Science (Z)	$X-\bar{X}$	$Z-\bar{Z}$	$(X-\bar{X})(Z-\bar{Z})$
100	26	40	-8.63	-2.92	25.20
101	36	37	1.37	-5.92	-8.11
102	50	47	15.37	4.08	62.71
103	44	57	9.37	14.08	131.92
104	28	35	-6.63	-7.92	52.51
105	32	55	-2.63	12.08	-31.77
106	36	70	1.37	27.08	37.10
107	28	50	-6.63	7.08	-46.94
108	28	35	-6.63	-7.92	52.51
109	20	22	-14.63	-20.92	306.06
110	18	22	-16.63	-20.92	347.90
111	38	32	3.37	-10.92	-36.80
112	30	32	-4.63	-10.92	50.56
113	34	32	-0.63	-10.92	6.88
114	24	32	-10.63	-10.92	116.08
115	32	22	-2.63	-20.92	55.02
116	30	50	-4.63	7.08	-32.78
117	54	52	19.37	9.08	175.88
118	26	12	-8.63	-30.92	266.84
119	28	42	-6.63	-0.92	6.10
120	38	40	3.37	2.92	-9.84
121	14	30	-20.63	-12.92	266.54
122	24	30	-10.63	-12.92	137.34
123	22	47	-12.63	4.08	-51.53
124	18	20	-16.63	-22.92	381.16
125	30	37	-4.63	-5.92	27.41
126	34	47	-0.63	4.08	-2.57
127	26	57	-8.63	14.08	-121.51
128	52	65	17.37	22.08	383.53
129	20	35	-14.63	-7.92	115.87
130	14	40	-20.63	-2.92	60.24
131	28	47	-6.63	4.08	-27.05
132	28	37	-8.63	-5.92	51.09
	4572	5665			13255.12

$\bar{X}$=34.63

$\bar{Y}$=42.92

S.D. (X) = 10.56

(Y) = 14.87

r=0.64

APPENDIX VIII.

THE CORRELATION BETWEEN ELPT AND GEOGRAPHY TEST RESULTS

St.	Eng. (X)	Geog. (A)	$X-\bar{X}$	$A-\bar{A}$	$(X-\bar{X})(A-\bar{A})$
1	32	45	-2.63	-1.72	4.53
2	18	45	-16.63	-1.72	28.60
3	42	60	7.37	13.28	97.87
4	26	30	-8.63	-16.72	144.29
5	36	35	1.37	-11.72	-16.06
6	34	65	-0,63	18.28	-11.52
7	70	100	35.37	53.28	1884.51
8	62	95	27.37	48.28	1321.42
9	30	30	-4.63	-16.72	77.41
10	34	70	-0.63	23.28	-14.67
11	36	35	11.37	-11.72	-133.26
12	40	55	5.37	8.28	44.46
13	40	75	5.37	28.28	151.86
14	40	50	5.37	3.28	17.61
15	44	20	9.37	-26.72	-250.37
16	38	45	3.37	-1.72	-5.80
17	26	25	-8.63	-21.72	187.44
18	46	40	11.37	-6.72	-76.41
19	46	65	11.37	18.28	207.84
20	44	55	9.37	8.28	77.58
21	28	56	-6.63	9.28	-61.53
22	38	45	3.37	-1.72	-5.80
23	30	30	-4.63	-16.72	77.41
24	32	70	-2.63	23.28	-61.23
25	32	55	-2.63	8.28	-21.77
26	28	20	-6.63	-26.72	177.15
27	18	35	-16.63	-11.72	194.90
28	30	45	- 4.63	- 1.72	7.96
29	48	40	13.37	- 6.72	-89.85
30	32	30	- 2.63	-16.72	43.97
31	44	65	9.37	18.28	171.28
32	38	55	3.37	8.28	27.90
33	30	20	- 4.63	-26.72	123.71

APPENDIX VIII.

THE CORRELATION BETWEEN ELPT AND GEOGRAPHY TEST RESULTS

St.	Eng, (X)	Geog. (A)	$X-\bar{X}$	$A-\bar{A}$	$(X-\bar{X})(A-\bar{A})$
34	36	40	1.37	-6.72	-9.21
35	26	65	-8.63	18.28	-157.76
36	18	35	-16.63	-11.72	194.90
37	34	55	-0.63	8.28	-5.22
38	32	15	-2.63	-31.72	83.42
39	28	35	-6.63	-11.72	77.70
40	42	40	7.37	-6.72	-49.53
41	40	65	5.37	18.28	98.16
42	28	45	-6.63	-1.72	11.40
43	34	20	-0.63	-26.72	16.83
44	42	95	7.37	48.28	355.82
45	32	30	-2.63	-16.72	43.97
46	42	85	7.37	38.28	282.12
47	48	95	13.37	48.28	645.50
48	20	55	-14.63	8.28	-121.14
49	36	25	1.37	-21.72	-29.76
50	24	65	-10.63	18.28	-194.32
51	24	20	-10.63	-26.72	284.03
52	54	85	19.37	38.28	741.48
53	60	95	25.37	48.28	1224.86
54	36	55	1.37	8.28	11.34
55	46	25	11.37	-21.72	-246.96
56	40	70	5.37	23.28	125.01
57	28	40	-6.63	-6.72	44.55
58	44	30	9.37	-11.72	-156.67
59	36	65	1.37	18.28	25.04
60	40	65	5.37	18.28	98.16
61	16	35	-18.63	-11.72	218.34
62	28	40	-6.63	-6.72	44.55
63	36	75	1.37	28.28	38.74
64	46	35	11.37	-11.72	-133.96
65	60	60	25.37	13.28	336.91
66	34	55	-0.63	8.28	-5.22

APPENDIX VIII.

THE CORRELATION BETWEEN ELPT AND GEOGRAPHY TEST RESULTS

St.	Eng. (X)	Geog. (A)	$X-\bar{X}$	$A-\bar{A}$	$(X-\bar{X})(A-\bar{A})$
67	30	30	-4.63	-16.72	77.41
68	28	20	-6.63	-26.72	177.15
69	28	45	-6.63	- 1.72	11.40
70	50	35	15.37	-11.72	-180.14
71	36	70	1.37	23.28	31.89
72	20	20	-14.63	-26.72	390.90
73	26	15	-8.63	-31.72	273.74
74	40	75	5.37	28.28	151.86
75	36	35	1.37	-11.72	-16.06
76	32	30	-2.63	-16.72	43.97
77	22	40	-12.63	-6.72	84.87
78	26	40	-8.63	- 6.72	57.99
79	36	35	1.37	-11.72	-16.06
80	52	60	17.37	13.28	230.67
81	32	35	-2.63	-11.72	30.82
82	40	45	5.37	-1.72	-9.24
83	36	90	1.37	43.28	49.29
84	32	45	-2.63	-1.72	4.52
85	36	45	1.37	-1.72	-2.36
86	56	80	21.37	33.28	711.19
87	56	85	21.37	38.28	818.04
88	40	40	5.37	-6.72	-36.09
89	26	40	-8.63	-6.72	58.00
90	60	90	25.37	43.28	1098.01
91	48	90	13.37	43.28	578.65
92	28	25	-6.63	-21.72	144.00
93	44	20	9.37	-26.72	-250.37
94	30	55	-4.63	8.28	-38.34
95	30	70	-4.63	23.28	-107.79
96	26	35	-8.63	-11.72	101.14
97	24	20	-10.63	-26.72	284.03
98	32	65	-2.63	18.28	-48.08
99	34	40	-0.63	-6.72	4.23

APPENDIX VIII.

THE CORRELATION BETWEEN ELPT AND GEOGRAPHY TEST RESULTS

St.	Eng. (X)	Geog. (A)	$X-\bar{X}$	$A-\bar{A}$	$(X-\bar{X})(A-\bar{A})$
100	26	50	-8.63	3.28	-28.31
101	36	25	1.37	-21.72	-29.76
102	50	50	15.37	3.28	50.41
103	44	45	9.37	-1.72	-16.12
104	28	25	-6.63	-21.72	144.00
105	32	55	-2.63	8.28	-21.78
106	36	60	1.37	13.28	18.19
107	28	30	-6.63	-16.72	110.85
108	28	25	-6.63	-21.72	144.00
109	20	15	-14.63	-31.72	464.06
110	18	25	-16.63	-21.72	361.20
111	38	40	3.37	-6.72	-22.65
112	30	56	-4.63	9.28	-42.97
113	34	25	-0.63	-21.72	13.68
114	24	35	-10.63	-11.72	124.58
115	32	20	-2.63	-26.72	70.27
116	30	45	-4.63	-1.72	7.96
117	54	50	19.37	3.28	63.53
118	26	25	-8.63	-21.72	187.44
119	28	40	-6.63	-6.72	44.55
120	38	35	3.37	-11.72	-39.50
121	14	35	-20.63	-11.72	24.78
122	24	45	-10.63	-1.72	18.28
123	22	35	-12.63	-11.72	148.02
124	18	25	-16.63	-21.72	361.20
125	30	25	-4.63	-21.72	100.56
126	34	35	-0.63	-11.72	7.38
127	26	95	-8.63	48.28	-416.66
128	52	90	17.37	43.28	751.77
129	20	20	-14.63	-26.72	390.91
130	14	35	-20.63	-11.72	241.78
131	28	40	-6.63	-6.72	44.55
132	26	25	-8.63	-21.72	187.44
T.	4572	6167			16615.08

$\bar{X}=34.63$
$\bar{A}=46.72$
S.D (X)=
10.56
A=21.5
r=0.55

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 this thesis have been duly acknowledged.

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This thesis has been submitted for examination with my approval as a University advisor.

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T A B L E O F C O N T E N T S